

*The brain remembers what the heart cares about. ~Hobbs*

## Course Information

**Instructor:** Dr. Fernholz

**Email:** lfernhol@uwsp.edu

**Phone:** 608.385.1175 (c)

**Office Hours:** Mon. & Wed. 9:30 – 11:30 [CPS 454] or by appointment!

**Section 3: Monday & Wednesday 8:00-9:15 CPS 322**

## Course Description

This course introduces preservice teachers to sustainable literacy and learning practices to care for the individual talents, needs and life experiences all children. In authentic activities, this course satisfies the state mandate for phonics instruction. Starting week 4, Monday's class continues to meet on campus whereas Wednesday's class meets at the Literacy Lab in St. Stan's Elementary School. Along with the two class meetings per week, an *additional 10-hour practicum* (2 days per week) during **weeks 4-13** is required. We are **GUESTS** of St. Stan's Elementary School; preservice teachers are expected to act in a professional manner always (e.g., name badge, phones off, enter quietly, appropriate dress). Course learning outcomes, based on the INTASC Standards, are framed in Danielson's Framework for Teaching (DFFT)—a recognized protocol that evaluates classroom teachers across the nation. The **edTPA** student teaching assessment is based on Danielson's work. The CCSS-ELA student standards support planning and instruction in the practicum. In this course, the UWSP PEP Teacher Candidate & EDUC 302 **dispositions** provide the professional lens to document and nurture teaching and learning behaviors (Appendix E).

## FoRT Lab

The FoRT Lab is a required component of this course (Assignment 4). Lab facilitators provide participants with FoRT preparation activities related to EDUC 302 content and beyond. **Participants are required to purchase** *Yaeger's Foundations of Reading Study Guide*, attend lab sessions **weeks 4-13** (February 13-April 28<sup>th</sup>), actively participate and respectfully engage with the lab instructor and peers always. A Code of Conduct is signed at the first lab session. The code of conduct outlines specific professional dispositions and requirements for a successful lab experience.

## Teacher Materials

Pinnell, G. & Fountas, I. (2011). *The continuum of literacy learning. Grades PreK-8. A guide to teaching.* (2<sup>nd</sup> ed.). Portsmouth, NH: Heinemann. **Textbook Rental**

Serravallo, J. (2015). *The reading strategies book: Your everything guide to developing skilled readers.* Portsmouth, NH: Heinemann. **Textbook Rental**

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

Cate, C. L., Fernholz, L. D. & Armstrong, J. E. (2017). *Absolutely NOT another reading test study guide: Cultivating knowledge of responsive literacy practices to get ready to teach and pass the FoRT.* Burlington, WI: B. A. Diggers LLC & Minuteman Press. (available spring 2017) **Optional Purchase**

## Course/University Policies

**ATTENDANCE.** Email the professor prior to missing a class. **With all absences, it is your responsibility** to have a friend take notes for you, grab handouts, etc. 1 absence—0 Points, 2 absences—5 Points deducted, 3 absences—10 points deducted, more than 3 classes—meeting schedule and documented, points deducted according (e.g., instructor’s discretion, student’s situation). If there is an unforeseen circumstance (e.g. funeral) documentation is necessary and late assignments/missed class hours is the responsibility of the student. **RECEIVE a C-** or better in this course as outlined in the Teacher Certification/Academic Standards as required for teacher certification (See UW-Stevens Point catalog). Failure to earn a C- or higher will result in the student needing to repeat the course. **LATE WORK.** Points are deducted for late work (instructor’s discretion).

**DISPOSITIONS.** The instructor is obligated to notify the appropriate faculty members, and in certain cases the SOE Dean, if there is a concern with a preservice teacher’s dispositions. With that concern, the student’s grade may be affected (instructor’s discretion).

**PARTICIPATION.** Learning how to teach reading requires that preservice teachers READ course materials PRIOR to class sessions; complete all individual/group assignments on time; engage in respectful conversations, and use electronic devices only for class-related activities (cell phones are put away during practicum and course meetings).

