



Promoting Learning  Development Across the Lifespan

**EDCI 479-001**  
**Advanced Methods of Teaching English in the Secondary School**  
**(3 Credits)**  
**Spring 2017**  
**Mondays, 4:30-7:10 pm; West 1007**

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**Prerequisites:**

EDCI 469

**Course Description**

Guides students in working effectively with national and local standards for teaching secondary English. Continuation course in methods from EDCI 469.

**Course Delivery Method**

This course will be delivered using a hybrid format. Please note that our class will meet face-to-face on the Fairfax campus twelve of our class sessions and via Blackboard for asynchronous sessions during two classes. During class meetings there will be large group, small group, and individual activities. GMU's Blackboard course framework will be used regularly throughout the course. Your GMU email address is required for communication with the course instructor and must be active by the first week of class. Please inform me of any accessibility problems the first day of class.

**Course Materials Online**

The Blackboard site can be found at <http://courses.gmu.edu>  
Use the same login as your Mason email

Blackboard 9.1 will be used for the course. Access Blackboard by following these steps:

1. Go to <http://mymason.gmu.edu>
2. Login using your NETID and password.
3. Click on the “Courses” tab.

Double-click on our course number under the “Blackboard 9.1 Course” heading

### **Course Learning Outcomes and Objectives**

This course focuses on best practices in English education including the use of technology and meeting the needs of diverse learners and English language learners as called for by the Standards of Learning (SOLs) for Virginia Public Schools and English/language arts standards as outlined by National Council of Teachers of English (NCTE).

NCTE/NCATE Standards for Initial Preparation of  
Teachers of Secondary English Language Arts, Grades 7-12  
Approved October 2012

### ***Content Knowledge***

I. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

Element 1: Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

Element 2: Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

II. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

Element 1: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

Element 2: Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.

Element 3: Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

### ***Content Pedagogy: Planning Literature and Reading Instruction in ELA***

III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Element 2: Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

Element 3: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

Element 4: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

Element 5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.

Element 6: Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

### ***Content Pedagogy: Planning Composition Instruction in ELA***

IV. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

Element 2: Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students’ ideas and encourage their growth as writers over time.

Element 3: Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students’ writing for different audiences, purposes, and modalities.

Element 4: Candidates design instruction that incorporates students’ home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

### ***Learners and Learning: Implementing English Language Arts Instruction***

V. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students’ context-based needs.

Element 1: Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students’ linguistic and cultural backgrounds.

Element 2: Candidates use data about their students’ individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.

Element 3: Candidates differentiate instruction based on students’ self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.

Element 4: Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.

### ***Professional Knowledge and Skills***

VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.

Element 1: Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

Element 2: Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

VII. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

Element 1: Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.

Element 2: Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

### **Relationship to Program Goals and Professional Organizations**

EDCI 669 is designed to encompass a critical exploration and analysis of current developments in the teaching of secondary English with an emphasis on student-centered methods that encourage the integrated study of language arts. Areas of study include reading and writing development, the writing process, the processes involved in reading literary texts, reader response theories and research, oral language and listening skill development, as well as formative and summative techniques for assessing diverse learners as called for by the *Standards of Learning for Virginia Public Schools* and *National English Education Standards* and as outlined by the National Council for Accreditation of Teacher Education (NCATE), the National Council of Teachers of English (NCTE), and the International Reading Association (IRA).

### **Required Texts**

Adiga, A (2008). *The white tiger*. Free Press. ISBN 978-1416562603

Buckley, E. M. (2011). *360 degrees of text: Using poetry to teach close reading and powerful writing*. Urbana, Ill: National Council of Teachers of English. ISBN 978-0814160237

Campbell, K., & Latimer, K. (2012). *Beyond the five-paragraph essay*. Portland, Maine: Stenhouse. ISBN 978-1571108524

Christenbury, L. (2006). *Making the journey: Being and becoming a teacher of English language arts* (3rd ed.). Heinemann. ISBN 978-0325008172

Spandel, V. (2012). *Creating writers: 6 traits, process, workshop, and literature*. (6th ed.). Pearson. ISBN 978-0132944106

Students are also recommended to obtain a student membership in either the National Council of Teachers of English or the International Reading Association and to subscribe to one of the following journals:

- *English Journal*
- *Voices from the Middle*
- *Journal of Adolescent and Adult Literacy*

### **Course Performance Evaluation**

Students are expected to submit all assignments on time. All written work must be typed, double-spaced, in 12 pt. font, with 1-inch margins, and must be submitted electronically. All projects are due by midnight (Eastern time) on the day of the given course session.

### **Performance Based Assessment Submission**

Every student registered for any Masters of Education course with a required performance-based assessment is required to submit this assessment, the Unit Plan Project, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

### **Course Assignments**

#### **Wonder Notebook**

Field Experience notes, learning reflections and assignments, some completed in class and others as homework, will enable students to explore and/or practice the ideas presented in class sessions and in the required readings; these assignments should reflect a careful consideration of the course content. The format of assignments will be varied and designed to reflect the range of possibilities recommended for use in today's secondary classrooms. Wonder Notebook assignments should be brought to all class sessions; they will be used as the basis of class discussions and activities and will be shared periodically with classmates and the instructor. Your Wonder Notebook can be set up in any fashion that suits you, but should include sections for (1) Field experience observation notes and reflections, and (2) Reflections on assigned course readings, at a minimum. Feel free to add other sections as you deem useful.

In the **Field Experience** section of your **Wonder Notebook**, please consider the following questions as *possible* foci for observation and reflection:

- **Curriculum and Instruction in Writing.** Write a brief description of the approach to the teaching of writing used by your cooperating teacher and/or the school. As part of this assignment, (a) peruse the school/district program of study. How is the writing curriculum described? What strategies are recommended? What approach to the teaching of writing seems to be reflected in the document? (b) Discuss with your cooperating teacher his/her own approaches to writing instruction. What strategies does he/she recommend? (c) At least once during the semester (and preferably more often), arrange to observe a writing lesson/activity. Observe the teacher's instructional procedures very carefully; if possible, discuss the objectives, procedures, and planned assessment with the teacher.

- **Student Writing.** Arrange one of the teachers in your field placement to read through a class set of student writings. (a) Describe the content of the writing: what was the assignment? How much time, in-class, and/or at-home, was allotted for writing? What format/genre of writing was done? Are these drafts or revised versions? (b) Based on what you see in these papers, assess the strengths and needs of these student writers. What do these student writers do well? What difficulties are evident in their writing? Using what you have learned from your reading about writing instruction, try to identify patterns in the student writing. What instructional “next steps” would you recommend for these writers? (c) How does this teacher record/evaluate student writing? (If the cooperating teacher approves it and provides guidelines, try responding to or grading the student writing. (d) Make a copy of at least one student paper (with the students’ names deleted), and try writing comments on it.
- **Curriculum and Instruction in Reading/Literature.** Write a brief description of the approach to the teaching of reading/literature used by your cooperating teacher and/or the school. As part of this assignment, (a) peruse the school/district program of study. How is the literature curriculum described? What strategies are recommended? What approach to the teaching of reading/literature seems to be reflected in this document? (b) Discuss with your cooperating teacher his/her own approaches to literature instruction. What strategies does he/she recommend? (c) At least once during the semester (and preferably more often), arrange to observe a reading/literature lesson/activity. Observe the teacher’s instructional procedures very carefully; if possible, discuss the objectives, procedures, and planned assessment with the teacher.
- **Works of Literature in the Curriculum.** What works of literature are included as part of the curriculum at your assigned school? Who teaches what books at what grade level? In order to get a sense of the literature taught at your assigned school, ask for a copy of the departments’ book list, browse the English department’s book room, and/or interview the department chair and/or your cooperating teacher. Are there any newly-purchased books? If so, what are they and how/why were they selected? Are multicultural works included in the curriculum? How about adolescent literature? How many works are assigned each academic year? How often do students read self-selected works?
- **Teacher Interview.** At some point during the semester, please arrange a convenient time for an interview /discussion with the cooperating teacher, department chair and/or the school administrator in charge of the English department. Find out as much as you can about the profession. Why did this teacher become an English teacher? Why does he/she stay in the field? What are the most rewarding aspects of teaching English? What are the most discouraging aspects? What important issues face English teachers today? What are the biggest challenges for the future? What suggestions does this teacher have for you as you enter the profession? Write a summary of your interview and what you learned from it.

In the Field Experience section of your Wonder Notebook, you are required to take notes on 4 to 6 areas of foci which can be self-selected, derived from the list of suggested areas, or the following list of areas for your reflection section of the 5-7 page “critical incident” analysis of the Clinical Experience Project/Video Reflection Task.

- i. Observations you made about the teacher’s role in facilitating student learning during the time when you were observing
- ii. Observations about classroom community building and classroom management
- iii. Interesting things you learned about student learning/thinking through your work with the students *prior* to you leading an aspect of instruction

- iv. New, effective, or ineffective approaches to differentiation, discourse, or assessment that you observed prior to you leading an aspect of instruction

Number of entries will depend on your area of foci (e.g., if one of your areas of foci is “Curriculum and Instruction in Writing” you might need multiple entries to gather information related to your school’s writing curriculum, your cooperating teacher’s approach to writing, and observations of writing lesson plans but if your area of focus is “Teacher Interview” you might be able to complete the entry in a single sitting).

### **Literature Response Group Project.**

You will collaborate with your group members (4-5 members per group) to complete the following:

1. Conduct a 10-minute literature circle on assigned chapters of the text The White Tiger which should include completed lit. circle notes on assigned/selected responsibilities and perceptive and thoughtful contributions to the discussion
2. An originally created (by your group), recorded trailer on the assigned chapters or a self-selected technology-based artifact, which should be discussed with the instructor prior to the presentation. Check out the following resources for book trailer tips:  
<http://www.movellas.com/blog/show/201410221257345866/project-remix-authors-corner-extract>  
<http://www.worldbookday.com/booktrailers-online/>  
<http://readingagency.org.uk/young-people/003-skills/5-tips-for-making-a-book-trailer-that-works.html>
3. Implement one lesson plan for the entire class which should include 2 instructional strategies from your recommended texts, writing application, text pairing that could be taught in conjunction with the chapters, and a formative assessment for understanding. The lesson should focus on critical discourses and exploration of essential questions, overarching themes, plot elements, cultural and historical milieu, and global issues in the assigned chapters.

