



EDUC 302: Methods and Materials for Teaching Reading I – 2019 Fall Semester

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

The brain remembers what the heart cares about. -Hobbs

Course Overview

Effective instruction requires that teachers understand and integrate assessment, planning and instructional strategies in connected, engaging ways. This methods course introduces preservice teachers to responsive literacy instruction (and satisfies the state mandate for phonics instruction) to get ready to teach. It is not a test prep course but time to collaboratively and individually act on: making connections to how literacy is infused in methods courses you're currently taking or completed, gathering study material, scrutinizing the structure and content of the [FoRT](#), and outlining a study schedule. The [SOE Teaching Dispositions](#) and [InTASC Teaching Standards](#) Critical Dispositions “indicate the habits of professional action and moral commitments that underlie how teachers act in practice [and profession]” (2013, p. 6). These teaching dispositions outline traits that SOE faculty expect from preservice teachers and graduates. A growth mind-set is essential for continued success in our professional program. The National Council for Accreditation of Teacher Education (NCATE, 2008) 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 (UWSP PEP Advising Guide, p. 16).

Course assignments and assessments align with the InTASC Standards section of Instructional Practice (Standards 6-8) and effective teaching-learning cycle (as shown in the edTPA Assessment Handbooks). The [CCSS-ELA](#) student standards frame activities for class practice and the required practicum week 4-14. A **practicum report** is completed by the classroom teacher by week 15 and added to your *teacher portfolio credentials*. The **teacher portfolio requirement** includes uploading a commentary and related evidence, of your choice (see assignments 1-2). The content and format of the course final will be discussed as a class.

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 teachers' dispositions affect their students' learning?
2. How does a teacher support develop and support students' comprehension and collaboration skills?
3. What does effective reading instruction look, sound, and feel like?
4. What might the phrase “to talk the talk and walk the walk” mean in relation to questions 1-3?

University Policies and Course Requirements

I align my policies and choices with my university's guidance, including the UWSP Community Bill of Rights and Responsibilities. Please mark each box as we move through each policy/requirement. If you're unsure or have a question do not feel forced to check a box but talk with me privately.

I agree to:

- silence and put away all my electronic devices during 302 class and practicum.
- try and attend every class, contact the professor if absent, and find a friend that will share notes, handouts and go through the class discussion/activities that I missed.
- 302 attendance policy: 1 absence – no deductions. 2 absences – 10 points. 3 or more absences – instructor discretion (disposition matter). **No absences – bonus 5 points.**
- read required material prior to class.
- review the Dispositions Agreement signed upon acceptance into the SOE-PEP (refer to UG Advising Guide) and continue to develop my teaching dispositions; understanding that dispositions not in accordance with the UWSP Teacher Candidate Dispositions are taken seriously and that my instructor is obligated to document and act on dispositions that affect the classroom learning environment (i.e., tardy/more than 3 absences, distracted looking at phone, talking/not listening to peers/instructor, rude comments, not prepared for class, etc.).
- complete a **proficient collaborator activity** (p. 10), with my peers and instructor, to develop this important disposition and continue to understand how my actions might affect the learning of others and myself.
- 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.
- acknowledge that students 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.
- recognize 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>
- recognize 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 & inform the instructor of accommodations needed to be successful in this course
<https://www.uwsp.edu/hr/Pages/Affirmative%20Action/ADA.aspx>

SIGNATURE: _____

In signing this page, I agree to do my best to follow the above requirements and policies. If issues arise during the semester, I will talk to my professor immediately.