**UWSP BILL of RIGHTS & RESPONSIBILITIES.** Each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors and is available @ <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>. Also included are polices regarding academic misconduct found @ <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

**Americans with Disabilities Act** is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information go to <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf> If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact the instructor at the beginning of the course. For more information, go to <http://www4.uwsp.edu/special/disability/>

# InTASC Standards

# DFFT

<p><b>#1: Learner Development</b> The teacher understands how learners grow &amp; develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs &amp; implements developmentally appropriate and challenging learning experiences.</p>	<p><b>Domain 1: Planning and Preparation</b> 1b. Demonstrating Knowledge of Students 1c. Setting Instructional Outcomes 1e: Designing coherent instruction <b>Domain 3: Instruction</b> 3c: Engaging students in learning</p>
<p><b>#2: Learning Differences</b> The teacher uses understanding of individual differences, diverse cultures, &amp; communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p><b>Domain 1: Planning and Preparation</b> 1b. Demonstrating Knowledge of Students</p>
<p><b>#3: Learning Environment</b> The teacher works w/ others to create environments that support individual/collaborative learning that encourages positive social interaction, active engagement in learning/self T motivation.</p>	<p><b>Domain 2: Classroom Environment</b> 2a: Creating an environment of respect &amp; rapport <b>Domain 3: Instruction</b> 3c: Engaging students in learning</p>
<p><b>#4: Content Knowledge</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible &amp; meaningful for learners to assure mastery of the content.</p>	<p><b>Domain 1: Planning and Preparation</b> 1a. Demonstrate Knowledge of Content &amp; Pedagogy 1e: Designing coherent instruction <b>Domain 3: Instruction</b> 3c: Engaging students in learning</p>
<p><b>#5: Application of Content</b> The teacher understands how to connect concepts &amp; use differing perspectives to engage learners in critical thinking, creativity, &amp; collaborative problem solving to real local/global issues.</p>	<p><b>Domain 3: Instruction</b> 3a. Communicating with Students 3c. Engaging Students in Learning 3f. Demonstrating Flexibility and Responsiveness</p>
<p><b>#6: Assessment</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p><b>Domain 1: Planning and Preparation</b> 1f: Designing student assessments <b>Domain 3: Instruction</b> 3d: Using assessment in instruction</p>
<p><b>#7: Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, &amp; pedagogy, knowledge of learners &amp; the community.</p>	<p><b>Domain 1: Planning and Preparation</b> 1b: Demonstrating knowledge of students 1e: Designing coherent instruction</p>
<p><b>#8: Instructional Strategies</b> The teacher understands &amp; uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, &amp; to build skills to apply knowledge in meaningful ways.</p>	<p><b>Domain 3: Instruction</b> 3b. Using Questioning and Discussion Techniques 3c. Engaging students in learning</p>
<p><b>#9: Professional Learning and Ethical Practice</b> The teacher engages in ongoing professional learning &amp; uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices &amp; actions on others (learners, families, other professionals, and the community), &amp; adapts practice to meet the needs of each learner.</p>	<p><b>Domain 4: Professional Responsibilities</b> 4a. Reflecting on Teaching 4e. Growing and Developing Professionally 4f. Showing Professionalism</p>
<p><b>#10: Leadership and Collaboration</b> The teacher seeks appropriate leadership roles &amp; opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, &amp; community members to ensure learner growth, &amp; to advance the profession.</p>	<p><b>Domain 4: Professional Responsibilities</b> 4c. Communicating with Families 4d. Participating in a Professional Community 4f. Showing professionalism</p>

## Course Assignments

To had better understand teaching responsibilities, DFFT divides the complexity of teaching in 4 domains: (1) planning and preparation, (2) the classroom environment, (3) instruction, and (4) professional responsibilities. The **Learning Outcomes** (InTASC Standards) describe what preservice teachers should accomplish by the end of this course. The **learning Objectives** provide the bridge to access and complete the learning outcomes.

### Planning & Preparation (Assignments 1-3)

#### *Learning Outcomes:*

**#6: Assessment** The preservice teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**#7: Planning for Instruction** The preservice teacher plans instruction that supports students 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.

**#9: Professional Learning & Collaboration** The preservice teacher engages in professional learning communities and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families and educators at all levels (e.g., peers, instructor), to meet the needs of the learner.