You are required to turn in an electronic copy of the lesson plan (one per group) as well as completed lit. circle notes (handwritten or typed) on assigned/selected responsibilities on the day of your presentation. *EDCI 479/669 Differentiation Note: Students enrolled in the graduate section of this course will turn in a brief reflection on the collaborative process.*

### **Instruction and Assessment Plan**

You will develop an individualized plan for a child with developmental, learning, physical, or linguistic differences within the context of the general environment and curriculum that includes the following sections:

**Section 1. Description of the individual student** that includes **cognitive, linguistic, social, emotional, and/or physical** developmental skill levels and abilities, interests **and** educational progress and **statement of educational need**. (2 pages or less)

**Section 2. Identification of and rationale for three learning objectives** that support meaningful learning outcomes for the student. (1 page or less)

**Section 3. Description of and rationale for at least three evidence-based instructional strategies** that address the identified learning objectives and reflect the student’s **cognitive, linguistic, social, emotional, and/or physical** developmental skill levels and abilities, interests **and** educational needs. (1 page or less)

**Section 4. Description of and rationale for instructional adaptations** and accommodations needed, including the use of augmentative and alternative communication systems and assistive technologies or other appropriate technologies. (1 page or less)

**Section 5. Statement of plan for the assessment and documentation** of the student’s progress toward the identified objectives. (1 page or less)

The plan will be submitted and evaluated via Tk20. The units will be scored using an InTASC rubric

(rubric is attached to this syllabus).

### **Clinical Experience Project/Video Reflection Task**

The “Methods II Clinical Experience Project/Video Reflection Task” is an opportunity to demonstrate the ability to critically reflect on your practice. In order to play a stronger role in the instructional process, we would like you to arrange fieldwork schedules that restrict you to work with *one* teacher. Ideally you will spend 5 days with that teacher, each day being a maximum of 3 hours. Via such a schedule, you will be able to develop a relationship with the teacher and his/her students so that you are better equipped to lead a portion of the class.

In the end, you will submit a videotape of you teaching a lesson in your clinical experience classroom, your reflection on your role in the classroom and on this lesson, the plan you used to lead some aspect of instruction, brief feedback form from your mentor teacher, a log of your hours, and any lesson planning or materials that you use for your presentation, and student feedback. The task will be evaluated via Tk20.

### **Unit Plan/Performance Based Assessment**

As a culminating project for this course you will use the “backwards design” process to develop a plan for teaching a two to four-week long, literature-based unit which actively involves students in meaningful learning; carefully individualizes to accommodate the diverse strengths and needs of students; effectively integrates reading, writing and oral language; and provides authentic assessment. Please include at least one ‘paired text’ as a part of the unit. The unit must include at least one literary work(s), **and center on a theme**, as well as build on the strengths and needs of a diverse student population. Specific daily lesson plans, including all support materials, should be included for any five block-length lessons from the unit; each lesson plan should make clear connections between stated objectives and planned assessment. You may integrate components of the instruction and assessment plan in your unit plan. You are required to submit both these assignments separately on Blackboard and to TK20.

To evaluate how well these unit plans meet the NCTE standards for effective planning, the units will be scored using an evaluation rubric based on those standards (rubric is attached to this syllabus).

**WORK NOT COMPLETED OR FAILURE TO UPLOAD TO BLACKBOARD AND TK20 BY DUE DATE WILL RESULT IN AN “F” IN THE COURSE. FINAL PRODUCT IS DUE BY MIDNIGHT ON May 1, 2017.**

*EDCI 479/669 Differentiation Note: Students enrolled in the graduate section of this course will be required to confer with their cooperating teacher on the assessments for the unit plan. They are encouraged to modify their assessments based on the feedback received from their cooperating teacher.*

Eligible, *complete* Unit Plans may be revised and/or edited and resubmitted for a “higher grade” up until the final deadline. Each *complete* Unit Plan handed in will receive either (1) R/E (needs to be revised, edited and resubmitted), (2) R (needs to be revised and resubmitted), (3) E (needs editing before resubmission), or (4) A (accepted – no revision required). ***Incomplete Unit Plans handed in on the initial due date or late will not be eligible for revision and resubmission.*** Eligible Unit Plans may be revised and resubmitted as many times as you wish until the final deadline. At that point of “final deadline,” codes become letter grades (A = A, E = B, R = C, and R/E = D) and no more resubmissions will be considered.

**All other course assignments must be considered final drafts and submitted no later than the posted due dates listed in the course schedule. *Late and/or incomplete assignments will not be given full credit***; in the case of extenuating circumstances, approval must be granted *in advance* by the instructor.

### **Attendance and Participation**

Attendance at each class session and field experience is critical and required. Your attendance, thoughtfulness, preparedness, clarity and active sharing of responsibility for our classroom community will affect your grade. You are expected to read and keep notes on class material, complete all assignments on time, attend 100% of the face-to-face class sessions, arrive on time, and contribute both as a listener and thoughtful speaker in class discussions. Absences and tardies, both in class and fieldwork assignments will impact your grade. Two tardies or early departures are equal to one absence, and missing 30% or more of class sessions will result in automatic failure of the course. Every absence will lead to 10% deduction from the attendance and participation grade. If you must be late to or miss a class, you must contact the instructor ahead of time. Please note that this policy makes no distinction between “excused” or “unexcused” absences or tardies. Absences are considered excused at the instructor’s discretion, for reasons such as illness, accident, professional conferences, or family crisis. If unavoidable circumstances prevent attendance at a class, please call the instructor in advance and contact a classmate to discuss missed assignments.

### **Expectations**

Please turn off all cell phones, computers and pagers when conducting fieldwork assignments and during class.

### **Grading**

The grading system for graduate courses at GMU is as follows: A, A-, B+, B, B-, C+, C, F. In this course, the following system will be used:

- A = 95-100%
- A- = 90-94%
- B+ = 87-89%
- B = 83-86%
- B- = 80-82%
- C = 70-79%
- F = Below 70%

Grades of “A” in the course are earned by students who do exemplary, distinguished work. The A, A- student participates actively and thoughtfully in class; completes all required reading assignments and related assignments in a timely and professional way; shows coherence and thoroughness in lesson and unit planning; completes well-organized, well-written papers; and consistently demonstrates the ability to make connections between theory and practice.

### **EDCI 479 assignments are weighted as follows:**

Attendance and Participation	20
Wonder Notebook	15
Literature Response Group Project	15
Clinical Experience Project/Video Reflection Task	15
Instruction and Assessment Plan	10
Unit Plan	25

### **Professional Dispositions:**

Students are expected to exhibit professional behavior and dispositions at all times:

#### ***Commitment to the profession***

- Promoting excellent practice*
- Excellence in teaching and learning*
- Advancing the profession*

- Engagement in partnerships*
- Commitment to honoring professional ethical standards**
  - Fairness*
  - Integrity*
  - Honesty*
  - Trustworthiness*
  - Confidentiality*
  - Respect for colleagues and students*
- Commitment to key elements of professional practice**
  - Belief that all individuals have potential for growth and learning*
  - Persistence in helping individuals succeed*
  - High standards*
  - Safe and supportive learning environments*
  - Systematic planning*
  - Intrinsic motivation*
  - Reciprocal, active learning*
  - Continuous, integrated assessment*
  - Critical thinking*
  - Thoughtful, responsive listening*
  - Active, supportive interactions*
  - Technology-supported learning*
  - Research-based practice*
  - Respect for diverse talents, abilities and perspectives*
  - Authentic and relevant learning*
- Commitment to being a member of a learning community**
  - Professional dialogue*
  - Self-improvement*
  - Collective improvement*
  - Reflective practice*
  - Responsibility*
  - Flexibility*
  - Collaboration*
  - Continuous, life-long learning*
- Commitment to democratic values and social justice**
  - Understanding systemic issues that prevent full participation*
  - Awareness of practices that sustain unequal treatment of unequal voice*
  - Advocate for practices that promote equity and access*
  - Respects the opinion and dignity of others*
  - Sensitive to community and cultural norms*
  - Appreciates and integrate multiple perspectives*

**Class Schedule**

**NOTE:** Faculty reserves the right to alter the schedule as necessary, with notification to students.

<b>Date</b>	<b>Topic</b>	<b>Assignments/Readings due NEXT class</b>
1/23 <b>1</b>	<b>Introduction/Course Overview, Reader/Writer/Thinker Identity, Single Story Writing Activity</b>	<ul style="list-style-type: none"> <li>• Campbell &amp; Latimer, Chapter 2</li> <li>• Christenbury, Chapter 5</li> <li>• <i>Work on Unit theme/text proposal</i></li> </ul>

1/30 2	<b>Reader Response Theory, Literature Workshop, Literature Responses, Lit Circle Set-Up/Assignment, Group Profile Activity</b> <b>Due: Unit theme/text proposal</b>	<ul style="list-style-type: none"> <li>• Christenbury, Chapter 8</li> <li>• <i>Work on Unit Plan (bring Unit Plan overview draft to class for peer review)</i></li> <li>• <i>Work on Instruction &amp; Assessment Plan</i></li> </ul>
2/6 3	<b>The Craft of Questioning, Teacher and Student Generated Questions, Close Reading Strategies</b> <b>Short Story Analysis</b> <b>Peer Review: Unit Plan Overview Draft</b>	<ul style="list-style-type: none"> <li>• Campbell &amp; Latimer, Chapters 1 &amp; 4</li> <li>• Christenbury, Chapter 1</li> </ul>
2/13 4	<b>Online Class: Blackboard Discussion</b> <b>Formulaic Writing, Teacher, Student, School: The Dance of the Three, Assessing Literature Journals, Wonder Notebook Criteria</b>	<ul style="list-style-type: none"> <li>• Read articles on discussions strategies (posted on Bb)</li> <li>• Reflect in WNB on the readings</li> <li>• <i>Work on Unit Plan</i></li> <li>• <i>Work on Instruction &amp; Assessment Plan</i></li> </ul>
2/20 5	<b>Critical Inquiry into Literature, Short Story Analysis, Lit. Circles, Lesson Plan, Standards of Learning</b>	<ul style="list-style-type: none"> <li>• Christenbury, Chapter 6</li> <li>• Readings on teaching grammar (posted on Bb)</li> <li>• Reflect in WNB on the readings</li> <li>• <i>Prepare for Lit. Response Group Project - Group 1 &amp; 2</i></li> <li>• <i>Work on Unit Plan (bring copies of one lesson plan for peer review)</i></li> </ul>
2/27 6	<b>Grammar Strategies/Lessons</b> <b>Lit. Response Group Projects - Groups 1 &amp; 2</b> <b>Peer Review: Unit Plan Lesson</b>	<ul style="list-style-type: none"> <li>• Campbell &amp; Latimer, Chapters 5 &amp; 6</li> <li>• Christenbury, Chapter 7</li> <li>• Reflect in WNB on the readings</li> <li>• <i>Prepare for Lit. Response Group Project - Group 3</i></li> <li>• <i>Continue working on Unit Plan</i></li> <li>• <i>Work on Instruction &amp; Assessment Plan</i></li> <li>•</li> </ul>
3/6 7	<b>Models of Teaching Writing, Evaluating Essays</b> <b>Lit. Response Group Project - Group 3</b> <b>Peer Review: Instruction and Assessment Plan</b>	<ul style="list-style-type: none"> <li>• Christenbury, Chapter 9</li> <li>• Read articles on technology integration (posted on Bb)</li> <li>• Campbell &amp; Latimer, Chapters 3 &amp; 7</li> <li>• Reflect in WNB on readings</li> <li>• <i>Prepare for Lit. Response Group Project - Group 4</i></li> </ul>
3/13	<b>No Class</b>	Spring Break