Course Assignments

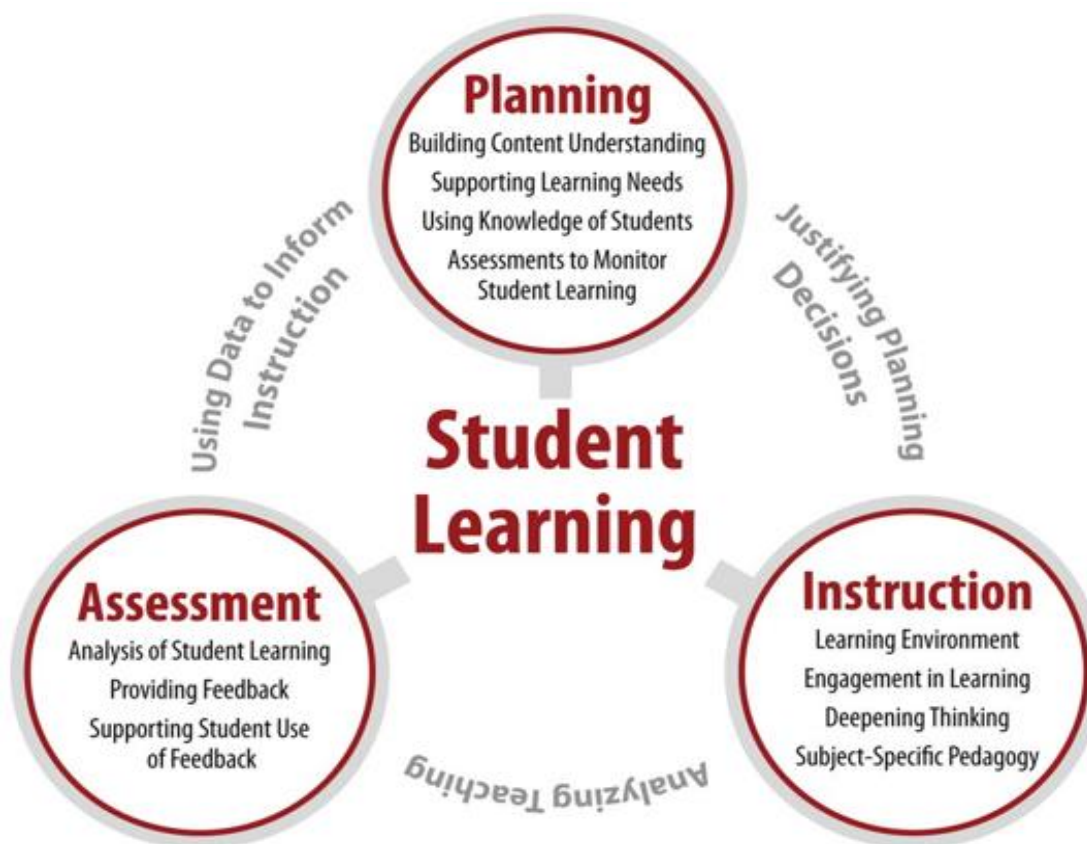


The InTASC Standards are extensive, listing many indicators – not intended to be a checklist but overlap and complete a bigger picture of teaching and learning – for teacher performance, knowledge, and dispositions. **It’s about the teaching practice and not about the individual teacher.** In order to develop your expertise, you must become knowledgeable about effective strategies, implement them in a real context, gather evidence of learner response to the strategy, reflect upon that evidence, and seek feedback from others, and then make adjustments (InTASC Standards, 2013, p. 11-13).

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal,

teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways (InTASC Standards, 2013, p. 9).



Assignment 1: Assessment

Learning outcome: The preservice teacher will be able to understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide their and learner's decision-making (InTASC Standard 6: Assessment).

Goal: Demonstrate, describe and support your choice of 3 or more literacy assessments to analyze and support your practicum student's learning through appropriate feedback and support of students using that feedback.

Directions: Part 1 – share assessments in class (those you plan to use and/or have completed with your practicum student) **AND** Part 2 – write an assessment commentary supported by evidence (3 or more assessments).

Part 1

- Review the **15 Point Assessment Rubric** on the next page.
- Review the *What Do I Need to Think About* section in an edTPA handbook to support what you share for part 1 and write (part 2 below). Depending on your major, the questions and page numbers may vary. For example, an EE major would go to page 27 of the 2018 *edTPA Elementary Literacy Assessment Handbook*.
- Review the performance, essential knowledge & critical dispositions of InTASC Standard 6: Assessment. Select a teaching element, that best supports your practice, and place it in the evidence section. Think about its relation to the rubric criteria.
- Complete and **collect 3 or more assessments** (evidence) with your practicum student. Most of your assessments are in Richardson's *The Next Step Forward in Guided Reading*, according to a student's guided reading level (GRL). Keep track of your student's assessments in a **teacher binder**. Assessments must include: 1) interest or reading inventory, 2) running record, and 3) other informal ways of documenting student's literacy behaviors and learning strengths, needs, etc. (i.e., work samples, observation notes, classroom teacher shares an assessment with you, etc.).
- During class, share out 3 assessments. The instructor will use the **Assessment Rubric** to document your performance, essential knowledge, and dispositions throughout the semester and **formal sharing**.
- Complete sharing your 3 assessments **BY** Wednesday of Week 13 to earn 15 points.

