

# EDUC 302: Methods and Materials for Teaching Reading I

Spring  
Semester 2016

*It is a teachers job to eliminate barriers to learning by deliberately planning curriculum that all students can access.  
The key word here is deliberately. ~Katie Novak, author of UDL Now!*

## INSTRUCTORS

Dr. Cate (Dr. Garbe teaches Section 3)

**Email:** ccate@uwsp.edu **Office:** CPS 456 **Phone:** 715.412.1585 (c)

**Office Hours:** Wednesdays 11:00-12:00 & 2:15-2:45

## COURSE INFORMATION

**Section 1:** 9:35-10:50 M & W CPS 326

**Section 2:** 1:00-2:15 M & W CPS 208

## Description

This course introduces preservice teachers to the continuum of literacy learning and thinking strategies across curricular areas (guided reading, word work, read alouds, writing, etc.). This course satisfies the state mandate for phonics through word solving strategies in authentic literacy activities. Highly effective teachers of reading and writing are responsive and responsible for their practice, action, and mindset related to daily literacy planning, assessment, and instruction. In a **10-week required practicum (2 days a week)**, preservice teachers plan instruction to meet a student's literacy needs. Yet, keep in mind that each practicum is different (e.g., student's literacy level and/or off-task behaviors, classroom teacher expectations) and how a preservice teacher adjusts to these diversities provides opportunities to develop their **teaching dispositions** that *all* educators work towards (p. 13). Course assignments are placed within Danielson's Framework for Teaching (DFFT). This framework aligns with the Interstate New Teachers Assessment and Support Consortium (INTASC) standards. DFFT is a recognized protocol used to evaluate classroom teachers across the nation. The edTPA, based off of DFFT, is the evaluative tool used during student teaching (for more information go to <http://www3.uwsp.edu/education/Pages/edtpa.aspx>).

## Teacher Resources & Required Reading

1. 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)
2. Serravallo, J. (2015). *The reading strategies book: Your everything guide to developing skilled readers.* Portsmouth, NH: Heinemann. (Textbook Rental)
3. Boushey, G. & Moser, J. (2009). *The café book: Engaging all students in daily literacy assessment & instruction.* Portland, ME: Stenhouse Publishers. (Required Purchase)

4. 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)
5. Yaeger, J. A. (2013). *Wisconsin foundations of reading study guide*. (Required Purchase)
6. Required Readings on D2L. (assigned by instructor)

## INTASC Standards & Danielson’s Framework for Teaching Crosswalk

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, as well as knowledge of learners and the community context.</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>

The Danielson Group, 2014

## Assignments & Grading Scale

Assignments 1-4	Points	Letter Grade
1. Planning & Preparation	40	<b>200-186 A</b> 185-178 A- 177-170 B+
2. Classroom Management •Bonus Points (10)		169-155 B 154-147 B-
3. Instruction	60	146-139 C+ 138-124 C
4. Professional Responsibilities	50	123-116 C- 115-108 D+
302 Content Tests •Partner Test (25) •Individual Test (25)	50	107- 93 D 92-85 D-

## Course Assignments

There are 4 course assignments in the 4 domains of DFFT. Each assignment has a **learning outcome** related to the INTASC standards and a related **learning objective**. Each assignment has several facets to it SO read each assignment until you understand it. Basically, the first half of this course focuses on **Assignment 1**, planning and preparing to teach. This assignment involves reading & exploring the 4 required Teacher Resources (TRs 1-4). **Assignment 2**, based on classroom environment, is optional but one that I hope everyone participates in. **Assignment 3** supports assignment 1, mostly materials that you will use with your practicum student from TRs 1-4. Simple. **Assignment 4** revolves around professional responsibility and commitment. You are in sole charge of completing assignment 4.

### Assignment 1: Planning & Preparation (40 Points)

*The typical teacher has children doing a lot of stuff. How is what I am having children do creating readers and writers? ~Routman*

**Learning Outcome:** *Given time to collaborate with others to explore literacy resources, preservice teachers will prepare, share, & justify literacy plans to meet the needs of their practicum student and future students (INTASC Standards 1, 2, 4, 6-8).*

**Learning Objective:** *Exploring and practicing literacy assessments & the 4 Teacher Resources (TR)—The Continuum of Literacy Learning, The Next Step in Guided Reading, The CAFÉ Book, & The Reading Strategies Book—preservice teachers will be able to choose appropriate assessments to plan instruction to support their practicum student's needs and develop an understanding of the literacy teaching and learning.*

#### **DIRECTIONS:**

**TR 1. The Continuum of Literacy Learning:** This TR provides teachers with the big picture of literacy learning and teaching & a curriculum guide to plan appropriate, standard-driven literacy instruction.