**Learning Objective:** Preservice teachers collaborate with a partner to plan and prepare effective literacy instruction and assessment for individualized literacy lessons for their practicum student—as measured by the Reading Conference, Planning Commentary & Practicum Evaluation Form.

- 1. Reading Conference Form (RCF).** Partners use the RCF, a type of formative assessment, to document practicum teaching dates, their instructional moves, and student's learning. Partners are required to post RCF to Google Docs and bring weekly (current) RCF to every class.
- 2. Planning Commentary.** The commentary sums up your practicum teaching and learning experiences. RCF, Double-Entry Diary and classroom discussion notes support your commentary writing. A sample grading scale and writing template can be viewed in Appendix B. However, D2L has the writing template you will write in. The commentary is written with your partner and due near the end of the semester. A rough draft is due before spring break for peer and instructor feedback.

- 3. Practicum Evaluation.** During weeks 4-13 preservice teachers work with a partner to teach one student, 2x per week (teaching sessions are approximately 30 minutes but will vary according to age, etc.). You must give a copy of this to your practicum teacher week 4.

Appendix A: Reading Conference Form **(25 Points)** \*

Appendix B: Planning Commentary Scale **(20 Points)** \*

Appendix C: Practicum Evaluation Form **(15 Points)** \*

**\*Portfolio Requirements & Due Dates for Assignments 1-3 (See Week 15 of Schedule)**

### Classroom Environment (Assignment 4)

*Learning Outcomes:*

**#2: Learning Differences** The preservice teacher uses an understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**#3: Learning Environment** The preservice teacher works with others to create environments that support individual and collaborative learning that encourages positive social interaction, active engagement in learning/self-motivation.

*Learning Objective:* Preservice teachers learn about creating a responsive classroom environment through classroom discussions of effective teaching structures, learning conditions and optimal learning models (Fountas & Pinnell, Cambourne, Routman) in preparation of a classroom observation—as measured by Double-Entry Diary notes (with teacher signature).

- 4. Classroom Observation.** Preservice teachers set up a classroom visit and document how the teacher creates a classroom community of readers and writers.

*For this assignment:*

- Set up a classroom visit by Friday, February 24<sup>th</sup> (this observation is in *addition* to your practicum hours; setting up an observation in your practicum teacher’s classroom is just fine)
- Document observations in your diary & obtain teacher signature
- Share above documented observations (w/ signature) Monday, February 27<sup>th</sup> **(10 Points)**

## Instruction (Assignment 5)

### **Learning Outcomes:**

**#6: Assessment** The preservice teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**#7: Planning for Instruction** The preservice teacher plans instruction that supports students 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.

**#9 & #10: Professional Learning & Collaboration** The preservice teacher engages in professional learning communities and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families and educators at all levels (e.g., peers, instructor), to meet the needs of the learner.

**Learning Objective:** Preservice teachers participate in a professional book study group (PLC) to learn about effective literacy practices and the qualities of an effective teacher to design literacy lessons for their practicum student and future students—as measured by Course Evaluation Form.

- 5. Book Study Groups (BSG).** Preservice teachers read and discuss teacher resources *The Next Step in Guided Reading & The Reading Strategies Book*. BSG plan out what they will read and when. How preservice teachers partake (dispositions) and apply what they learn (knowledge & Skill) from the BSG determines the points earned (not given). *For this assignment:*

- ✓ Form BSGs with others teaching at the same grade level
- ✓ Create a reading plan w/Instructor support & approval
- ✓ Bring BSG teacher resources to EVERY class
- ✓ Share ideas and provide feedback related to practicum experiences (using RCF)
- ✓ Document learning from resources (and discussions) in double-entry diaries
- ✓ Watch video(s) and document in diary the model lesson you observed related to *Next Steps in Guided Reading* (Library eReserves)
- ✓ Complete (and use with practicum student) at least 3 lesson templates in *Next Steps in Guided Reading* (samples provided)

### Appendix D: Book Study Groups (30 Points)

## Professional Responsibilities (Assignments 6-8)

### Learning Outcome:

**#9 & #10: Professional Learning & Collaboration** The preservice teacher engages in professional learning communities and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, and educators at all levels (e.g., peers, instructor), to meet the needs of the learner.