Part 2

- Now it's time to write about Part 1. Review the assessment rubric, what do I need to think about questions, teaching standards you chose & evidence (assessments).
- During class, we'll create a **checklist** (refer to rubric), noting specific requirements to successfully write a 1-page assessment commentary. Your commentary will address how you analyzed your student's learning, provided feedback, and supported your student's use of that feedback during the practicum.
- Staple** & hand in the rubric, commentary & 3 assessments **ON** Wednesday of Week 13 to earn 15 points.

Assignment 1: Assessment Rubric					
Name:		Course/Section:		Date:	
				Points: ____/15	
Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
Analysis of Student Learning edTPA Rubric 11	The analysis is not supported by assessments, work samples or learning objectives.	The analysis is supported by unconfirmed assessments and focuses on what student did right OR wrong .	The analysis is supported by 2 assessments and focuses on what students did right AND wrong.	The analysis uses 3 assessments and student work samples (or activities) to demonstrate patterns of learning related to learning objectives.	Level 4 plus: Supported by principles from research and/or theory.
Evidence:					
Providing Feedback edTPA Rubric 12	No feedback is provided or inaccurate.	Feedback is general and addresses needs AND/OR strengths related to learning objective.	Feedback is specific and addresses needs AND/OR strengths related to learning objective.	Feedback is specific and addresses both strengths AND needs related to learning objective.	Level 4 plus: -makes connection to prior learning. -provides a strategy to address learning need. Supported by principles from research and/or theory.
Evidence:					
Supporting Students Use of Feedback edTPA Rubric 13	Opportunities for understanding or using feedback are not described .	Vague or limited descriptions of how students will understand or use feedback.	Describes how students will understand or use feedback related to learning objective .	Describes how to support student to understand and use feedback on their strengths OR weaknesses related to learning objective.	Describes how to support student to understand and use feedback on their strengths AND weaknesses related to LO. Supported by principles from research and/or theory.
Evidence:					

Assignment 2: Planning

Learning outcome: The preservice teacher will be able to plan instruction that supports student 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 (InTASC Standard #7: Planning for Instruction).

Goal: Describe and support how your lesson plans support your practicum student's needs, strengths, prior knowledge, interests, experiences, culture, and/or subject-specific learning, etc.

Directions: Part 1 – share guided reading lessons in class (those you plan to use and/or have completed with your practicum student) **AND** Part 2 – write a planning commentary supported by evidence (3 guided reading lessons that provide insight into the beginning, middle & end of your practicum teaching).

Part 1

- Review the **15 Point Planning Rubric** on the next page.
- Review the *What Do I Need to Think About* section in an edTPA handbook to support what you share for part 1 and write (see part 2 below). Depending on your major, the questions and page numbers may vary. For example, an EE major would go to page 8 of the 2018 *edTPA Elementary Literacy Assessment Handbook*.
- Review the performance, essential knowledge & critical dispositions of InTASC Standard 7: Planning. Select a teaching element, that best supports your practice, and place it in the evidence section. Think about its relation to the rubric criteria.
- Plan as many **guided reading (GR) lessons** as you can, keeping track of the lessons in your **teacher binder**. The GR lessons are in Richardson's *The Next Step Forward in Guided Reading*.
- At the top of every GR lesson **ALWAYS** include the appropriate CCSS-ELA.
- During class, describe how you planned or will plan instruction based on assessments, following specific content or teacher direction, and/or what you've learned in class (discussions, readings, etc.). Use the GR lesson plan as evidence and to guide what you share. The instructor will use the Planning Rubric to document performance, essential knowledge, and dispositions throughout the semester and **formal sharing**.
- Complete sharing 3 GR lessons **BY** Wednesday of Week 14 to earn 15 points.

Part 2

- Now it's time to write about Part 1. Review the planning rubric, what do I need to think about questions, teaching standards selected & evidence (guided reading lessons).
- During class, we'll create a **checklist** (refer to rubric), noting specific requirements to successfully write a 1-page planning commentary. Your commentary will address how you built content knowledge, supported learning needs, used knowledge of students, and used assessments to monitor learning during the practicum.
- Staple** & hand in rubric, commentary & 3 GR lessons **ON** Wednesday of Week 14 to earn 15 points.