- **FIRST**, partners (in class) will explore ways teachers/districts would use *The Continuum of Literacy Learning*. Partners will share how they might use this TR in their 1) practicum and 2) future classroom. **SECOND**, partners will locate and decide on a video to share that represents a specific literacy strategy or skill (activity) that is mentioned in this TR, They will explicitly show where it is on the literacy curriculum, how it is developed, and its relation to other literacy components, skills, etc.
- **Share Video & Learning: February 3<sup>rd</sup> \_\_\_\_/10 Points**

**TR 2. The Next Step in Guided Reading (GR):** This resource focuses on GR, a curriculum component in the literacy continuum. The materials in this TR are easily adapted to individual or whole group instruction.

- **FIRST**, track learning (take notes) while reading chapters 1-2. **SECOND**, go on EDUC 302 e-reserves & watch Jan Richardson (author of this TR). Track learning while watching the **4 videos** titled Model Lessons PreA/Emergent, Early, Transitional, & Fluent reading stages. **Requirements for notes: 2 page minimum & include headings of chapters and video titles.**
- **Share Learning from CH 1-2 & 4 Videos: Monday, February 8<sup>th</sup> \_\_\_\_/10 Points**

**TR 3. The CAFÉ Book:** This TR offers practical forms and strategies to track a student’s literacy behaviors & a teacher’s instructional moves. Mostly used for one-to-one conferring but also strategy grouping.

- **FIRST**, groups are assigned a chapter to teach from this TR. Groups create a study guide for their chapter to hand out by **February 10<sup>th</sup>**. Study guides document that the chapter was read & offer an engagement tool during chapter teaching. Groups collect the study guides to grade (Scoring TBD by group). **SECOND**, on the day that groups teach their chapter, they collect the study guide & will score it (5 points based on group consensus of grading criteria). Groups decide on how to teach their chapter & format of study guide. **WARNING:** Do not copy the online study guide questions.
- **Study Guides: February 10<sup>th</sup> \_\_\_\_/5 Points**                      **Chapter Teaching: February 15<sup>th</sup>—24<sup>th</sup> \_\_\_\_/5 Points**

**TR 4. The Reading Strategies Book:** This TR is an excellent supplement & comparative reference to the other 3 TRs.

- **FIRST**, track learning while reading the section *GETTING STARTED* (pgs. xii-19). Peruse the rest of this TR to become familiar with it. **SECOND**, work with your group (from CAFÉ chapter teaching) to locate & share a **2-3 minute** video clip of a goal. In class, explain the goal explicitly (using the TR). After sharing the goal and video, demonstrate this goal in a different way: context, struggling student, ELL, with modifications. Share how this goal is tracked & developed with the other literacy strands referencing/comparing to Richardson’s *The Next Step in Guided Reading* or *F & P Literacy Continuum*).
- **Reading Notes/Video: March 2<sup>nd</sup>—March 9<sup>th</sup> \_\_\_\_/10 Points**

## Assignment 2: Classroom Environment (OPTIONAL PARTICIPATION)

*Let’s work toward kindness, civility, and human compassion as an integral part of the curriculum. ~Laminack & Wadsworth*

**Learning Outcome:** Preservice teachers will demonstrate professionalism, teaching knowledge, and skill while collaborating with others to create an effective read aloud lesson that incorporates the arts and music (**INTASC Standards 2, 3, 9**).

**Learning Objective:** Preservice teachers will professionally collaborate (see syllabus, page 13) with their peers and designated classroom teacher in the Iola-Scandinavia School District in creating and implementing a lesson that teaches kindness through read alouds and guided conversation to encourage positive social interaction and active engagement in learning.

### **DIRECTIONS:**

This **OPTIONAL** assignment revolves around the Neale Fellowship Grant, The Kindness Project, awarded to the Iola-Scandinavia School District.