*Respect matters. Big time. And it requires listening. ~Peter Johnston*

6. **Double-Entry Diaries.** Preservice teachers document ALL readings and are required to take notes during every class discussion in double-entry diaries. Educators must own their learning if they expect their students to do the same. Therefore, you are responsible to document your learning related to everything you read and classroom discussions. To earn all points for this assignment, the instructor will explicitly outline the requirements **(30 Points \*Instructor discretion)**.
7. **The FoRT Lab.** Preservice teachers are required to attend lab sessions starting week 4 to develop and hone their test-taking skills. In the lab environment, professional responsibilities include participating respectfully in a professional learning community and embracing a growth mindset. The basic requirements include:
  - Sign the Code of Conduct
  - Purchase Yaeger's Study Guide
  - Attend 10 lab sessions weeks 4-13, 1 hour per week/2 points per session **(20 Points)**
8. **Quizzes.** Preservice teachers take 2 quizzes based on EDUC 302 and FoRT content. Quizzes are completed on a computer, same format as the FoRT. Wisconsin DPI requires that teaching candidates pass the FoRT to receive an educator license in Wisconsin. The quizzes and taking the Foundations of Reading Test are the **Final Exam** for this course.
  - Quiz 1: Monday, February 20<sup>th</sup> – Open Quiz **(20 Points)**  
D2L Quiz Area open 8am-10pm
  - Quiz 2: Monday, May 1<sup>st</sup> – Individual Quiz **(30 Points)**  
Section 1: 9:30 – 11:00 CPS 107 Computer Lab  
Section 2: 12:30 – 2:00 CPS 107 Computer Lab  
Section 3: 8:00 – 9:30 CPS 107 Computer Lab

## Grading Scale for Course Assignments

Assignments 1-8	Points	Grade
<b>Planning &amp; Preparation</b> 1. Reading Conference Form-25 2. Practicum Commentary-20 3. Practicum Evaluation-15	60 Points	<b>200-186 A</b> 185-178 A- 177-170 B+ 169-155 B
<b>Classroom Management</b> 4. Observation-10	10 Points	154-147 B- 146-139 C+
<b>Instruction</b> 5. Book Study Groups-30	30 Points	138-124 C 123-116 C-
<b>Professional Responsibilities</b> 6. Double-Entry Diary-30 7. FoRT Lab-20 8. Quiz 1 & 2-50	100 Points	115-108 D+ 107-93 D 92-85 D-

## Tentative Schedule

WEEK/DATES	DISCUSSION TOPICS	READINGS/ASSIGNMENTS
<b>WEEK 1</b>		
M-January 23 <sup>rd</sup>	Course Overview & Expectations	D2L: Syllabus
W-January 24 <sup>th</sup>	Assignments & Practicum	D2L: Safe Environment Form
<b>WEEK 2:</b>		
M-January 30 <sup>th</sup>	Effective Literacy Teachers (Routman, Cambourne)	D2L: Allington 1-3
W-February 1 <sup>st</sup>	Effective Literacy Instruction (Fountas & Pinnell)	



<b>WEEK 3:</b> M-February 6 <sup>th</sup>	Balanced Literacy Curriculum	D2L: Balanced Literacy Components (F & P)
W-February 8 <sup>th</sup>	Five Reading Components & other pillars	D2L: Put Reading First (PRF)
<b>WEEK 4:</b> M-February 13 <sup>th</sup>	Literacy Assessment – Reading Stages	D2L: CH 1& 2 (Boushey & Moser) Share PRF Notes
W-February 15 <sup>th</sup>	Literacy Assessment – Reading Stages	<i>Practicum-Observe (weeks 4-13)</i> <i>ForT Lab Sessions (weeks 4-13)</i>
<b>WEEK 5:</b> M-February 20 <sup>th</sup>	Quiz 1: D2L 8am-10pm (open)	<b>Assignment 8: Quiz 1</b>
W-February 22 <sup>nd</sup>	Classroom Environment	<i>Classroom observation completed by Friday, February 24<sup>th</sup></i>
<b>WEEK 6:</b> M-February 27 <sup>th</sup>	Classroom Environment Oral Reading Records & Guided Reading	<b>Assignment 4: Classroom Observation</b>
W- March 1 <sup>st</sup>	Oral Reading Records	D2L: Benchmark Forms
<b>WEEK 7:</b> M-March 6 <sup>th</sup>	Oral Reading Records – continued	D2L: Shaping Literate Minds (Dorn)
W-March 8 <sup>th</sup>	Literacy Continuum – Emergent – Early Readers	
<b>Week 8:</b> M-March 13 <sup>th</sup>	Literacy Continuum – Oral Reading Records (continued from week 6 & 7)	
W-March 15 <sup>th</sup>	Literacy Continuum	D2L: Scaffold PA