Assignment 2: Planning Rubric					
Name:		Course/Section:		Date:	
				Points: ____/15	
Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
Building Content Understanding	Plans for instruction focus solely on literacy skills and no connections to strategy for comprehending or composing text, OR significant inaccuracies, OR not aligned to standards.	Plans for instruction support student learning of literacy skills and vague connections to essential strategy for comprehending OR composing text. Somewhat aligned to standards.	Plans for instruction build on each other to support student learning of the: essential literacy strategy for comprehending OR composing text and clear connection to related skills .	3 plans focus on BME of learning AND how instruction built on student learning. Explains how activities lead student to independently apply strategy OR related skills.	Level 4 plus: Connections between reading and writing. Supported by principles from research and/or theory.
edTPA Rubric 1					
Evidence:					
Supporting Learning Needs & Using Knowledge of Students	No evidence of planned supports OR represents a deficient view of student.	Plans are loosely tied to learning focus OR plans are limited to student's prior knowledge & learning needs.	Plans support learning focus with attention to student's prior knowledge OR learning needs OR strengths.	Planned supports are tied to learning focus with authentic attention to student's prior knowledge AND learning needs AND strengths.	Level 4 plus: Supported by principles from research and/or theory.
edTPA Rubric 2 & 3					
Evidence:					
Assessments to Monitor Student Learning.	Assessments do not provided evidence of monitoring student learning to support planning.	Assessments provided limited evidence of monitoring student learning to support planning.	Assessments provide evidence to monitor student's use of literacy strategy OR skill to support planning.	Assessments monitor student's use of literacy strategy AND related skills to support planning.	Level 4 plus: Supported by principles from research and/or theory.
edTPA rubric 5					
Evidence:					

Assignment 3: Instruction

Learning Outcome: The preservice teacher will be able to understand and use a variety of instructional strategies to encourage learners to develop a [deeper] understanding of [content and] content areas and their connections, and to build skills to apply knowledge in meaningful ways (InTASC Standard #8: Instructional Strategies).

Goal: Demonstrate, describe, and support your choice of comprehension strategies to engage your practicum students in learning, and to think more in critical about why, how & when to use the strategy (subject specific).

Directions: Read and complete 1-7 below.

1. In the edTPA Handbook, examine **Instruction and Engaging Students in Learning** section of “What Do I Need to Think About?” Depending on your major, the questions and page numbers may vary. For example, an EE major would go to page 18 of the 2018 *edTPA Elementary Literacy Assessment Handbook*.
2. Review the performance, essential knowledge & critical dispositions of InTASC Standard 7: Planning. Reference 1 or more teaching element before you teach the strategy.
3. During the semester, small groups **teach 2 specific comprehension strategies**. Strategies will be provided, and groups decided by the professor.
4. Once you know the strategy(s) and group members: 1) Select an anchor text. This is a text that lends itself to practicing the strategy, 2) Select a support teaching video (Richardson). This is a video that supports what the strategy might look like with a specific age group, and 3) Prepare the appropriate materials to support your teaching of the strategy.
5. Everyone in the teaching group actively participates (If a group member is absent, the day the teaching strategy is shared, the maximum of 10 points can be earned if the absent member participated in the “getting ready to teach” activities).
6. The **friends learning the strategy** are responsible for actively engaging in the strategy and providing **constructive** feedback.
7. Complete sharing 2 comprehension strategies **BY** Wednesday of Week 15 to earn 30 points.

Assignment 4: Professional Responsibility

Learning Outcome: The preservice teacher will be able to create a productive and safe learning environment to deepen their understanding of the teaching profession. To do this well and prepare for student teaching and their future classroom, preservice teachers must engage in ongoing study, self-reflection, and collaboration. (InTASC Standard 9 & 10 modified).

Goal: Identify potential areas of growth for self through collaboration and reflection of how your teaching knowledge, performance, and dispositions impact students' learning.

Directions: This assignment has 3 parts – related to standards 9 & 10 of Professional Responsibility.

Part 1: Building Knowledge (BK) Journal – 50 points

- Review the required Absolutely Not (AN) 10-chapter readings listed under the assignments section in the schedule. The required notetaking for the chapter readings are always **due on Monday**. To earn 5 points per chapter:
 - ✓ document (date) chapter reading in 1 page or more.
 - ✓ add to each chapter reading (date) – in class discussions, Richardson, and practicum experiences.
- Maximum is **3 points** if the above 2 requirements are not met and/or you are absent.
- Complete the BK journal **BY** Wednesday of week 10 to earn 50 points (10 chapters @ 5 points each).