3/20 8	<b>Visual &amp; Media Literacy, Technology Author's Craft, Writing with Mentors, Imitating Author's Stylistic Choices</b> <b>Lit. Response Group Project - Group 4</b>	<ul style="list-style-type: none"> <li>• Read articles on assessment (posted on Bb)</li> <li>• Spandel, Chapters 5 &amp; 12</li> <li>• <i>Work on Unit Plan</i></li> <li>• <i>Work on Clinical Experience Project/Video Reflection Task</i></li> </ul>
3/27 9	<b>Online Class: Blackboard Discussion Assessments – Discussions, Seminars, Writings, Self-Assessment</b> <b><i>Due: Upload 30-minute segment of a lesson with the lesson plan and a holistic reflective statement to Edthena and Blackboard</i></b>	<ul style="list-style-type: none"> <li>• Buckley, Chapters 1 &amp; 2</li> <li>• Reflect in WNB on readings</li> <li>• <i>Bring 1 poem to class that you would like to teach to your students</i></li> <li>• <i>Bring copies of Unit Plan Drafts for Peer/Instructor Review</i></li> </ul>
4/3 10	<b>Poetry Analysis, Poetry Composing Activities, Poetry Pastiche</b> <b><i>Unit Plan Conferences: 8 Students</i></b>	<ul style="list-style-type: none"> <li>• <i>Bring copies of Unit Plan Drafts for Peer/Instructor Review</i></li> </ul>
4/10 11	<b>Using Poetry to Teach Close Reading and Powerful Writing Lesson Plan Presentations</b> <b><i>Unit Plan Conferences: 8 students</i></b> <b><i>Work on "critical incident" reflective analysis</i></b>	<ul style="list-style-type: none"> <li>• Readings on teaching ELs (posted on Bb)</li> <li>• Reflect in WNB on the readings</li> <li>• <i>Work on Instruction &amp; Assessment Plan (bring the plan for peer review)</i></li> <li>• <i>Work on Clinical Experience Project/Video Reflection Task</i></li> </ul>
4/17 12	<b>Language Learners in the English Classroom – Strategies, Learning Approaches, Assessments</b> <b>Guest Speaker</b> <b>Peer Review: Instruction and Assessment Plan</b> <b><i>Due: Upload 5-10 minute "critical incident" video, 5-7 page reflection, feedback from your mentor teacher, and student feedback to Edthena and Blackboard.</i></b>	<ul style="list-style-type: none"> <li>• Readings on vocabulary instruction/non-fiction strategies (posted on Bb)</li> <li>• Reflect in WNB on readings</li> </ul>
4/24 13	<b>Teaching Non-Fiction Strategies</b> <b>Vocabulary Instruction</b> <b><i>Due: Instruction and Assessment Plan</i></b>	<ul style="list-style-type: none"> <li>• Reflect in WNB on readings</li> <li>• <i>Bring your WNB with completed entries to class for self- and peer-evaluation</i></li> <li>• <i>Complete Final Draft of Unit Plan - due next week</i></li> </ul>
5/1 14	<b>Sharing of Field Experience Section of Wonder Notebook</b> <b>Wonder Notebook - Self, Peer, &amp; Instructor Evaluation</b> <b>Dispositions Evaluation</b> <b><i>Due: Wonder Notebook</i></b> <b><i>Due: Final Draft of Unit Plan</i></b>	

	<b>Due: Log of Fieldwork Hours</b>	
5/15 15	<b>TBD</b>	

### Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>.

### GMU Policies and Resources for Students

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

**For additional information on the College of Education and Human Development, please visit our website <http://cehd.gmu.edu/>.**

## **Emergency Notification**

The university utilizes a communication system to reach all students, faculty, and staff with emergency information (e.g., in case of severe weather). Please register with the Mason Alert system by visiting <https://alert.gmu.edu>.

## **Important Information for Licensure Completion**

### **Student Clinical Practice: Internship Requirements**

#### ***Testing***

Beginning with Spring 2015 internships, **all** official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

#### ***Required tests***

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

#### ***Endorsements***

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

#### ***CPR/AED/First Aid***

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to [CEHDacad@gmu.edu](mailto:CEHDacad@gmu.edu) or dropped-off in Thompson Hall, Suite 2300.

#### ***Background Checks/Fingerprints***

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to beginning the internship. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are strongly advised to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the internship.

#### ***Please Note***

Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

#### ***Application***

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

#### ***Deadlines***

Spring internship application:

Traditional: September 15

On-the-Job: November 1

Fall internship application:

Traditional: February 15

On-the-Job: May 1

## **Resources**

George Mason library: <http://library.gmu.edu>  
What Kids Can Do: [www.whatkidscando.org](http://www.whatkidscando.org)  
Greater Washington Reading Council: [www.gwrc.net](http://www.gwrc.net)  
Virginia State Reading Association: [www.vsra.org](http://www.vsra.org)  
International Reading Association: [www.reading.org](http://www.reading.org)  
National Reading Conference: [www.nrconlin.org](http://www.nrconlin.org)  
National Council of Teachers of English: [www.ncte.org](http://www.ncte.org)  
Figment: <http://figment.com>  
Movella: <http://www.movellas.com/>  
The Poetry Foundation: <http://www.poetryfoundation.org/>  
Voice of Literacy: <http://www.voiceofliteracy.org/>  
Adolescent Literacy: <http://www.adlit.org/>  
Association of Literacy Educators and Researchers: [www.aleronline.org](http://www.aleronline.org)  
TED website: <http://www.ted.com/talks>

### **Personal Philosophy**

As an interactionist and constructivist I see my students as active, creative participants who construct their social worlds, not as passive, conforming objects of socialization (Mead, 1934). The classroom provides the socio-political milieu in which reading and writing skills are socially negotiated, shared meanings are created and skills meaningfully align in a cyclical negotiation (Blumer, 1986). It is important to promote a culturally responsive pedagogy by examining culturally diverse texts and by celebrating students' cultural voices as every student is a storyteller and a "writer with a thousand stories worth reading" (Bloome, 2001, p. 304).

**Secondary Education (SEED) Program**  
**Instruction and Assessment Plan**  
**EDCI 479/669, “Advanced Methods of Teaching English in the Secondary School”**

**Submission/Assessment Directions**

- 1) Teacher candidate completes Instruction and Assessment Plan, addressing InTASC rubric
- 2) Teacher candidate uploads Instruction and Assessment Plan to TK20
- 3) Methods II instructor evaluates Instruction and Assessment Plan plan in TK20 using InTASC rubric

**Assessment Objective**

- The candidate will use knowledge of individual learning differences and assessment to develop an instructional plan for a student with developmental, learning, physical or linguistic differences, including a plan for assessing the student’s progress.

**Rationale**

Lesson planning is an essential skill for an educator. A lesson plan is a road map for instruction. When planning teachers and teacher candidates need to answer four main questions:

Who are my students? (Context/Student Needs)

What do my students need to know and be able to do? (Objectives)

How will I get all students to know and do the new tasks? (Teaching and Learning)

How will I know they know what was taught? (Assessments)

The first step in planning is identifying the learning objectives for the lesson-based upon student abilities, challenges, and prior knowledge. Before developing specific learning activities, determine how you will assess if students have met the lesson objectives. Once you know how you will assess student learning, you can develop activities that align instruction with the assessment. Additionally, a teacher must consider student prior knowledge, how to differentiate to meet student needs, and how to do so within the time allotted. Lesson plans include pacing, transitions, checking for understanding, and ideas for re-teaching or extending learning based upon student needs.

The planning process is the same whether you are planning a lesson for a class or for an individual. For this assessment you will develop an instructional plan for a student with developmental, learning, physical or linguistic differences, including a plan for assessing the student’s progress.