## Spring Break

### **Week 9:**

M-March 27<sup>th</sup> Lesson Design by Miller D2L: Lesson Design (Miller)

W-March 29 Lesson Design – continued

### **Week 10:**

M-April 3<sup>rd</sup> Share Lesson Design Bring completed lesson/share

W-April 5<sup>th</sup> Writing Process **Assignment 2: Commentary Draft**

### **Week 11:**

M-April 10 Writing Process – continued D2L: Spelling PowerPoint

W-April 12 Writing Assessment

### **Week 12:**

M-April 17<sup>th</sup> Early Adolescent Readers D2L: Vocabulary/Comprehension

W-April 19<sup>th</sup> Early Adolescent Readers **Assignment 6: Double-Entry Diaries**

### **Week 13:**

M-April 24<sup>th</sup> Literacy Continuum – Focus on Transitional to Fluent Readers **Assignment 5: Book Study Group**

W-April 26<sup>th</sup> Review **Assignment 7: FoRT Lab** (Hours and Conduct Code contract handed in by FoRT Instructors)

### **WEEK 14:**

M-May 1<sup>st</sup> Quiz 2: Computer Lab (individual) **Assignment 8: Quiz 2**

W-May 3<sup>rd</sup> Open Response Practice

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**WEEK 15:**

M-May 8<sup>th</sup>

Teacher Conferences

W-May 10<sup>th</sup>

Teacher Conferences

Portfolio Requirement Directions:

Choose a specific InTASC Standard for your RCF & Planning Commentary (with a 3 paragraph reflection). Place your portfolio link in the D2L Dropbox Area by Friday, May 12<sup>th</sup> (midnight).

**Assignment 1: Reading Conference Form (RCF)**

**Assignment 2: Planning Commentary**

**Assignment 3: Practicum Evaluation Form in the Credentials Area**

## Appendix A: Reading Conference Form

Student		
Goals		Strengths
<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
DATE	OBSERVATION & INSTRUCTION	NEXT STEPS TO MEET GOAL

## Appendix B: Planning Commentary Scale

### edTPA PLANNING COMMENTARY – Sections 1 & 2 (Modified to align with EDUC 302 Practicum)

**Directions:** Use your Reading Conference Form, assessments, and all other artifacts from your practicum to support your response in each section. Be concise and single-space your responses. Each section must be error-free, attention to transitions, include appropriate academic vocabulary related to literacy, does not exceed 3 pages, and is written in a professional, yet personal, style to receive full points.

#### 1. Central Focus.

- a. Describe one central focus (skill) and the essential literacy strategy(s) for comprehending OR composing text that you worked on with your practicum student.

Paragraph describes the central focus and related strategies. Paragraph includes how the central focus and strategies supports comprehending or composing text.

- b. Given the central focus, describe how the standards and learning objectives within your learning segment address

- the essential literacy strategy
- related skills that support use of the strategy
- reading/writing connections

Paragraph explains how the standard or objective is connected to the central focus and strategies. Paragraph includes how they used the strategy to support their student learning the skill (central focus) and weaves in meaningful reading and/or writing connections completed to, with, and by practicum student.

- c. Explain how your plans (from the Reading Conference Form) build on each other to help students make connections between the essential literacy strategy to comprehend OR compose text and related skills that support use of the strategy in meaningful contexts.

Paragraph documents how plans were sequenced in a logical progression to 1) build student's connections between strategy and skill in meaningful contexts 2) respond to practicum student's individual learning needs.