- **FIRST**, read Chapter 1: Working Toward Kindness in *Bullying Hurts* by Lester Laminack. **SECOND**, after receiving information from I-S Elementary Principal Wojcik, groups will contact a classroom teacher to collaborate with regarding the

read aloud lesson & related project. Participation in this assignment includes meeting & learning from Lester Laminack, author of children and teacher books on Tuesday, March 8<sup>th</sup>. The following themes of “choose kindness” include

<b>January</b>	<b>Everyone is Unique</b>
<b>February</b>	<b>Cups of Kindness</b>
<b>March</b>	<b>I Am a Lucky Charm</b>
<b>April</b>	<b>Drops of Kindness</b>
<b>May</b>	<b>I-S: Blooming with Kindness</b>

- **Proof of Participation for 5-10 points**

### Assignment 3: Instruction (60 Points)

*Immersion. Demonstration. Engagement. Expectation. Responsibility. Approximation. Feedback. ~Cambourne*

**Learning Outcome:** *In order to support instruction and develop an understanding of literacy instruction, preservice teachers will discuss and practice methods, assessments, and strategies to engage learners in becoming skilled readers and writers (INTASC Standards 4-6, 8).*

**Learning Objective:** *Preservice teachers will collect, share, and use the following literacy resources: Reading Conference Forms, Guided Reading Templates, Formative/Summative Assessments, Student Work, Commentary, Supporting Materials—as evidence that their understanding of literacy instruction has developed through study and application.*

#### **DIRECTIONS:**

- **FIRST**, purchase a practicum binder for forms 1-3 below. This binder will facilitate planning & instruction during your practicum and support class discussions. **Bring this binder to every class meeting.** Most of these forms are located in the first 3 TRs of Assignment 1: Planning & Preparation. Other literacy forms and support materials will be located in D2L content area or handed out by the instructor.
  1. **Reading Conference Forms & Supporting Material (Boushey & Moser) \_\_\_\_/15 Points**
  2. **3 GR Templates** (1 form may have 2 days on it) **& Supporting Materials (Richardson) \_\_\_\_/15 Points**
  3. **5 Assessments (Richardson, D2L) \_\_\_\_/15 Points**
  4. **Planning Commentary (D2L) \_\_\_\_/15 Points**
- **Binder-Check of forms & materials 1-3: No specific date, periodic Binder-Checks announced** (Track your points!)
- **Planning Commentary: Wednesday, May 4<sup>th</sup> \_\_\_\_/15 Points** (rubric handed out)

## Assignment 4: Professional Responsibilities (50 Points)

*People will forget what you said, people will forget what you did BUT people will never forget how you made them feel. ~Maya Angelou*

**Learning Outcome:** Preservice teachers will conduct themselves in a professional manner as they learn from and share their practicum, coursework, and study preparation experiences (**INTASC Standards 9, 10**).

**Learning Objective:** Preservice teachers will be completely responsible for and track evidence of their developing professional responsibilities, skills, and dispositions through practicum/course evaluations, dispositions document, FoRT preparation activities, & studying for/successfully completing EDUC 302 content tests—in preparation to teach and . . . pass the FoRT!

**DIRECTIONS:** Provided by instructor.

1. **Practicum & Course Evaluation Form** (syllabus, pgs. 11-12) \_\_\_\_/30 Points
2. **Prof/Student Contract & Dispositions Document** (Syllabus, pgs. 13-14 )
3. **FoRT Preparation** (Question Analysis & Study Guide Activity)\_\_\_\_/20 Points
4. **EDUC 302 Content Tests taken March 14<sup>th</sup> (partner) & May 2<sup>nd</sup> (individual)** \_\_\_\_/50 Points

### Tentative Schedule

Meeting Dates	Materials, Activities, & Assignments	Notes
<b>WEEK 1: Learning Conditions</b> M-January 25 <sup>th</sup>	Syllabus (bring to every class)	
W- January 27 <sup>th</sup>	TRs 1-4 & Study Guide, Introduction in Bullying Hurts (D2L Required Reading)	
<b>WEEK 2: Literacy Continuum</b> M-February 1 <sup>st</sup>	Safe environment forms, professor/student contract, dispositions, TR 1	
W-February 3 <sup>rd</sup>	Work Day: TR 1 (locate video), TR 2 (Ch 1 & 2, watch videos)	
<b>WEEK 3: Guided Reading (GR) Planning, Instruction, &amp; Assessment</b> M-February 8 <sup>th</sup>	TR 1 (share video), TR 2 (discuss chapters 1 & 2/videos from notes)	
W-February 10 <sup>th</sup>	TR 2 (continued), TR 3 (hand out study guides for chapter 2-7)	