**Assessment Task Directions**

Candidates will develop an individualized plan for a child with developmental, learning, physical, or linguistic differences within the context of the general environment and curriculum that includes the following sections:

**Section 1. Description of the individual student** that includes **cognitive, linguistic, social, emotional, and/or physical** developmental skill levels and abilities, interests **and** educational progress and **statement of educational need.** (2 pages or less)

**Section 2. Identification of and rationale for three learning objectives** that support meaningful learning outcomes for the student. (1 page or less)

**Section 3. Description of and rationale for at least three evidence-based instructional strategies** that address the identified learning objectives and reflect the student’s **cognitive, linguistic, social, emotional, and/or physical** developmental skill levels and abilities, interests **and** educational needs. (1 page or less)

**Section 4. Description of and rationale for instructional adaptations** and accommodations needed, including the use of augmentative and alternative communication systems and assistive technologies or other appropriate technologies. (1 page or less)

**Section 5. Statement of plan for the assessment and documentation** of the student’s progress toward the identified objectives. (1 page or less)

**How to Submit this Assessment.** The plan will be submitted and evaluated via TK20.

**Teacher Candidate Instruction and Assessment Plan  
Rubric**

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
<b>Section 1</b>				
<b>Description of Individual Student</b>				
<p><b>The candidate regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.</b></p> <p><i>InTASC 1(a)</i></p>	<p>The candidate does not provide a description or the description of student <b>does not</b> include assessment data <b>related to cognitive, linguistic, social, emotional, and/or physical</b> developmental skill levels and abilities, interests, <b>or</b> educational progress.</p>	<p>The candidate provides description of student that includes appropriate assessment data related to <b>some but not all</b> of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, <b>or</b> educational progress.</p>	<p>The candidate provides description of student that includes appropriate assessment data on <b>all</b> of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational progress.</p> <p>The candidate describes impact of student</p>	<p>The candidate provides description of student that includes both appropriate and multiple forms of assessment data on <b>all</b> of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational learning need.</p> <p>The candidate describes <b>and</b></p>

			characteristics on learning.	provides examples of impact of student characteristics on learning.
<b>Statement of Educational Need</b>				
<b>The candidate effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.</b>  <i>InTASC 6(g)</i>	The candidate <b>does not</b> address student educational needs or <b>inappropriately uses</b> assessment data to create a statement of educational need.	The candidate uses assessment data to create a statement of educational need that is <b>marginally</b> aligned with assessment results.	The candidate uses assessment data to create an <b>appropriate</b> statement of educational need that is <b>aligned</b> with assessment results.	The candidate <b>effectively</b> uses assessment data from <b>multiple sources</b> to create a <b>thorough and appropriate</b> statement of educational need that is <b>aligned</b> with assessment results.
<b>Section 2 Identification of Learning Objectives</b>				
<b>The candidate individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</b>  <i>InTASC 7(a)</i>	The candidate identifies learning objectives that are <b>either</b> (a) <b>incomplete</b> because related outcomes are not identified <b>or</b> (b) the objectives are <b>not directly related</b> to student educational need.	The candidate identifies learning objectives <b>without relevance</b> to student educational need.	The candidate identifies learning objectives with related outcomes that are <b>relevant</b> to individual student needs.	The candidate identifies <b>distinct</b> learning objectives with related outcomes that are <b>relevant</b> to individual student needs.
<b>Identification of Rationale for Learning Objectives</b>				
<b>The candidate plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</b>  <i>InTASC 7(d)</i>	The candidate <b>does not provide</b> rationales which are aligned to the specific learning objectives and/or the relationship of the learning objectives to student educational	The rationales provided <b>are not</b> be aligned to the specific learning objective and the relationship of the learning objectives to student educational needs is <b>unclear</b> .	The rationales provided <b>are aligned</b> with the learning objective and the relationship of learning objectives to student educational needs is <b>clearly</b> identified.	The rationales provided <b>are aligned</b> with the learning objective and the relationship of the learning objectives to student educational needs is <b>clearly and effectively</b> identified.

	needs is <b>missing or unclear</b> .			
<b>Section 3</b>				
<b>Description of Instructional Strategies</b>				
<b>The candidate plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</b>  <i>InTASC 7(b)</i>	The candidate <b>does not</b> identify instructional strategies or identifies instructional strategies that are <b>not related</b> to the learning objectives <b>or</b> student learning needs.	The candidate identifies instructional strategies that are <b>marginally</b> related to the learning objectives <b>or</b> student learning needs.	The candidate identifies <b>evidence-based</b> instructional strategies that are aligned to the learning objectives and student learning needs.	The candidate identifies <b>evidence-based</b> instructional strategies that are aligned to <b>specific</b> learning objectives and student learning needs.  The candidate provides <b>specific sources of</b> evidence for the instructional strategy.
<b>Rationale for Instructional Strategies</b>				
<b>The candidate understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.</b>  <i>InTASC 1(e)</i>	The candidate <b>does not provide</b> rationales which are aligned to the specific instructional strategies <b>and/or</b> the relationship of instructional strategies to the learning objectives and student educational needs is <b>missing or unclear</b> .	The rationales provided <b>do not</b> align to the specific instructional strategies and, the relationship of the instructional strategies to the learning objectives that meet student educational needs is <b>unclear</b> .	The rationales provided <b>are aligned</b> with instructional strategies and, the relationship of the instructional strategies to the learning objectives that meet student educational needs is <b>clearly</b> identified.	The rationales provided <b>are aligned</b> with the strategies and, the relationship of the instructional strategies to <b>specific</b> learning objectives that meet student educational needs is <b>clearly and effectively</b> identified.
<b>Section 4</b>				
<b>Description of Instructional Adaptation</b>				
<b>The candidate accesses resources, supports, and specialized assistance and services to meet</b>	The candidate <b>does not identify</b> either adaptations or accommodations to support student	The candidate identifies <b>either</b> adaptations or accommodations that <b>minimally support</b> student	The candidate identifies and describes appropriate adaptations or accommodations	The candidate identifies and thoroughly describes appropriate adaptations or

<p><b>particular learning differences or needs.</b></p> <p><i>InTASC 2(f)</i></p>	achievement of learning objectives.	achievement of learning objectives.	that <b>clearly support</b> student achievement of learning objectives.	accommodations that <b>clearly support</b> student achievement of learning objectives.
<b>Rationale for Instructional Adaptation</b>				
<p><b>The candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.</b></p> <p><i>InTASC 7(k)</i></p>	The candidate <b>does not provide</b> rationales that are aligned to the adaptations and accommodations <b>and/or</b> the relationship of the adaptations and accommodations to student educational needs is <b>missing or unclear</b> .	The rationales <b>marginally provides</b> evidence to support the adaptations and accommodations and the relationship of the adaptations and accommodations to student educational needs is <b>unclear</b> .	The rationales provide <b>adequate</b> evidence to support the adaptations and accommodations and the relationship of the adaptations and accommodations to student educational needs is <b>clearly identified</b> .	The rationales provide <b>evidence-based support</b> for the specific adaptations and accommodations and the relationship of the adaptations and accommodations to student educational needs is <b>clearly and thoroughly</b> identified.
<b>Section 5 Assessment and Documentation of Student Progress</b>				
<p><b>The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</b></p> <p><i>InTASC 6(b)</i></p>	The candidate <b>does not</b> describe an assessment plan that that evaluates all student learning objectives <b>or</b> describes a plan that <b>does not</b> directly measure all of the student learning objectives (e.g., is <b>not observable, measurable</b> ).	The candidate describes an assessment plan that evaluates all student learning objectives but <b>does not</b> include documentation of <b>both</b> formative and summative measures that <b>does not</b> address possible assessment bias.	The candidate describes an assessment plan that evaluates all student learning objectives <b>and includes both</b> formative and summative assessments that minimize sources of bias.  The candidate describes the assessment results that would prompt modification of instructional plans <b>and</b> those specific modifications.	The candidate describes an assessment plan that evaluates <b>all</b> student learning objectives, <b>includes</b> formative and summative assessments that minimize sources of bias and includes <b>multiple</b> data sources for each objective.  The candidate describes <b>multiple</b> assessment results that would prompt modification of instructional plans <b>and</b> those specific modifications.



College of Education and Human Development

4400 University Drive  
Fairfax, Virginia 22030

16 January 2017

Dear Educators:

We write as faculty members in the Secondary Education (SEED) Program in the College of Education and Human Development at George Mason University. We are all teaching sections of the Methods II classes for SEED this semester—respectively one course each in science, social studies, math, and English. We want to thank you for agreeing to work with one of the SEED program prospective teachers this semester—these are invaluable experiences for our students. We will assist with coordinating the learning opportunities for these teacher candidates as they work in your classroom.

The teacher candidate with whom you are working has already completed the first in a series of two secondary methods courses required for licensure at George Mason University. He/she is now enrolled in the second methods course and is required to do 15 hours of fieldwork to complement university coursework. In the methods I course, teacher candidates considered what it means to understand their respective subject matter, examined standards for instruction as described by their respective professional associations and the state of Virginia (VA SOLs), and designed lessons that actively engaged students in meaningful learning. Fifteen hours of fieldwork were also required for that course. During that time, teacher candidates observed instruction in a variety of classrooms.

While enrolled in a methods II course, the prospective teacher with whom you have agreed to work is required to complete an additional 15 hours of fieldwork. Ideally the fieldwork should span a minimum of 5 days, with each session approximately 3 hours in length, but may be completed in as few as 3 days. Major projects in this course include the development of a unit plan, the development of an assessment plan that aligns with the unit plan, and a micro-teaching assignment in which teacher candidates video-record themselves teaching a 30-45 minute lesson and use the video (uploaded to the Edthena video coding platform) to reflect upon the lesson's effectiveness. This micro-teaching project is a part of our

college's "Video Reflection Task" (VRT) common assessment. *Note: The micro-teaching assignment and VRT lesson plan might be elements of the unit plan assignment for the methods II course.*

We are hopeful that in the 15 required hours of required fieldwork the teacher candidate with whom you are working will have the opportunity to engage with the students in your classroom. Research shows that teacher candidates are better prepared to be effective teachers and to positively impact student learning if they gain more hours of experience independently teaching, with professional support, early in their pre-service education. In order to provide this experience to our teacher candidates, we propose the following schedule for this candidate's work in your classroom:

Hours 1-5 (Days 1-2)

- Mason teacher candidate will introduce herself/himself to your school, you, and your students
- Candidate observes in the class and engages in your classroom (e.g., passing out papers, working with individual students and small groups)

Hours 5-10 (Days 2-4)

- Candidate continues to engage with your class, with increased responsibility (e.g., introducing a lesson, co-facilitating a discussion, co-facilitating discussion of assigned work)
- Candidate drafts a lesson plan/activity to be presented and seeks feedback from you, the mentor teacher

Hours 10-15 (Days 3-5)

- Candidate continues to engage with your class
- Candidate initiates final discussion of planned lesson/activity
- Candidate implements the planned lesson/activity, with you completing a brief observation report ("InTASC Formal Observation Form") providing the teacher candidate with feedback on his/her work

Post lesson/activity (Day

- Candidate receives written or oral feedback from students (if possible); each candidate will design her/his own student feedback method, with your input, and this feedback will be included as part of the reflection the candidate completes
- Candidate submits a lesson/activity to methods II instructor and completes the reflection elements of this project

*\*Note: During the Spring 2017 semester pilot of this clinical experience project Methods II instructors may provide mentor teachers with an online survey link through which you can provide confidential feedback on the teacher candidate's teaching capacity/development and/or professional dispositions*

The lesson/activity that the teacher candidate leads should introduce or review content, if possible. As a mentor teacher, please feel free to co-teach or otherwise support the Mason teacher candidate during this instructional time in any way you deem appropriate. We hope that this experience will prove valuable for both the teacher candidate and for you and your colleagues.