**SECTION I POINT SCALE: 0 2 4 6 10**

#### 2. Knowledge of Students to Inform Teaching. For each of the prompts below (2a–b), describe what you know about your practicum student with respect to the central focus.

- a. Prior academic learning and prerequisite skills related to the central focus—Cite evidence of what students know, what they can do, and what they are still learning to do.

Paragraph cites evidence of what students already know, can do, and still need to learn—in positive way. How does this relate to the central focus (skill)? How did this evidence inform your teaching?

- b. Personal, cultural, and community assets related to the central focus—What do you know about your students' everyday experiences, cultural and language backgrounds and practices, and interests?

Paragraph is concise and specifically cites how plans focus on student's unique needs, for example student's life/school experiences, cultural and language backgrounds, and/or interests.

#### References

- References are written in APA format (see syllabus, page 1 for samples)
- 3 references included in this section & cited correctly in above paragraphs

**SECTION II POINT SCALE: 0 2 4 6 10**

## Appendix C: Practicum Evaluation Form



College of Professional Studies  
University of Wisconsin - Stevens Point

### ED 302 Practicum Evaluation (Placed in Credentials Area of Teaching Portfolio)

#### Preservice Teacher Directions:

When you start your practicum, make a copy of this form for your teacher and hand it to them. This form is filled out and signed by the classroom teacher. If the teacher wishes, this form may be placed in a sealed envelope and returned to me. **This form is due by Week 15.** Because all practicum hours must be documented for education courses, it is your responsibility to scan this form and place it in the credential area of your teaching portfolio.

**Assessment Scale:** Please rate the preservice teacher's developing PKD the best to your ability.

5 = Excellent    4 = Good    3 = Adequate    2 = Fair    1 = Poor    N/A = Not applicable to situation

<u>InTASC Standard/edTPA Rubric</u>	<b>Performance (P) Knowledge (K) Dispositions (D) Assessment Scale</b>					
<p><b><u>InTASC #6: Assessment</u></b> The preservice teacher is [developing an understanding] of assessment to engage learners in their own growth, to monitor learner progress, and to guide their/student's decision-making. <i>Correlates to edTPA Rubric 15: Using Assessment to Inform Instruction</i></p>	<p><b>P:</b> The preservice teacher [is developing an understanding of how] formative assessment supports instruction/student learning (6a). <b>K:</b> The preservice teacher understands the difference between formative and summative assessments and knows how/when to use them (6j). <b>D:</b> The preservice teacher is [developing an understanding of how] to engage learners in the assessment process (6q). [<b>Focus:</b> UWSP Disposition of Creative and Critical Thinking] The preservice teacher uses their reading conference form, and possibly other assessments, to inform instruction.</p>					
	<p><b>5                      4                      3                      2                      1                      N/A</b></p>					

<p><b>InTASC #7: Planning Instruction</b> The preservice teacher plans instruction that supports [their] student in meeting learning goals [and literacy skills that are documented on the reading form and/or suggested by the classroom teacher]. <i>Correlates to edTPA Rubric 3: Using Knowledge of Students to Plan</i></p>	<p><b>P:</b> The preservice teacher creates learning experiences that are appropriate for learner (7a). <b>K:</b> The preservice teacher [is developing an understanding of literacy instruction] that aligns with [learner’s needs] and content standards (7g). <b>D:</b> The preservice teacher respects learners’ diverse strengths and needs and plans effective instruction (7n). <b>[Focus: UWSP Disposition of Perseverance for Excellence]</b> The preservice teacher plans and creates appropriate instruction, based on the needs of their practicum student and/or classroom teacher suggestions.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 16.6%;">5</td> <td style="width: 16.6%;">4</td> <td style="width: 16.6%;">3</td> <td style="width: 16.6%;">2</td> <td style="width: 16.6%;">1</td> <td style="width: 16.6%;">N/A</td> </tr> </table>	5	4	3	2	1	N/A
5	4	3	2	1	N/A		
<p><b>InTASC #9: Professional &amp; Ethical</b> The preservice teacher engages in professional [behavior] and uses evidence to continually evaluate his/her practice. They [are learning how to] adapt practice to meet the needs of each learner. <i>Correlates to Rubric 10: Analyzing Teaching Effectiveness</i></p>	<p><b>P:</b> The preservice teacher actively [and respectfully] seeks professional feedback [from classroom teacher, instructor, and peers] (9a). <b>K:</b> The preservice teacher is [understanding the value of] self-assessment and problem-solving strategies to reflect on their practice [to make] adjustments (9g). <b>D:</b> The preservice teacher sees themselves as a learner, continuously seeking opportunities to reflect and improve practice (9n). <b>[Focus: UWSP Disposition of Professionalism in Teaching]</b> The preservice teacher seeks feedback and suggestions from classroom teacher. They use feedback to evaluate practice and meet needs of their student. The preservice teacher is honest, trustworthy, and dependable.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 16.6%;">5</td> <td style="width: 16.6%;">4</td> <td style="width: 16.6%;">3</td> <td style="width: 16.6%;">2</td> <td style="width: 16.6%;">1</td> <td style="width: 16.6%;">N/A</td> </tr> </table>	5	4	3	2	1	N/A
5	4	3	2	1	N/A		