**WEEK 4: GR (cont.) & Individual Planning, Instruction, & Assessment**

M-February 15<sup>th</sup> TR 2 (continue), TR 3 (chapter 2 teaching group, study guide)

W-February 17<sup>th</sup> TR 3 (chapter 3 teaching group, study guide)

**WEEK 5: Individual Planning, Instruction, & Assessment (cont.)**

M-February 22<sup>nd</sup> (Practicum starts) TR 3 (chapters 4 & 5 teaching groups, study guide)

W-February 24<sup>th</sup> TR 3 (chapters 6 & 7 teaching groups, study guide)

**WEEK 6: Individual Planning, Instruction, & Assessment (cont.)**

M-February 29<sup>th</sup> TR 3 (continue if necessary), Practicum Binder (weeks 6-14)

W-March 2<sup>nd</sup> TR 4 (notes)

**WEEK 7: Making Connections**

M-March 7<sup>th</sup> TR 4 (share video)

W-March 9<sup>th</sup> TR 4 (share video)

**WEEK 8: Application of Knowledge: Classroom & Testing Situations**

M-March 14<sup>th</sup> **EDUC 302 Partner Assessment (computer lab)**

W- March 16<sup>th</sup> Discuss partner assessment, dig deeper into best practice & FoRT Preparation (Assignment 4)

**\*\*\*\*SPRING BREAK March 21<sup>st</sup>-25<sup>th</sup>\*\*\*\***

**WEEK 9: Planning, Instruction, & Assessments**

M-March 28<sup>th</sup> Digging Deeper (cont.) & Required Readings (weeks 9-13)

W-March 30<sup>th</sup> Digging Deeper (cont.)



**WEEK 10: Planning, Instruction, & Assessments**

M-April 4<sup>th</sup> Digging Deeper (cont.) & Planning Commentary

W-April 6<sup>th</sup> Moving forward with new understandings & practicum connections

**WEEK 11: Planning, Instruction, & Assessments**

M-April 11<sup>th</sup> Moving forward (cont.)

W-April 13<sup>th</sup> Rough draft of Planning Commentary (peer & instructor feedback)

**WEEK 12: Planning, Instruction, & Assessments**

M-April 18<sup>th</sup> Moving forward (cont.)

W-April 20<sup>th</sup> Moving forward (cont.)

**WEEK 13: Planning, Instruction, & Assessments**

M-April 25<sup>th</sup> Moving forward (cont.)

W-April 27<sup>th</sup> Moving forward (cont.)

**WEEK 14: Application of Knowledge: Classroom & Testing Situations**

M-May 2<sup>nd</sup> **EDUC 302 Individual Assessment (computer lab)**

W-May 4<sup>th</sup> Discuss individual assessment, assignment 3 completed (Forms 1-3), hard copy of Planning Commentary for final points

## WEEK 15: Individual Conferences

M-May 9<sup>th</sup>

- Meet w/ instructor (Course evaluation (student/instructor) & dispositions discussion)
- Practicum evaluation in credentials area, reading conference form, & planning commentary in standard of choice (Dropbox: Link to Teaching Portfolio) *\*Grade is not given until this teaching portfolio requirement link is in dropbox*

W-May 11<sup>th</sup>

Meet with instructor (cont.)

## Course & University Policies

**Attendance:** You may miss 1 class without penalty. **Email the professor**, as soon as possible, when missing a class. After the first miss, points are deducted for each subsequent miss (instructor's discretion: number of misses, no email). If there is an unforeseen circumstance (e.g. funeral, prolong illness) documentation of the miss is necessary. **With all absences, it is your responsibility to have a friend take notes for you, grabs handouts, etc.**

**Dispositions:** Dispositions are not be based on a single event or piece of evidence. Rather, it takes time to establish a pattern and practice of professional behaviors across time. Points are not given for dispositions; however, preservice teachers in this course are expected to work toward and should be at the EVIDENT STAGE by the end of the semester. *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).*

**ACTIVE Participation:** Participation includes reading required course materials prior to the class session they are due; bringing required/necessary material, completing all individual/group assignments on time; engaging in respectful and collaborative conversations; and using electronic devices only for class-related activities. **\*Cell phones off/vibrate during class.**

**Late Work:** Depending on your situation and the assignment, accepting or not accepting late work is the instructor's discretion.