Please note that all area school divisions provide licensure renewal hours for teachers serving in these mentor roles for pre-service teachers. Please feel free to contact the appropriate Methods II instructor below with any questions and/or concerns you may have about this experience. We thank you very much for your support of this Mason teacher candidate and her/his development as a future teacher.

Sincerely,

Arvinder Johri, PhD  
Instructor, English Education

Susan Groundwater, PhD  
Instructor, Social Studies Education

Theresa Wills, PhD  
Instructor, Mathematics Education

Andrew Gilbert, PhD  
Associate Professor, Science Education

### Notes

- 1) Students may also be completing other education courses (e.g., in Special Education or Teaching Diverse Learners) and we would appreciate your assistance with helping them identify contexts in your school where they might complete relevant observation experiences
- 2) Students who are currently employed as full-time teachers will work with their methods II instructor to modify this assignment to be completed in their own classroom

## **Methods II Clinical Experience Project/Video Reflection Task**

In your methods I course you had opportunities to observe a teacher (or teachers) in your subject area classroom(s). As part of that experience, you reflected on how teachers design instruction to meet the needs of students and via your “Reflection Summary and Analysis” project you made suggestions as to how you might do things similarly and/or differently.

In your methods II course, we would like you to have the opportunity to engage with (rather than merely observe) secondary students in your subject area. Ultimately, by the end of the 15 hours required, you will lead some portion of the class, if granted permission by your mentor teacher.

In order to play a stronger role in the instructional process, we would like you to arrange fieldwork schedules that restrict you to work with *one* teacher. Ideally you will spend 5 days with that teacher, each day being a maximum of 3 hours. Via such a schedule, you will be able to develop a relationship with the teacher and his/her students so that you are better equipped to lead a portion of the class.

In the end, you will submit a videotape of you teaching a lesson in your clinical experience classroom, your reflection on your role in the classroom and on this lesson, the plan you used to lead some aspect of instruction, brief feedback form from your mentor teacher, a log of your hours, and any lesson planning or materials that you use for your presentation, and student feedback. You should schedule your time at the school according to the hour breakdown below. *Note: The micro-teaching assignment and VRT lesson plan might be elements of the unit plan assignment for the methods II course.*

### **The Process**

When you begin to make contact with your mentor teacher, you will provide her/him with the letter above that gives more detail concerning how we hope your clinical experience will be structured. Let your mentor teacher know that you are expected to lead some portion of a class, if possible. As outlined in the letter, here is the schedule we hope you will be able to follow:

#### **Hours 1-5 (Days 1-2)**

- Introduce yourself to your school, the mentor teacher, and your students
- Observe in the class and engage in your mentor teacher’s classroom (e.g., passing out papers, working with individual students and small groups)

#### **Hours 5-10 (Days 2-4)**

- Continue to engage with your class, with increased responsibility (e.g., introducing a lesson, co-facilitating a discussion, co-facilitating discussion of assigned work)
- Draft a lesson plan/activity to be presented and seek feedback from your mentor teacher

#### **Hours 10-15 (Days 3-5)**

- Continue to engage with your class
- Initiate final discussion of planned lesson/activity with your mentor teacher
- Implement the planned lesson/activity, with your mentor teacher completing a brief observation report providing you with feedback on your work

#### **Post lesson/activity (Day**

- Obtain written or oral feedback from students (if possible); you will design your own student feedback method, with your mentor teacher’s input, and this feedback will be included as part of your project reflection
- Submit a lesson plan to methods II instructor and complete the reflection elements of this project

The “Methods II Clinical Experience Project/Video Reflection Task” is an opportunity to demonstrate the ability to critically reflect on your practice. Upload 30 minutes of your lesson to Edthena. Be sure to include a copy of your lesson

plan, your holistic reflection on the lesson, an analysis of the “critical incident” during the lesson, and evidence and an analysis of your students’ feedback on your lesson. (You should also separately upload this 5-10 minute clip to Edthena or indicate on the 30-minute video the 5-10 minute on which you are focusing for your “critical incident”). When the assessment is complete, upload the lesson plan to BlackBoard/Tk20 and notify your methods II instructor.

### **Submission Directions**

The teacher candidate will:

1. Create a lesson plan that will be attached to the Edthena video.
2. Upload the lesson plan with your Edthena video to BlackBoard/TK20
3. Video record a 30-minute segment of a lesson and upload this to Edthena
4. Write a holistic reflective statement that includes technical, practical and critical levels of reflection—attaching this reflection to the 30 minute Edthena video
  - a. Technical reflection – focuses on effective application of skills and knowledge in the classroom so reflection focuses on analyzing the effects of strategies used
  - b. Practical reflection – focuses on the assumptions underlying a specific practice and the consequences of that practice on student learning. It implies the assessment of the educational implications of actions and beliefs
  - c. Critical reflection – includes emphases from technical and practical reflection and goes deeper. It focuses on questioning moral and ethical dimensions of decisions related, directly or indirectly, to the classroom. Candidates make connections between situations they encounter and the broader social, political, and economic forces that influence those events
5. Select a segment of the video that contains a 5-10 minute “critical incident” and upload this to Edthena or separately upload this 5-10 minute clip to Edthena.
  - a. A “critical incident” is a ‘vividly remembered event which is unplanned and unanticipated. Reflecting upon a “critical incident” can affect change in your thinking, your practice, your attitudes, and/or your understanding;
  - b. A “critical incident” might be an interaction with a student; it might be part of a teaching episode; it could be a parent interaction or just a solitary “ah-ha” moment; your analysis will focus on what you learn from reflecting on this event.
6. Write a 5-7 page “critical incident” analysis and attach this to the 5-10 minute Edthena video (see specifics in the “Reflection” section below)
  - a. Briefly describe what happened
  - b. Explain why you selected this clip
  - c. Describe what went well and what aspects of the lesson you would like to change
  - d. Propose alternate ways to handle the “critical incident”
  - e. Summarize what you learned and how it will impact your future teaching

### **Reflection**

The teacher candidate’s 5-7 page reflection should include discussions of the following (if applicable):

- Observations you made about the teacher’s role in facilitating student learning during the time when you were observing
- Observations about classroom community building and classroom management
- Interesting things you learned about student learning/thinking through your work with the students *prior* to you leading an aspect of instruction
- New, effective, or ineffective approaches to differentiation, discourse, or assessment that you observed prior to you leading an aspect of instruction
- Reflection on your implementation of the lesson:
  - What do you think was effective? What evidence do you have?
  - What do you think was not effective? What evidence do you have?
  - What surprised you about how the students responded?

- How did you account for diverse learners in the class?
- What would you do differently the next time?
- How would you respond to your mentor teacher's feedback?
- What student feedback on this lesson did you gather?
- What is your analysis of this feedback and how would you respond to the student feedback?

### **Assessment Directions**

Your mentor teacher will:

- Provide written narrative feedback (not including scores) on the “InTASC Formal Observation Form” below
  - a. This form is used also used for formal observations during the internship
  - b. Use of this form and these criteria for this project are meant to be formative

Your methods II instructor will:

- Grade the assignment using the “Methods II Clinical Experience Project/Video Reflection Task Rubric” below. This rubric has been uploaded to BlackBoard/TK20 where the methods II instructor must complete the rubric and submit the grade for this assignment.

### InTASC Formal Observation Form

Name of candidate \_\_\_\_\_

Date \_\_\_\_\_

School: \_\_\_\_\_ Grade/Content: \_\_\_\_\_ / \_\_\_\_\_

Semester/Year \_\_\_\_\_

<b>1. LEARNER DEVELOPMENT (InTASC1) (ISTE NETS- T1)</b> The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences that include the use of technology.	<b>COMMENTS</b>
A. Assesses individual and group performance to design and modify instruction to meet learners' developmental needs.	
B. Creates developmentally appropriate instruction that enables learners to advance and accelerate their learning.	
C. Collaborates with families, communities, colleagues, and other professionals to promote learner growth and development, using face to face and virtual technology.	

<b>2. LEARNING DIFFERENCES (InTASC 2)</b> The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.	<b>COMMENTS</b>
A. Designs, adapts, and delivers instruction to address each student's particular learning strengths.	
B. Works with students' Individual Education Plans; makes appropriate accommodations or modifications to learning goals or lesson plans based on student's assessment data and identified special educational needs.	
C. Demonstrates knowledge of and follows all legal processes and other applicable laws, regulations, statutes, and rules that apply to students with special needs.	
D. Designs instruction to build on learners' prior knowledge and experiences.	
E. Incorporates theories and tools of second language development and acquisition into planning and instruction, including strategies for making content accessible to English language learners to evaluate and support their development of English proficiency.	
F. Demonstrates knowledge of all legal processes, applicable laws, regulations, statutes, and rules regarding identification, placement, and instruction of English language learners.	
G. Accesses resources and special services to meet learning differences or needs.	

<b>3. LEARNING ENVIRONMENTS (InTASC 3) (ISTE NETS- T 2)</b> The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation.	<b>COMMENTS</b>
A. Collaborates with learners, families, and colleagues to promote a safe, positive, and respectful learning climate.	
B. Promotes collaboration between students as well as self-direction, development of shared values and respectful interactions, rigorous academic discussions, and responsibility for quality work.	
C. Manages the learning environment by organizing, allocating, and coordinating resources, time, and space.	
D. Collaborates with learners to evaluate and adjust the learning environment.	
E. Demonstrates respect for the cultural backgrounds and perspectives of learners.	
F. Applies effective interpersonal communication skills to build learners' capacity to collaborate.	

<b>4. CONTENT KNOWLEDGE (InTASC 4)</b> The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.	<b>COMMENTS</b>
A. Uses multiple representations and explanations of content.	
B. Encourages learners to understand, question, and analyze ideas from multiple perspectives.	
C. Guides learners to apply methods of inquiry, standards of evidence, and academic language unique to each content area.	
D. Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	
E. Recognizes and corrects learner misconceptions in a discipline.	
F. Evaluates and modifies instructional resources and curricular materials for comprehensiveness, accuracy, and appropriateness.	
G. Uses supplemental resources and technology to ensure content accessibility, accuracy, and relevance to learners.	