**Feedback/suggestions:**

Classroom Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Practicum Points \_\_\_\_\_/15

Dear classroom teacher, you may wish to put this from in a sealed envelope and hand it to the practicum student. If so, please let me know that you have done so, through email ([ccate@uwsp.edu](mailto:ccate@uwsp.edu) or [lfernhol@uwsp.edu](mailto:lfernhol@uwsp.edu)) or in person.

## Appendix D: Book Study Groups

INTASC Standard	Performance (P) Knowledge (K) Dispositions (D) Assessment Scale 10 = Excellent 8 = Good 6 = Adequate 4 = Fair 2-0 = Needs improvement
<p><b>#6: Assessment</b> The preservice teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p>	<p>P: The preservice teacher [is developing an understanding of how] formative assessment supports instruction and student learning (6a)—as evidence of their <b>practicum experience (RCF) &amp; Double Entry Diaries</b>.</p> <p>K: The preservice teacher understands the difference between formative and summative assessments and knows how/when to use them (6j).</p> <p>D: The preservice teacher is [developing an understanding of how] to engage learners in the assessment process (6q). [Focus: UWSP Disposition of Creative and Critical Thinking]</p> <p>The following represents the above performance, knowledge &amp; dispositions of Standard 6.</p> <p>10            8            6            4            2            0</p>
<p><b>#7: Planning Instruction</b> The preservice teacher plans instruction that supports students 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.</p>	<p>P: The preservice teacher creates learning experiences appropriate for practicum student (7a) that includes documenting weekly practicum experiences on <b>Reading Conference Form (RFC) &amp; completing 3 Guided Reading Lessons</b>.</p> <p>K: The preservice teacher [is developing an understanding of literacy instruction] that aligns with [learner’s needs] and content standards (7g) by engaging in a <b>professional learning community (BSG) &amp; documenting all reading and discussions (Double-Entry Diaries)</b>.</p> <p>D: The preservice teacher respects learners’ diverse strengths and needs and plans effective instruction (7n) and takes <b>ownership</b> their learning (i.e., document reading and participating in the BSG). [Focus: UWSP Disposition of Perseverance for Excellence]</p> <p>The following represents the above performance, knowledge &amp; dispositions of Standard 7.</p> <p>10            8            6            4            2            0</p>
<p><b>#9 &amp; #10: Professional Learning &amp; Collaboration</b> The preservice teacher engages in professional learning communities and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families and educators at all levels (e.g., peers, instructor), to meet the needs of the learner.</p>	<p>P: The preservice teacher actively [and respectfully] seeks feedback [from classroom teacher, instructor, and peers] (9a) – during <b>BSG</b> and throughout entire semester.</p> <p>K: The preservice teacher understands and appreciates self-assessment and problem-solving strategies to reflect on their practice and swiftly makes adjustments (9g).</p> <p>D: Using their <b>Double-Entry Diaries</b> to document learning, the preservice teacher seeks opportunities to improve their performance, knowledge and dispositions (9n).[Focus: UWSP Disposition of Professionalism in Teaching]</p> <p>The following represents the above performance, knowledge &amp; dispositions of Standard 9 &amp; 10.</p> <p>10            8            6            4            2            0</p>



## Appendix E: Professional Dispositions

### EDUC 302 Professional Dispositions

In signing this contract I, \_\_\_\_\_, on \_\_\_\_\_ (date) am committed to moving from developing to strong, based on the following professional teaching dispositions, in EDUC 302. I understand that if there is concern about my professional dispositions that it will be documented, discussed, and that my grade may be affected.