**Professional Education Portfolio (PEP) Requirements:** Your Reading Conference Form & Planning Commentary, used to document your practicum teaching is the PEP requirement for this course. Upload your practicum evaluation to the credentials area.

**Practicum Experience:** A 10 week, 2 day per week practicum is required. A practicum assessment form must be signed by a classroom teacher. **This form is scanned into your teaching portfolios under credentials.**

**Must receive a C- or better in this course:** Outlined in the Teacher Certification/Academic Standards, UW-Stevens Point catalog states that "students must receive a C- or better in all Early Childhood Education and Education courses" required for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course.

**UWSP Community Bill of Rights and Responsibilities:** UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document and is available at <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>. The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found at <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

**Americans with Disabilities Act:** The Americans with Disabilities Act (ADA) 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. I am happy to help in any way I can. For more information, go to <http://www4.uwsp.edu/special/disability/>



**College of Professional Studies  
University of Wisconsin - Stevens Point**

**EDUC 302 Practicum & Course Evaluation Form**

**Preservice Teacher Directions:**

When you start your practicum, make a copy of this form for your teacher. Hand this to the teacher when you first meet 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 Wednesday, May 4<sup>th</sup>. Because all practicum hours must be documented, it is your responsibility to scan this form and place it in the credential area of your teaching portfolio.

**Assessment Scale:** In the 3 INTASC Standards, please rate the preservice teacher’s practicum performance.

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

<b>INTASC Standard/edTPA Rubric</b>	<b>Performance (P) Knowledge (K) Dispositions (D) &amp; Assessment Scale</b>
<p><b>INTASC #6: Assessment</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).</p> <p><b>K:</b> The preservice teacher understands the difference between formative and summative assessments and knows how/when to use them (6j).</p> <p><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 style="text-align: center;"><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 and 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:</b> UWSP Disposition of Perseverance for Excellence] The preservice teacher plans and creates appropriate instruction, based on the needs of their practicum student and/or classroom teacher suggestions.</p> <p style="text-align: center;"><b>5                      4                      3                      2                      1                      N/A</b></p>
<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:</b> UWSP Disposition of Professionalism in Teaching] 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> <p style="text-align: center;"><b>5                      4                      3                      2                      1                      N/A</b></p>

**Feedback/suggestions:**

**Practicum Teacher Signature & Points:**

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

Dear classroom teacher, you may wish to put this form 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/agarbe@uwsp.edu) or in person.

## EDUC 302 Preservice Teacher/Professor Professional Dispositions

In signing this contract I am willing to work towards, discuss & review these specific professional dispositions during class sessions and/or independently with Professor Cate or Professor Garbe (points may deducted from overall points for minor-major dispositions issues that are not resolved, professor's discretion).

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

**Concerned** - Exhibits a pattern of behavior inconsistent with this characteristic

DISPOSITION	CONCERNED	EVIDENT	STRENGTH
<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 that can be viewed at <http://www.uwsp.edu/education/Documents/CurrentUndergrad/DispositionsModel.pdf>

**Contract between Professor Cate & \_\_\_\_\_ Section: \_\_\_\_\_ Date: \_\_\_\_\_**

A check means that you are in agreement with this statement & more important, throughout the semester, if one or more of the statements becomes an issue that it is immediately brought to the attention of Professor Cate. With open and caring minds, a professional (and private) discussion will take place on how we can better learn together.

✓ Check

\_\_\_\_\_ 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 Professor Cate 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 Professor Cate), share my ideas and respectfully listen to others.

\_\_\_\_\_ I will make a serious attempt to attend all practicums and if not, will email the teacher.

\_\_\_\_\_ I expect to receive a good grade in this course because I will read all required reading and complete assignments.

\_\_\_\_\_ Throughout the course, if the course objectives and requirements are NOT clear, I will let Professor Cate know.

\_\_\_\_\_ Throughout 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 Professor Cate know.

\_\_\_\_\_ Throughout the course, if the course workload seems like too much (based on objectives and requirements of the course) I will discuss this with Professor Cate.

\_\_\_\_\_ I plan to learn A LOT in this course and if for some reason I am not learning A LOT, I will let Professor Cate 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 chat with Professor Cate about it earlier rather than later.