Part 2: Practicum – 20 points

- Secure a practicum in a classroom that allows for working with one student. **For the practicum experience to be most successful**, it is crucial that you go into the classroom week 4 – 14, every week **AND** 2x a week, to support a student becoming a better reader, writer, and/or thinker.
- Explain to the classroom teacher that you'd like to observe the first week or two. Then, begin teaching reading with **ONE student** using Richardson's Guided Reading lesson plans and assessments.
- Provided the classroom teacher with the **Practicum Report** the first week (week 4) and remind them that you'll need the report completed by week 15. Continue to share information with the teacher throughout the semester.
- Scan the **Practicum Report** (place in your online teacher portfolio-credentials) & provide a hard copy to the instructor **BY** Wednesday of week 15. /20 points

Part 3: Collaborator – 10 points

- The requirements for the collaborator activity (next page) will be shared in class.
- Participate in the collaboration activity **ON** Wednesday of week 2 & continue to effectively collaborate with peers and instructor **throughout the semester and week 12** to earn 10 points.

Proficient Collaborator

Strategy	Examples of how it might look, sound, or feel?
Be responsible to the group	
Listen actively	
Speak up	
Share the air and encourage others	
Support your views and findings	
Show tolerance and respect	
Reflect and correct	<p>Harvey, S. & Daniels, H. (2015). Comprehension & collaboration: Inquiry circles for curiosity, engagement, and understanding. Portsmouth, NH: Heinemann.</p>

Assignments and possible points	Grading Scale
Assignments 1-3: Instructional practice	200 – 186 A
-Assessment 30	185 – 178 A-
-Planning 30	177 – 170 B+
-Instruction 30	169 – 155 B
	154 – 147 B-
	146 – 139 C+
Assignment 4: Professional Responsibility	138 – 124 C
-BK Journal 50	123 – 116 C-
-Practicum 20	115 – 108 D+
-Collaborator 10	107 – 93 D
-Final 30	92– 85 D-

Tentative Schedule

The first half of the semester builds our knowledge of best practices through much reading, discussions, observing practice, and some application. The second half, provides us time to apply our knowledge, share practicum experiences, support our practice with research/theory (i.e., refer to assigned reading), etc.

Week	Discussion focus & activities	Assignments
Week 1 Wednesday, September 4 th	Course overview	
Week 2 Monday, September 9 th Wednesday, September 11 th	Course overview (continued) Teacher dispositions Responsive education	AN CH 1-2
Week 3 Monday, September 16 th Wednesday, September 18 th	Teaching standards and frameworks Learning conditions Balanced reading program	AN CH 3 Richardson Intro & CH 1
Week 4 Monday, September 23 rd Wednesday, September 25 th	Reading stages and behaviors Planning and assessment (e.g., oral reading records, etc.)	AN CH 4-6 Richardson CH 2-6 (jigsaw)
Week 5 Monday, September 30 th Wednesday, October 2 nd	Reading stages and behaviors Planning and assessment (continued)	Richardson CH 2-6 (continued)
Week 6 Monday, October 7 th Wednesday, October 9 th	Reading stages and behaviors Planning and assessment (continued)	Richardson CH 2-6 (continued)
Week 7 Monday, October 14 th Wednesday, October 16 th	Vocabulary, Fluency, Comprehension Instructional strategies & approaches (<i>reading aloud, interactive and shared reading, comprehension strategies, etc.</i>)	AN CH 7-9

Week 8 Monday, October 21 st Wednesday, October 23 rd	Instructional strategies & approaches (continued) Commentary writing	AN CH 10
Week 9 Monday, October 28 th Wednesday, October 30 th	Instructional strategies & approaches (continued)	
Week 10 Monday, November 4 th Wednesday, November 6 th	Planning, assessment & instruction Commentary writing	Assignment 4/part 1: BK Journal
Week 11 Monday, November 11 th Wednesday, November 13 th	Planning, assessment & instruction	
Week 12 Monday, November 18 th Wednesday, November 20 th	Planning, assessment & instruction	Assignment 4/part 2: Collaborator
Week 13 Monday, November 25 th Wednesday, November 27 th	Planning, assessment & instruction	Assignment 1: Assessment
Week 14 Monday, December 2 nd Wednesday, December 4 th	Planning, assessment & instruction	Assignment 2: Planning
Week 15 Monday, December 9 th Wednesday, December 11 th	Complete assignments 1-3 Prepare for course final	Assignment 3: Instruction Assignment 4/part 3: Practicum
Week 16	Course final (check timetable for date and time)	Final

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