<b>5. CONTENT APPLICATION (InTASC 5) (ISTE NETS-T 1)</b> The candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	<b>COMMENTS</b>
A. Applies content knowledge to real world problems through interdisciplinary projects.	
B. Facilitates learners' use of current technology tools and resources.	
C. Engages learners in questioning and challenging assumptions to foster learner innovation, problem solving, generation and evaluation of new ideas, and development of original work.	
D. Develops learners' communication skills for varied audiences and purposes.	
E. Supports development of diverse social and cultural perspectives.	
F. Develops and supports learner literacy across content areas.	

<b>6. ASSESSMENT (InTASC 6) (ISTE NETS-T 3)</b> The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	<b>COMMENTS</b>
A. Designs valid formative and summative assessments that match learning objectives.	
B. Uses multiple types of assessment data to document learning and develop instructional activities.	
C. Provides effective feedback to guide learner progress.	
D. Guides learners to assess their own thinking and learning, as well as the performance of others.	
E. Prepares all learners for multiple assessment formats and makes appropriate accommodations for learners with disabilities or language learning needs.	
F. Uses technology to support assessment.	

<b>7. PLANNING FOR INSTRUCTION (InTASC 7) (ISTE NETS-T 2)</b> The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and benchmarks.	<b>COMMENTS</b>
A. Creates relevant learning experiences aligned with curriculum goals, content standards, pedagogy, as well as knowledge of learners and the community context.	
B. Incorporates differentiated strategies, resources, and accommodations for individuals and groups to meet learning goals.	
C. Sequences learning experiences effectively.	
D. Plans multiple ways for learners to demonstrate knowledge and skills.	
E. Uses formative and summative assessment data, prior learner knowledge, and learner interest to plan instruction.	

8. (Continued)	COMMENTS
F. Collaborates with professionals (special educators, language learning specialists, librarians, media/technology specialists) to design and deliver learning experiences to meet unique learning needs.	
G. Evaluates and adjusts plans to meet short and long range goals.	

8. INSTRUCTIONAL STRATEGIES (InTASC 8) (ISTE NETS-T 1,2,3) The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge for individuals and groups.	COMMENTS
A. Monitors student learning and uses appropriate strategies and resources to adapt instruction contemporary meaningful ways.	
B. Collaborates with learners to design and implement relevant learning experiences, identify strengths, and access resources to develop their areas of interest.	
C. Varies the teacher role in the instructional process (instructor, facilitator, coach, audience) to address content, teaching goals, or needs of learners.	
D. Provides multiple models and representations of concepts and skills to implement lesson plans effectively.	
E. Engages all learners in developing higher order questioning skills and metacognitive processes.	
F. Provides opportunities for learners to access, interpret, evaluate, and apply information.	
G. Uses multiple strategies to expand learner communication through speaking, listening, reading, writing, and technology.	
H. Asks questions to stimulate discussion for different purposes such as probing for understanding, articulation of ideas and thinking processes, and helping learners to question.	
I. Provides clear directions and explanations.	

9. PROFESSIONAL LEARNING AND ETHICAL PRACTICE (InTASC 9) (ISTE NETS-T 4) The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.	COMMENTS
A. Participates in ongoing learning opportunities to develop knowledge and skills to provide all learners with engaging curriculum and learning experiences based on local and state standards.	
B. Engages in professional development aligned with the needs of the teacher, learners, school, and system.	
C. Uses data and resources to evaluate the outcomes of teaching and learning to adapt planning and practice.	
D. Reflects on personal biases and accesses resources to deepen understanding of cultural, linguistic, ethnic, gender, and learning variations.	
E. Demonstrates integrity regarding professional ethics (judgment, confidentiality, and appropriate communication).	
F. Maintains professional appearance.	
G. Demonstrates professional demeanor (enthusiasm for teaching and learning, a caring and positive attitude, flexibility, initiative, reliability, and respect).	
H. Responds to constructive criticism and modifies practices accordingly.	
I. Uses professional, respectful, and grammatically correct language in oral and written communication.	
J. Advocates, models, and teaches safe, legal, and ethical use of digital information and technology, including copyright and intellectual property, information privacy (privacy of student data), appropriate documentation of sources, and respect for others in the use of social media.	

<b>10. LEADERSHIP AND COLLABORATION (InTASC 10) (ISTE NETS-T 5)</b> The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community.	<b>COMMENTS</b>
A. Collaborate with colleagues to share responsibility for decision making and accountability for student learning.	
B. Works with other school professionals to plan and facilitate learning on how to meet the diverse needs of learners.	
C. Supports the mission of the school.	
D. Works collaboratively with learners and families to establish mutual expectations and ongoing communication to support learner development and achievement.	
E. Engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	
F. Uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.	
G. Advocates for learners, the school, the community, and the profession.	

**NOTES:**

## Methods II Clinical Experience Project/Video Reflection Task Rubric

Criteria	Does Not Meet Expectation (1)	Approaches Expectation (2)	Meets Expectation (3)	Exceeds Expectation (4)
<b>LESSON PLAN AND TEACHING</b>				
<p>The candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning.</p> <p><i>InTASC 1(b)</i></p>	<p>The candidate's instruction <b>does not</b> take into account individual learners' strengths, interests, and needs and <b>does not</b> enable learners to advance and accelerate his/her learning.</p>	<p>The candidate creates instruction that takes into account <b>some students'</b> strengths, interests, and needs and that <b>enables some learners</b> to advance and accelerate his/her learning.</p>	<p>The candidate creates <b>developmentally appropriate instruction</b> that takes into account individual learners' strengths, interests, and needs and that <b>enables each learner</b> to advance and accelerate his/her learning.</p>	<p>The candidate creates <b>student-centered instruction</b> that is <b>developmentally appropriate</b> and takes into account individual learners' strengths, interests, and needs and that <b>enables each learner</b> to advance and accelerate his/her learning.</p>
<p>The candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p> <p><i>InTASC 2(a)</i></p>	<p>The candidate <b>does not</b> design, adapt, or deliver instruction to address each student's diverse learning strengths and needs and <b>did not</b> create opportunities for students to demonstrate their learning in different ways.</p>	<p>The candidate designs, adapts, and delivers instruction to address <b>some student's</b> diverse learning strengths and needs and creates <b>few opportunities</b> for some students to demonstrate their learning in different ways.</p>	<p>The candidate designs, adapts, and delivers instruction to address <b>each student's</b> diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p>	<p>The candidate designs, adapts, and delivers <b>student-centered instruction</b> that addresses <b>each student's</b> diverse learning strengths and needs and creates <b>multiple opportunities</b> for students to demonstrate their learning in different ways.</p>
<p>The candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.</p> <p><i>InTASC 3(d)</i></p>	<p>The candidate <b>does not plan</b> ways to manage the learning environment to actively <b>and/or</b> equitably engage learners. The candidate <b>does not</b> show evidence of organizing, allocating, and coordinating the resources of time, space, and learner's attention.</p>	<p>The candidate plans ways to <b>marginally</b> manage the learning environment to actively <b>and</b> equitably engage <b>some</b> learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.</p>	<p>The candidate plans ways to <b>effectively</b> manage the learning environment to actively and equitably engage <b>the majority</b> of learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.</p>	<p>The candidate plans ways to <b>effectively</b> manage the learning environment to actively and equitably engage <b>all</b> learners by <b>creatively</b> organizing, allocating, and coordinating the resources of time, space, and learner's attention.</p>
<p>The candidate engages learners in applying methods of inquiry and standards of evidence used in the discipline.</p> <p><i>InTASC 4(c)</i></p>	<p>The candidate <b>does not</b> engage learners in applying methods of inquiry and standards of evidence used in the discipline.</p>	<p>The candidate engages learners in applying methods of inquiry <b>but disregards the standards of evidence</b> used in the discipline.</p>	<p>The candidate <b>engages</b> learners in applying methods of inquiry and the <b>appropriate</b> standards of evidence used in the discipline.</p>	<p>The candidate engages learners in applying <b>multiple methods</b> of inquiry and <b>appropriate</b> standards of evidence used in the discipline by implementing <b>authentic tasks</b>.</p>
<p>The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p> <p><i>InTASC 4(d)</i></p>	<p>The candidate <b>does not</b> stimulate learner reflection on prior content knowledge, does not link new concepts to familiar concepts, and does not make connections to learners' experiences.</p>	<p>The candidate stimulates learner reflection on prior content knowledge, <b>but neither links new concepts to familiar concepts nor makes connections</b> to learners' experiences.</p>	<p>The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p>	<p>The candidate <b>creatively</b> stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences <b>using student-centered instruction</b>.</p>
<p>The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p> <p><i>InTASC 8(a)</i></p>	<p>The candidate <b>does not</b> adapt instruction to the needs of individuals and groups of learners.</p>	<p>The candidate adapts instruction to the needs of <b>some individuals</b> and groups of learners but <b>seldom</b> incorporates appropriate strategies or resources.</p>	<p>The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p>	<p>The candidate uses appropriate and <b>creative</b> strategies and resources within <b>authentic tasks</b> to adapt instruction to the needs of individuals and groups of learners.</p>
<p>The candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p> <p><i>InTASC 8(b)</i></p>	<p>The candidate <b>does not</b> provide evidence of monitoring student learning <b>and/or does not</b> engage learners in assessing their progress, <b>and/or does not</b> provide evidence of adjusting instruction in response to student learning needs.</p>	<p>The candidate provides <b>minimal</b> evidence of monitoring student learning and engaging learners in assessing their progress, but the candidate rarely adjusts instruction in response to student learning needs.</p>	<p>The candidate provides <b>consistent</b> evidence of monitoring student learning, engaging learners in assessing their progress, and adjusts instruction in response to student learning needs.</p>	<p>The candidate provides <b>substantial</b> evidence of continuously monitoring student learning, engaging learners in assessing their progress, and <b>innovatively</b> adjusts instruction in response to student learning needs.</p>

Criteria	Does Not Meet Expectation (1)	Approaches Expectation (2)	Meets Expectation (3)	Exceeds Expectation (4)
The candidate varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners. <i>InTASC 8(d)</i>	The candidate <b>does not</b> vary his/her role in the instructional process (e.g. instructor, facilitator, coach, audience).	The candidate <b>sometimes</b> varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) but it is in relation to <b>neither</b> the content <b>nor</b> the purpose of instruction nor the needs of learners.	The candidate <b>varies</b> his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners.	The candidate <b>consistently</b> varies his/her role in engaging instructional processes (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners.
The candidate engages all learners in developing higher order questioning skills and metacognitive processes. <i>InTASC 8(f)</i>	The candidate <b>does not</b> engage learners in developing higher order questioning skills <b>or</b> metacognitive processes.	The candidate engages <b>some learners</b> in developing higher order questioning skills <b>or</b> metacognitive processes.	The candidate engages <b>most</b> learners in developing higher order questioning skills <b>and</b> metacognitive processes.	The candidate engages <b>all</b> learners in developing higher order questioning skills <b>and</b> metacognitive processes within authentic learning situations.
The candidate asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question). <i>InTASC 8(i)</i>	The candidate <b>does not</b> ask questions to stimulate discussion.	The candidate <b>asks</b> questions to stimulate discussion but the purposes tend to be <b>low level</b> .	The candidate asks <b>appropriate</b> questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	The candidate asks <b>varied</b> questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question) <b>within authentic learning situations</b> .

