Supported Literacy & Practicum 747
Syllabus
3 credits
Summer 2021
University of Wisconsin - Stevens Point
747: June 28 – July 23

Instructor: Kristen Dembroski, Ph.D.
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Course Description

This course consists of materials and techniques related to the understanding of literacy assessment, best practices, research, and instructional strategies to support *all* children's literacy development. From this understanding, practice of effective literacy instruction is then transferred to other environments. A particular emphasis is placed on servicing students that are experiencing reading difficulty, which we will refer to as striving readers. The content of the course is geared toward classroom teachers, reading teachers/interventionists and special educators who are responsible for assessing, designing instruction, and delivering interventions.

Course Learning Outcomes

A learning outcome is a statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) as a result of a learning experience.

1. Cultivate a perspective and understanding related to the reading process and issues related to reading
2. Develop an understanding of informal measures of literacy assessment for internal audiences—related to word recognition, comprehension, spelling, writing, and interest.
3. Develop an understanding of formal measures of literacy assessment for external audiences
4. Develop an understanding of instructional strategies and methods for instructional planning and responsively working with students in literacy development
5. Examine current professional literature in reading and literacy instruction
6. Demonstrate the ability to examine student's reading ability from a comprehensive perspective, and to suggest and implement appropriate plans for instruction

Evaluation/Course Requirements

Assignment	Brief Description	Points	Learning Outcomes Met (#)
Pre-assessment and Goal-Setting	In order to tailor the course to your needs and goals, you will complete a pre-assessment and goal-setting form.	5	
Writer's Notebook (Weekly, 4 x 10)	Each week, you will be given a list of readings/resources with prompts for reflection. Please add to your Writer's Notebook, which is like a teacher diary. You will reference your Writer's Notebook in your final case study. Possible 5 points per week.	40	1, 2, 3, 4, 5
Discussion Posts (Weekly, 4 x 10)	There will be discussion posts in Canvas. You will make an original post and respond to 2 peers for each of the discussions.	40	1, 2, 3, 4, 5

Case Study Project: Assessment, diagnosis & goal-setting	Your case study will require that you work with a student who is experiencing reading difficulties for 2-3 hours over the course of 3 weeks. You can meet with your student in any increments of time that will add up to 2-3 hours. You will be required to administer a minimum of 5 assessment measures, describe findings and conclusions, and propose instructional goals and strategies for the student. *Due to social-distancing guidelines, you will meet with someone in your social-distance circle or virtually. *Please note, students enrolled in EDUC 748 will continue to work with this student during the following four weeks.	50	6
	Total Points Possible	135	

Assignment Details

1. Writer's Notebook: Professional Growth and Reflection Journal Entries: Participants track their learning from course readings in a "Writer's Notebook," evidence of your professional growth and reflective practices. Course readings will be posted each week. Your developing understanding is applied in your practicum (Case Study Project). Writer's Notebook must be completed by <u>Sunday</u> of each week.

- **Readings:** Readings are provided through UWSP E-Reserves and posted to Canvas. You will need your UWSP ID/password to login to access many of the course readings. The UWSP library has unlimited use rights to items that require you to log-in to read, so you will be able to access the readings at any time (even if someone else is accessing the readings at the same time).

  The majority of the readings come from the following resources:

  - o <u>From Striving to Thriving: How to Grow Confident, Capable Readers</u> by Stephanie Harvey and Annie Ward

  - o <u>Mindsets & Moves</u> by Gravity Goldberg
  - o <u>Comprehensive Reading Intervention in Grades 3-8: Fostering Word Learning, Comprehension, and Motivation</u> by Lynn Gelzheiser
  - o <u>Intensive Reading Interventions for the Elementary Grades</u> by Jeanne Waznek

- **Writer Notebook Specific Requirements:** Entries include a date, title(s) of materials read/viewed, and notes that highlight your learning and interests. Each week, you will be provided with Writer Notebook questions and prompts related to the readings/videos. These are **NOT** to be answered but instead provided to *stir* thinking and considerations. The instructor is the only one who will read entries.

- **Notes support the Case Study Project:** The notes you keep support the planning, instruction, and assessment of the student you chose to work with. Use your notebook to support the writing for the Case Study Project.

Writer's Notebook Entries

	Proficient 5 points	Approaching 3 points	Basic 1 point
Content	Posts well-developed synthesis of multiple resources / experiences that fully addresses and develops all aspects of the text and task. Posts original, factually correct, reflective, and substantive contribution.	Addresses all aspects of the text and task; lacks full development of concepts or fails to synthesize multiple resources / experiences. Post is factually correct.	Posts adequate response with superficial thought and preparation; doesn't address all aspects of the texts or task. Lists or repeats but does not add substantive, original thoughts.
Connection	Thoughtfully reflects on personal and professional experiences. Makes connections to teaching practice and identifies strengths and areas for improvement.	Reflects on personal experiences and connects to teaching practice.	No reflection or connection - posts only notes and takeaways from the readings without any personalization.