**Strong** - Clearly exhibits a pattern of behavior that indicates **strong** evidence that he/she possesses this characteristic.

**Developing** - Exhibits a pattern of behavior that provides **developing** evidence that he/she possesses this characteristic.

**Concerning** - Exhibits a pattern of behavior inconsistent and **concerning** evidence with this characteristic.

DISPOSITION	CONCERNING	DEVELOPING	STRONG
<b>Cares about the social, emotional &amp; academic needs of students/peers</b>	Displays obliviousness to & reluctance toward, meeting the diverse needs of students	Positive attitude toward meeting the diverse needs of all students	Very enthusiastic about meeting the diverse needs of all students
<b>Oral Communication</b>	Needs to work on listening / providing feedback	Listens and provides feedback	Actively listens and thoughtfully responds to others
<b>Reliability and Conscientiousness</b>	Habitually ignores obligations (i.e. bringing binder, misses due dates, group work stinks)	Reliable in meeting obligations and deadlines	Very reliable in meeting obligations and deadlines
<b>Emotional Maturity &amp; Ability to Collaborate</b>	Impolite, negative, condescending demeanor towards students, peers, practicum teacher, professor	Positive attitude and professionally interacts with students, peers, and educators in general	Very positive attitude and professionally interacts with all people!!!!
<b>Attitude Toward Responsibility &amp; Adaptability</b>	Becomes defensive or difficult time with constructive feedback; unable to adapt	Accepts constructive feedback; takes responsibility for own actions & decisions; adjust actions w/ reflective thinking	Embraces & seeks constructive feedback; consistently takes responsibility for own actions; learns quickly from experience
<b>Honesty &amp; Fairness</b>	Demonstrates prejudice or dishonesty	Treats others fairly	Demonstrates strong ethical fiber and sense of fairness
<b>Professional Commitment</b>	Indifference toward, or dismissive of, the need for professional excellence	Displays commitment to improving his/her effectiveness in the profession	Displays strong commitment to excellence in the profession

The dispositions for this course are in conjunction with UWSP Professional Dispositions of UW-Stevens Point Teacher Candidates: Statement of Dispositions can be viewed at <http://www.uwsp.edu/education/Documents/CurrentUndergrad/DispositionsModel.pdf>

## Appendix F: Checklist

### PROFESSOR FERNHOLZ'S "LET'S BE ON THE SAME PAGE" CHECKLIST

Each check means that YOU agree with the statement and that if a statement becomes an issue that YOU immediately bring it to my attention. With open and caring minds, a professional (and private) discussion will take place on how we can better learn together.

- I plan to complete all assignments.
- Even if I don't have a strong interest in the teaching reading, I plan to do my best in learning material for my practicum student and future classroom.
- I will seek out Dr. Fernholz when I need help, feel confused, or may need to learn in a different way.
- I will make a serious attempt to attend every class (if not email Dr. Fernholz lfernhol@uwsp.edu), share my ideas and respectfully listen to others.
- I will make a serious attempt to attend all practicums and if not, I will email the teacher.
- I expect to receive a good grade in this course because I will read all required reading and complete assignments.
- Through-out the course, if the course objectives and requirements are NOT clear, I will let Dr. Fernholz know.
- Through-out the course, if for some reason the materials and activities are NOT relevant to what I believe I need to be an effective literacy teacher, I will let Dr. Fernholz know.
- Through-out the course, if the course workload seems like too much (based on objectives and requirements of the course) I will discuss this with Dr. Fernholz.
- I plan to learn A LOT in this course and if for some reason, I am not learning A LOT, I will let Dr. Fernholz know ASAP!
- If at any time I feel the instructor is NOT excited about the content, encourage active participation, respectful & caring, provide useful feedback, and/or ineffectively taught I will discuss with Dr. Fernholz about it earlier rather than later.