### HOLISTIC REFLECTION

The candidate engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system. <i>InTASC 9(b)</i>	The candidate <b>does not</b> take responsibility for promoting the learners' growth and development in a reflective statement. The statement does not specifically the critical levels of reflections.	The candidate takes responsibility for promoting the learners' growth and development in a reflective statement, but <b>does not address all</b> of the levels of critical reflections.	The candidate takes responsibility for promoting the learners' growth and development in a reflective statement that includes <b>all of the levels of critical reflection</b> .	The candidate takes responsibility for promoting the learners' growth and development in a <b>well-written and insightful</b> reflective statement that includes <b>all of the levels of critical reflection</b> .
The candidate uses a variety of data to evaluate the outcomes of teaching and learning and adapts planning and practice. <i>InTASC 9(c)</i>	The candidate <b>does not</b> use a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice.	The candidate <b>uses a variety of data</b> to evaluate the outcomes of teaching and learning but does not provide strategies to adapt planning and/or practice.	The candidate <b>uses a variety of data</b> to evaluate the outcomes of teaching and learning and to adapt planning and practice.	The candidate <b>effectively uses a variety of data</b> to evaluate the outcomes of teaching and learning and to appropriately adapt planning and practice.
The candidate uses ongoing analysis and reflection to improve planning and practice. <i>InTASC 9(l)</i>	There was <b>no evidence</b> that the candidate used ongoing analysis and/or reflection to improve planning and practice.	The candidate <b>uses marginal analysis and reflection strategies</b> to improve planning and practice.	The candidate uses <b>ongoing analysis and reflection</b> to improve planning and practice.	The candidate <b>effectively uses ongoing analysis and deep reflection</b> to improve planning and practice.

### CRITICAL INCIDENT VIDEO CLIP AND ANALYSIS

The candidate uses technology to support analysis, reflection, and problem-solving strategies for instruction. <i>InTASC 9(d)</i>	The candidate <b>does not use technology</b> to support analysis, reflection, and problem-solving strategies for instruction.	The candidate <b>ineffectively uses technology</b> to support analysis, reflection, or problem-solving strategies for instruction.	The candidate <b>uses technology</b> to support analysis, reflection, and problem-solving strategies for instruction.	The candidate <b>effectively uses technology</b> to support a <b>thorough</b> use of analysis, reflection, and problem-solving strategies for instruction.
The candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences. <i>InTASC 9(a)</i>	There was <b>no evidence</b> that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.	There was <b>minimal evidence</b> that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.	There was <b>evidence</b> that the candidate <b>effectively</b> engages in ongoing learning opportunities to plan to improve teaching and learning.	There was <b>extensive evidence</b> that the candidate <b>effectively</b> engages in ongoing learning opportunities to plan to improve teaching and learning.

Criteria	Does Not Meet Expectation (1)	Approaches Expectation (2)	Meets Expectation (3)	Exceeds Expectation (4)
<p>The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences.</p> <p><i>InTASC 9(e)</i></p>	<p>There is <b>no evidence</b> that the candidate reflects on his/her personal biases. The candidate did not access resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences.</p>	<p>The candidate provides evidence that he/she reflects on his/her personal biases and accesses resources to deepen his/her own understanding of <b>limited</b> individual differences to build relationships and create relevant learning experiences.</p>	<p>The candidate provides evidence that he/she reflects on personal biases and accesses <b>appropriate</b> resources to deepen his/her own understanding of a <b>variety of individual differences</b> to build relationships and create more relevant learning experiences.</p>	<p>The candidate provides evidence that he/she <b>effectively</b> reflects on personal biases and accesses <b>multiple resources</b> to deepen his/her own understanding of a <b>variety of individual differences</b> to build relationships and create <b>engaging</b>, relevant learning experiences.</p>

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development Secondary Education Program**

**EDCI 479/669, “Advanced Methods of Teaching English in the Secondary School”**  
**Unit Plan Description and Assessment**  
*Aligned with 2012 NCTE Standards for*  
*Initial Preparation of Teachers of Secondary English Language Arts (Grades 7–12)*

**Submission/Assessment Directions**

- 4) Teacher candidate completes unit plan, addressing NCTE rubric
- 5) Teacher candidate uploads unit plan to Blackboard and to TK20—to Blackboard to be evaluated as a course assessment and to TK20 to be evaluated as a performance-based assessment with the NCTE rubric
- 6) Methods II instructor evaluates unit plan twice—once in Blackboard as a course assessment and again in TK20 as a performance-based assessment using NCTE rubric

As a culminating project for this course, each candidate will use the “backwards design” process to develop a plan for teaching a literature-based unit which actively involves students in meaningful learning; carefully individualizes to accommodate the diverse strengths and needs of students; effectively integrates reading, writing, oral language, and language study; and provides for authentic assessment. The unit should revolve around a theme and build on the strengths and meets the needs of a diverse student population. Long-range plans will include a narrative overview of the unit, its overall goals and objectives, the basic time frame, general procedures, a description of the intended learners, planned assessment techniques, the backwards planning chart, and a unit calendar. Specific daily lesson plans, including all support materials, should be included for any five block-length lessons from the unit; each lesson plan should make clear connections between stated objectives and planned assessment. The unit’s organization and methodological approaches should reflect current research and practice in the teaching of English/language arts.

To evaluate how well these unit plans meet the NCTE standards for effective planning, the EDCI 479/669 instructors score the unit plans using an evaluation rubric based on the standards; a rubric follows the description of this unit plan. The unit plan assignment is aimed at helping English education candidates consider how their students’ varied uses of language and non-print media can be related to the study of literature and visual and written composition.

**Unit Plan Format**

- Overview of Unit
- Unit Plan Pre-Organizer/Backwards Planning Chart (handwritten notes are fine)
- Unit Calendar (word-processed, with enough detail that a substitute teacher could understand purposes, daily plans, and connections; five daily plans highlighted in some way)
- Five 80-90 minute block-length lesson plans from the unit, which must include all of the following elements:
  - connection of daily lesson plan with larger unit
  - instructional objective(s) in learner terms
  - inclusion of a specific Virginia Standards of Learning benchmark
  - planned assessment(s)—including both informal (formative) and formal (summative)
  - lesson procedures, detailed enough for a substitute teacher to teach from
  - follow-up plans (homework or summary of next day’s plan)
  - list of lesson materials, resources, and equipment
  - all support materials attached

### **Suggestions for Planning the Unit**

Follow these suggested steps:

- 1) Select a focus: Begin by selecting a focus for your unit plan, which must revolve in some way around the teaching of literature. Consider your own knowledge of and passions for literature; in addition, take a look at the literature curriculum for local-area public schools. Your unit plan must be thematic. A thematic unit often includes multiple works of literature with similar themes (i.e. a novel supplemented with a couple of short stories and some poetry). Examples of theme-organized units: “Surviving Against the Odds,” “The Search for Self,” or “The Power of Place” (which could be used with *The House on Mango Street*, combined with short stories, personal narratives, and poetry in which place, home, and/or setting are key elements).
- 2) Select a target student population: Browse the Virginia SOLs, and select what you believe to be an appropriate grade level for your unit. *Note: In “real life” teaching, you would, of course, begin with this step, as you would want to base your instructional planning on your knowledge of actual students and the required curriculum/SOLs for those students.*
- 3) Consider what other texts connect to your core text thematically. Strive to include a wide range of texts and media, including poetry, prose, film, music, art, fiction and nonfiction.
- 4) Develop a set of essential questions and enduring understandings, knowledge, and skills for the unit: What are the major learnings to be gained from your unit? What will you expect your students to know and be able to do at the end of the unit? How will your unit create a learning environment in which all students can engage in the learning? In what ways will you use the pieces of your unit to help students become familiar with their own and others’ cultures, and understand the role of arts and the humanities on their lives? Examples that could be used in connection with units revolving in some way around *The House on Mango Street*: What is the role of “place” in our lives? Why is it that humans often experience the conflicting desires to escape their pasts and yet also be drawn back home? Who is Esperanza? What are her key experiences, feelings, and goals as she moves through her early adolescence? How does her development parallel the development of adolescents in general? What is a vignette? Who is Sandra Cisneros, and how would you describe her writing style? What is imagery? How does Cisneros use imagery in *The House on Mango Street*, and how can I incorporate imagery in my own writing?
- 5) Consider possible ways to assess student learning: Once you have identified essential questions/enduring understandings and key knowledge and skills for your unit, try to generate possible ways of assessing what your students have learned. Based on the suggested understandings listed above in #3, examples might include a literary analysis essay on the writing style of Sandra Cisneros, a final project that asks small groups of students to discuss the role of place in literature and life, or the writing of a personal narrative containing strong imagery.
- 6) Work with the backwards planning unit pre-organizer chart: Now, begin to get more detailed in your thinking. Try filling out the unit plan pre-organizer chart with possible essential questions, enduring knowledge and skills, instructional goals in multiple strands of the language arts, SOL’s, benchmarks, and assessments that might become the basis of the unit. List more than you will need/use in the end. Remember that once you identify planned assessments, you will need to do some *task analysis* to consider what knowledge and skills students will need in order to successfully complete your assessments. *Note: The term “benchmarks” refers to the bulleted lists that appear under the larger, more holistic SOL statements.*

- 7) Generate a long list of possible teaching ideas that will support your students' learning of your unit's key goals and their successful achievement on your unit's major assessments: Here's where you can begin to really think about the details of instruction. Get online for some lesson plan ideas. Observe your fieldwork teachers carefully for model lessons. Look back on course notes for activities we've talked about or actually done during class sessions. Remember your own best experiences from school. Be creative! List all sorts of possible ideas for instructional activities, ways to adapt instruction to meet the needs of your targeted age group and ability level, methods for incorporating media and technology, etc. You'll probably end up with many more ideas and possibilities on this pre-planning chart than you will ever be able to use in your unit.
  