2. Discussion Posts / Collaborative Tasks:

- **Discussion Posts:** There will be discussion posts on Canvas centered on teaching practices and reflection. Original posts must be 300-500 words and posted by Thursday of that week. You are required to respond to 2 peers by Sunday of that week.

Discussion Post Rubric

Criteria	Proficient	Approaching	Basic
Synthesis	Posts well-developed synthesis of multiple resources / experiences that fully addresses and develops all aspects of the task. Posts factually correct, reflective, and substantive contribution; advances discussion. On-time post allows for full participation. (4 points)	Posts well-developed reflection that addresses all aspects of the task; lacks full development of concepts or fails to synthesize multiple resources / experiences. Posts information that is factually correct OR Delayed posts inhibit full participation. (3 points)	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task. Repeats but does not add substantive information to the discussion. (1-2 points)
Clarity & Mechanics	Contributes to discussion with clear, concise comments formatted in an easy to read style, free of grammatical or spelling errors. (4 points)	Contributes valuable information to discussion with minor clarity or mechanical errors. (3 points)	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate. (1-2 points)
2 Responses - Collaboration	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts. AND Posts factually correct,	Elaborates on existing posts with further comment or evaluation. AND/OR posts information that is factually correct; lacks full	Posts shallow contributions to discussion (e.g. simply agrees or disagrees, does not enrich discussion) AND/OR

	reflective, and substantive contribution; advances discussion. (2 points)	development of concept or thought. (1 point)	repeats but does not add substantive information to the discussion. (0 points)

3. The Case Study Project. The case study is an analysis of a student's reading ability and instructional methods that are documented in a 5-8-page professional paper. APA style formatting is required (https://owl.english.purdue.edu/owl/section/2/10/).

- **Timeline: (Please see this Weekly Schedule for expectations by week)**
  - o **Week 1** - Select the student you will assess and instruct for this project. Create a calendar for your work together this summer. Your case study will require that you work with a student who is experiencing reading difficulties for 2-3 hours over the course of 3 weeks. You can meet with your student in any increments of time that will add up to 2-3 hours over time. You will be required to administer a minimum of 5 assessment measures, describe findings and conclusions, and propose instructional goals and strategies for the student.

    *Due to social-distancing guidelines, you will meet with someone in your social-distance circle or virtually.
    *Please note, students enrolled in EDUC 748 will continue to work with this student or another student during the following four weeks. This must all be completed in time for you to submit your final project by the end of 748. Once you have selected your student, write the introduction for your final project: describes the teaching situation, student, grade level, and other important information.

  - o **Weeks 1-2** - View sample case studies on Canvas to help you plan the layout and organization of your final project. Case studies most often include an introduction, overview of student's literacy abilities, assessment tools used/analysis, goals, lessons, and summary. You are also encouraged to schedule a conversation with the instructor by the end of this week. We will discuss the student you have chosen, the course requirements, and any questions you may have.

  - o **Week 2** - Administer at least 2 (of 5 required) informal assessments.

  - o **Week 3** - Administer the remaining 3 informal assessments. Analyze your findings and write your report.
    * Share your observations / findings in a discussion post. Peers will help you notice, wonder, and think about next steps in instruction.

  - o **Week 4** - Case Study Project is due to the instructor for feedback. Post this in the Canvas Area.

For your assessments, you are expected to complete 5 or more informal assessments. In a Week 3 discussion post, you will share the results in the discussion forum and support your colleagues with analyzing the information. Through this process, you can begin to decide which pieces of information you still want on a student, and which assessment tools will be most appropriate. Depending on the age, grade, and needs of your student, the following are various assessments appropriate for your case study project. Assessments that you complete with your student are included in your case study project.

(Incomplete) List of Informal Assessment Tools:

- Interest Inventory
- Running Record (with readability analysis of passage)
- Informal Reading Inventory – with independent, instructional and frustration levels (QRI is an example of this)
- Phonological Awareness
- Sight Word Test
- Gentry Spelling Test
- Names Test
- Fluency assessment (may be part of IRI)
- Cloze Test (with readability analysis of passage)
- Writing Sample
- Think Aloud documentations/Anecdotal notes
- Observations
- Concepts of print
- Alphabet recognition
- Any tools discussed or shared in EDUC 746

Check-Scale: Case Study Project
Your case study will require that you have 4-5 sessions with a student who is experiencing reading difficulties. Each session should last approximately 1 to 1 ½ hours. You will be required to administer several assessment measures, describe findings and conclusions, and propose instructional goals and strategies for the student.

