

Supported Literacy & Practicum 748

Syllabus

3 credits

Fall 2021

University of Wisconsin - Stevens Point

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Course Description

This course is the practicum component of the Reading Licensure Coursework. This is a capstone class in which students are applying skills as a reading teacher to an instructional setting. Reading license candidates demonstrate their proficiency in assessing, diagnosing, and planning instruction for students in the area of reading. As such, reading licensure candidates practice their astute skills as observer and use the observational data along with data from formal assessments to determine instruction in reading. Furthermore, reading licensure candidates articulate how their practices are rooted in research/best practice.

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
Module 1 (Sept.) Assessment Report Due October 8	Write an assessment report for one student that you will have the opportunity to work with throughout the semester (minimum of 10 hours of instruction across the semester). The student should exhibit reading needs (score in the 30th percentile or lower on universal screener data).	20
PLC Participation #1 Face to Face Class October 8	Present your student assessment data and instructional plan to your PLC and Vertical Team at the face to face class.	20
Module 2 (Oct.) Lesson Plans, data on progress, and reflection #1 Due Oct. 31	Select two lesson plans to submit and write a reflection on the student's progress to date and plan .	20
PLC Participation #2 Face to Face Class Nov. 5th	Present a recording of you working with a student and updated data to your PLC and Vertical Team	20
PLC Participation #3 Dec. 4th	*Present recorded lesson and updated data to your PLC and Vertical Team	20
Final Reflection	Write a reflection discussing your students' growth, your next instructional steps, and a summary of your professional learning.	20
Total Points Possible		120

Assignment Details

1. Assessment Report-Due September 26

After completing universal screeners and diagnostic assessments, write a thorough report, drawing conclusions of the student's strengths and instructional priorities (needs) in the area of reading.

- Introduction-describe student, grade level, and other important information.
- Assessment Results -This is a narration of the assessment results. Include the results of at least five (5) assessments.
- Assessment Findings Summary-Synthesize trends and share conclusions of strengths and areas to grow. Highlight predominant patterns that support the conclusions of strengths and instructional needs.
- Goals Section: List 1-2 instructional goals for the student. These should be "major" goals that will have an impact on the student's development as a reader. Support each instructional goal with strategies for accomplishing the goal.

	Yes	Partial	No
Introduction-Includes information about students' grade level, age and relevant information that was shared with you from a parent or teacher	5 points	1-4 point	0 points
Assessment Results-List of assessments given and results; examples of student responses listed (especially incorrect responses) & missed items are listed when appropriate.	5 points	1-4 points	0 points
Assessment Findings Summary-A synthesis of trends that shows at least two strengths and one or two priority areas.	5 points	1-4 points	0 points
Instructional Goals-A list of 1-2 instructional goals and instructional strategies that support the goal	5points	1-4 points	0 points

2. Face to Face PLC Presentation and Participation

During the three face to face meetings, you will present your assessment data, instructional goals, student progress, and next instructional steps to your PLC. The PLC will be a place to brainstorm instructional ideas to meet the students goals. During the second and third face to face meetings (November and December), participants will share a 10-20 minute recording of a lesson with the student. The PLC will unpack observations related to how the student is responding to instruction and implications for instructional next steps.

	5 points	3-4 points	Minimal Evidence 1-2
Knowledge of Student	Teacher can discuss student's strengths and instructional priorities and provide evidence for conclusions.	Teacher can describe student, but does not have evidence to support their description.	Minimal knowledge of student shared
Materials prepared	Teacher comes ready to share data and lesson recordings (November and December face to face meetings) in an efficient way.	Teacher is partially prepared to share data and lesson recordings or fully prepared but not organized to present efficiently	Minimal data shared
Active Participation in PLC	Teacher shows active participation in PLC in at least three of the following ways: *Posing questions	Teacher shows active participation in PLC in at least two of the following ways:	Teacher shows active participation in PLC in at least one of the following ways:

	*Offering instructional suggestions *Sharing resources		
Reflection on PLC discussion	Teacher's written reflection shows evidence of professional growth by narrating new understandings and instructional approaches as a result of participating in the PLC.	Teacher's written reflection shows partial engagement in the PLC as the reflection includes some new understandings/ah-ha's, but lacks detailed explanation of growth experienced through the collaborative PLC.	Teacher's written reflection shows limited professional growth and limited collaboration.

3. Lesson Plans and Reflection #1

Criteria	Proficient (4-5 points)	Basic (0-3 points)
Lesson Plan Objectives	Clear Learning Targets stated in each lesson	Unclear or no learning targets stated
Instruction	Instructional practices match learning targets	Instructional practices do not match learning targets AND/OR are not developmentally appropriate.
Reflection - student growth	Practitioner articulates student growth and provides evidence (observational, formal, or informal).	Practitioner is not able to articulate any student growth OR cannot provide evidence
Reflection - professional growth	Practitioner is able to reflect thoughtfully upon their own professional growth.	Practitioner is not able to gain insight from this practicum experience and cannot point to any meaningful professional growth.

4. Final Reflection

After completing 10 hours of practicum, complete a final reflection by responding to the following questions. You will earn two points for responding to each question.

1. Summarize your student's growth over the course of your practicum experience.
2. What recommendations would you make for future instruction?
3. What was the most challenging aspect of delivering instruction to your practicum student?

4. How would you describe your increased expertise in reading as a result of your coursework and practicum experience?
5. With regards to reading instruction, in what area do you still want to grow your expertise?

Criteria	Proficient (3-4 points) (5 questions x 4 points = 20 points possible)	Basic (0-1 points)
Content (Assessed for each of the five questions)	Question is answered completely. When appropriate, evidence (data, observations, resources, anecdotes, connections) is referenced. There is strong evidence of careful reflection and thinking.	Question is not completely answered. Moderate or little thought is given to answering the prompt. Response is not focused on literacy, education, or professional practice.

Required Course Materials

Resources to support your practicum 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).

- o [Literacy Assessments and Metacognitive Strategies](#)
- o [Assessment for Reading Instruction](#)
- o [Jan Richardson’s Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader](#) - Jan Richardson
- o [Comprehensive Reading Intervention in Grades 3-8](#) - Gelzheiser, Scanlon, Hallgren-Flynn, Connors
- o [How to Plan Differentiated Reading Instruction Grades K-3](#) - Walpole, McKenna

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 in writing.**

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](#).