- 8) Create a unit calendar: Once you've done lots of idea generation, it's time to try and see how it can all fit together in an organized way. Here's a hint for an approach to preliminary calendar planning: (a) create a generic Monday through Friday monthly calendar on a large piece of paper, (b) write possible ideas for daily activities and assessments on small "stickies," (c) move your stickies around on your calendar until you begin to get a sense of a workable plan. You will almost certainly end up abandoning some of the ideas on your stickies; remember that it is far more important to teach for understanding than to teach for coverage.
  
- 9) Write the required Overview of the Unit: Once your calendar is done, follow the steps below to write a brief overview of the unit. Note: No section below needs to be longer than five sentences, and you can just *list* elements and examples where appropriate.
  - Unit Focus: Identify the broad focus of your unit (i.e. Author Study of Sandra Cisneros, Genre Study: Drama); see #1 above.
  - Intended Grade Level: Identify the grade level or course for which you have geared your unit.
  - Narrative Overview of Unit: Provide a 3-5 sentence overview describing your unit plan; assume that your reader is another teacher who needs a quick summary of the key components of your unit.
  - Essential Questions/Enduring Understandings: List your unit's essential question(s) and enduring knowledge and skills; what are the most important learnings your students will gain from this unit? Provide a picture of why this unit is important; see #3 above.
  - Major Goals and Objectives: List the major instructional goals/objectives; include the key Standards of Learning addressed in your unit.
  - Major Unit Assessments: List the major assessments planned for your unit; these major assessments should provide a way of assessing whether your students met the unit's major instructional objectives.
  - Task Analysis for Major Assessments: Think carefully about the knowledge and skills your students will need in order to perform satisfactorily on your major assessments. List the knowledge/skills required here; and then keep in mind that the identified knowledge/skills must be *taught* as part of the unit or have been previously taught and learned.
  - List of Planned Instructional Procedures: List the major instructional procedures and activities planned for your unit. Check to make sure that your list represents multiple strands of the language arts and various teaching methodologies.
  - Description of Intended (or Imagined) Students: Here, describe your target students for the unit. Again, grade level and/or course? Characteristics of your learners? Background knowledge of your learners?
  - Possible Unit Adaptations to Meet Strengths and Needs of Learners: In this section, describe some ways in which you could adapt your unit to meet the needs of your students. Consider factors related to motivation, culture, language, special needs, literacy issues, etc.

10) Write lesson plans: By now, you've got a good overall sense of your unit represented in both your Unit Overview and your Unit Calendar. Now it's time to begin working on more detailed plans for daily lessons (using the format we've been using for written microteaching lesson plans). Peruse your unit calendar, and select days for which you will now develop detailed plans. You must submit the equivalent of two-four weeks of fully developed daily plans. *Please put an asterisk on each day of your unit calendar for which you develop a specific daily lesson plan.*

**Overview of the Unit**

**Unit Focus:**

**Intended Grade Level:**

**Narrative Overview of Unit:**

**Essential Question(s)/Enduring Understanding(s):**

**Major Goals and Objectives (including reference to key SOLs):**

**Major Unit Assessments:**

**Task Analysis for Major Assessments:**

**List of Planned Instructional Procedures:**

**Estimated Time Frame for Unit:**

**Description of Intended (or Imagined) Learners:**

**Possible Unit Adaptations to Meet Strengths and Needs of Learners:**

**EDCI 479/669, “Advanced Methods of Teaching English in the Secondary School”**  
**Unit Plan Description and Assessment**  
*Aligned with 2012 NCTE Standards for*  
**Initial Preparation of Teachers of Secondary English Language Arts (Grades 7–12)**

Name of candidate \_\_\_\_\_ Date \_\_\_\_\_

<b>Rating</b>		<b>Description</b>
1	Does not meet expectations	The candidate exhibits little, or irrelevant, evidence of meeting the standard for planning, teaching, and student learning. <b>Specifically, a score of one (1) is given when there is no evidence of the teacher candidate’s attempt to meet a particular NCTE standard, OR the attempt is “unacceptable,” as defined by NCTE.</b>
2	Approaches expectations	The candidate exhibits insufficient evidence of performance in relation to essential knowledge, skills, dispositions required by the standard. Provides fundamental evidence of attainment but does not yet meet minimum expectations for planning, teaching, and student learning. <b>Specifically, a score of two (2) is given when the teacher candidate meets the “acceptable” level of criteria for a NCTE standard.</b>
3	Meets expectations	The candidate exhibits performance that meets the standard in essential knowledge, skills and dispositions. Provides evidence of sound work, usually with multiple examples of achievement which substantially meet basic expectations for planning, teaching, and student learning. <b>Specifically, a score of three (3) is given when the teacher candidate meets the “target” level of criteria for a NCTE standard.</b>
4	Exceeds expectations	The candidate exhibits mastery of the knowledge, skills and dispositions required by the standard. Achieves an exceptional level of performance in relation to expectations of the program and generally provides multiple examples of excellence in performance for planning, teaching, and student learning. <b>Specifically, a score of four (4) is given when the teacher candidate exceeds the “target” level of criteria for a NCTE standard.</b>

**Notes**

- Minimum mean rating of 3.0 (with at least a rating of 2.0 for each measured standard) required for licensure.

**Content Knowledge**

**I. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.**

Criteria	Levels	Exceeds expectations (4)	Meets expectations (3)	Approaches expectations (2)	Does not meet expectations (1)	Score
<b>Element 1: Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.</b>		<ul style="list-style-type: none"> <li>• Candidate consistently and creatively exhibits knowledge of a variety of texts that represent range of world literatures, historical traditions, genres, and experiences of different genders, ethnicities, and social classes</li> <li>• Candidate consistently and creatively demonstrates ability to use literary theories to interpret and critique a range of texts</li> <li>• Candidate identifies evidence of mastery of this element and/or articulates what evidence might look like in future classroom contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate exhibits knowledge of a variety of texts that represent range of world literatures, historical traditions, genres, and experiences of different genders, ethnicities, and social classes</li> <li>• Candidate demonstrates ability to use literary theories to interpret and critique a range of texts</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate exhibits limited knowledge of a variety of texts that represent range of world literatures, historical traditions, genres, and experiences of different genders, ethnicities, and social classes</li> <li>• Candidate demonstrates limited ability to use literary theories to interpret and critique a range of texts</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate exhibits no knowledge of a variety of texts that represent range of world literatures, historical traditions, genres, and experiences of different genders, ethnicities, and social classes</li> <li>• Candidate demonstrates no ability to use literary theories to interpret and critique a range of texts</li> </ul>	

**Content Pedagogy: Planning Literature and Reading Instruction in ELA**

**III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.**

Criteria	Levels	Exceeds expectations (4)	Meets expectations (3)	Approaches expectations (2)	Does not meet expectations (1)	Score
<b>Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.</b>		<ul style="list-style-type: none"> <li>• Candidate consistently and creatively uses knowledge to plan standards-based, coherent, and relevant learning experiences utilizing range of texts</li> <li>• Candidate consistently and creatively plans instructional strategies that are motivating and accessible to all students</li> <li>• Candidate identifies evidence of mastery of this element and/or articulates what evidence might look like in future classroom contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate uses knowledge to plan range of standards-based, coherent, and relevant learning experiences utilizing limited range of texts</li> <li>• Candidate plans range of instructional strategies that are motivating and accessible to all students</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate uses knowledge to plan limited range of standards-based, coherent, and relevant learning experiences utilizing extremely limited range of texts</li> <li>• Candidate plans limited range of instructional strategies that are motivating and accessible to all students</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate exhibits no knowledge of ability to plan standards-based, coherent, and relevant learning experiences utilizing range of texts</li> <li>• Candidate exhibits no ability to plan instructional strategies that are motivating and accessible to all students</li> </ul>	

<p><b>Element 3: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.</b></p>	<ul style="list-style-type: none"> <li>• Candidate consistently and creatively plans standards-based, coherent, relevant learning experiences in reading that reflect knowledge of current theory/research about teaching and learning of reading</li> <li>• Candidate consistently and creatively plans standards-based, coherent, relevant learning experiences in reading that utilize individual and collaborative approaches and a variety of reading strategies</li> <li>• Candidate identifies evidence of mastery of this element and/or articulates what evidence might look like in future classroom contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates ability to plan standards-based, coherent, relevant learning experiences in reading that reflect knowledge of current theory/research about teaching and learning of reading</li> <li>• Candidate demonstrates ability to plan standards-based, coherent, relevant learning experiences in reading that utilize individual and collaborative approaches and a variety of reading strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates limited ability to plan standards-based, coherent, relevant learning experiences in reading that reflect knowledge of current theory/research about teaching and learning of reading</li> <li>• Candidate demonstrates limited ability to plan standards-based, coherent, relevant learning experiences in reading that utilize individual and collaborative approaches and a variety of reading strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates no ability to plan standards-based, coherent, relevant learning experiences in reading that reflect knowledge of current theory/research about teaching and learning of reading</li> <li>• Candidate demonstrates no ability to plan standards-based, coherent, relevant learning experiences in reading that utilize individual and collaborative approaches and a variety of reading strategies</li> </ul>	
<p><b>Element 4: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.</b></p>	<ul style="list-style-type: none"> <li>• Candidate consistently and creatively designs or selects appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes</li> <li>• Candidate identifies evidence of mastery of this element and/or articulates what evidence might look like in future classroom contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates ability to design or select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates limited ability to design or select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates no ability to design or select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes</li> </ul>	

Mean Rating of All Scores: \_\_\_\_\_

Rating of 2.0 for each measured standard? Yes \_\_\_\_\_ No \_\_\_\_\_

Notes