Self Checklist	Assessment Scale
___Discussed case study student with instructor and/or peers ___Introduction piece is complete	Introduction describes teaching situation, student, grade level, and other important information. Discussed student with instructor/peers prior to start of case study. 1 2 3 4 5
___Includes 5 or more assessments within case study ___Completed assessment section (w/ conclusion section) and followed requirements for full points	Discussion of assessment measures: include data from the assessment and a discussion of your findings. Follow your discussion of the individual assessment measures with a conclusion section. Conclusions section identifies the predominant patterns and findings from your assessments (Focus on strengths and significant needs). 0 5 10 15 20
___Assessment conclusions match the instructional goals.	Based upon your assessment conclusions and ideas presented in your text, establish instructional goals for your student. These should be major goals that

___My proposed goals and strategies relate to my student's strengths and areas of need. ___I included several strategies to accomplish the goals and included indicators of success.	will have an impact on the student's development as a reader (Focus on strengths and significant needs). Support each instructional goal with strategies for accomplishing the goal and indicators of success. 0 2 4 6 8 10
___I utilized my Writer's Notebook to support my writing. ___I took into consideration my instructor's and/or peers' feedback. ___ I supported my thinking with current research, best practices, and resources provided in my coursework.	It is clear that the Writer's Notebook and the resources provided in this and other courses supported case study writing. 0 2 4 6 8 10
___I turned in my case study on the due date. ___ I took care to edit and revise my work for readability and clarity.	Case study project is error-free, includes all above requirements, professionally written, and contains smooth transitions, headings, appropriate citing and references (APA style format). Turned in by deadline. 1 2 3 4 5
Total: _____ / 50 * 2 = _____ %	

Required Course Materials

Readings are provided through UWSP E-Reserves and posted to Canvas. You will need your UWSP ID/password to login to access many of the course readings. The UWSP library has unlimited use rights to items that require you to log-in to read, so you will be able to access the readings at any time (even if someone else is accessing the readings at the same time).

The majority of the readings come from the following resources:

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- o Mindsets & Moves by Gravity Goldberg
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Various Assessment Tools available from your district, UWSP library, and Canvas online resources

Technology Guidelines

You will need internet access to complete this course. You are encouraged to use Google Docs and share with the instructor for collaboration and feedback before an assignment is due.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Grading Scale

94 – 100% =A	77 – 79% = C+	60 – 63% = D-
90 – 93% = A-	74 – 76% = C	< 60% = F
87 – 89% = B+	70 – 73% = C-	
84 – 86% = B	67 – 69% = D+	
80 – 83% = B-	64 – 66% = D	

Communicating with your Instructor

Email is the quickest way to reach me at: agarbe@uwsp.edu

Call or text my cell phone at any time (715-341-1175).

Skype, Facetime, and Google Hangout Video conference is also available by request.

Teaching and Learning Strategies

This course includes multiple forms of instruction (e.g., interactive discussions, collaborative small group and partner assignments, individual writing assignments, lecture) to address multiple styles of student learning.

Office hours

I am available via emailing or texting anytime. Individual phone calls or video conferences can be arranged through an email request or phone call.

Attendance

The majority of this class is completed online. You will be required to engage in six online collaborative discussions. Your participation must be spread over several days, and you are encouraged to interact with as many of your colleagues as possible to encourage our professional growth as a class. For face-to-face days (there are two), attending class will likely be the single most important factor in determining your performance and grade in the course. Plan to attend every class. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. **I am not able to re-teach the material to you in the event that you are absent. Any exceptions to the attendance policy should be confirmed <u>in writing</u>.**

Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" below. Additionally, below are attendance guidelines as outlined by the UWSP registrar:

Attend all your classes regularly. We do not have a system of permitted "cuts."

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu .

- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.

- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.

- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.

- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Late Work

I expect you to honor your responsibilities, including making punctual online posts and attending every class meeting. However, I understand that you have a life beyond this course, and that unexpected problems or crises can interfere with your attendance or assignments. I also want you to be safe. If weather or other circumstances threaten your safety while traveling to or from class, I understand if you decide not to attend.
In general, the best policy is to contact me before an absence. When you contact me about an absence, please specifically suggest how you think we should handle the absence.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for Students.

Religious Beliefs Accommodation

It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:
- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.

- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this link for more information.

Care Team
The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here.

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

 UWSP 14.03 Academic misconduct subject to disciplinary action.
(1) Academic misconduct is an act in which a student:
(a) Seeks to claim credit for the work or efforts of another without authorization or citation;
(b) Uses unauthorized materials or fabricated data in any academic exercise;
(c) Forges or falsifies academic documents or records;
(d) Intentionally impedes or damages the academic work of others;
(e) Engages in conduct aimed at making false representation of a student's academic performance; or
(f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:
- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the University System Administrative Code, Chapter 14.

Other Campus Policies

FERPA

The Family Educational Rights and Privacy Act (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also

have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the Title IX page.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our Annual Security Report. Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our Jeanne Clery Act page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. Center for Prevention – DFSCA

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our copyright page.