



George Mason University
College of Education & Human Development/Graduate School of Education
Secondary Education Program

EDCI 569 (Section 001), "Teaching English in the Secondary School" (3 credits)

Key Information

Instructor: Kristien Zenkov, PhD, Professor

Office hours: Mon/Tues, 3:00-4:15; by appointment, via phone, or via Skype or Google Hangout

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 College of Education and Human Development, Fairfax, VA 22030

Class Meetings

Tuesdays, 4:30-7:10, Aquia 213

Please note that our class will meet face-to-face on the Fairfax campus for approximately thirteen class sessions and via Blackboard (and related Web-based technologies) and at least once online via asynchronous means. Individual writing/instruction conferences will be held three times across the semester. I am happy to clarify and lend assistance on assignments, but please contact me within a reasonable timeframe. I look forward to collaborating with each of you as you work toward your goals.

Instructor Introduction

The best teachers know themselves as readers, writers, speakers, listeners, presenters, and creators. I will ask you also to know yourselves as photographers, artists, designers, community constituents, and researchers. Teachers must be resilient individuals who are willing to take risks to let a broad range of literacies matter to themselves, their students, and the larger community. Let's actively learn about our own literacies as we study how we might best engage our students and theirs. I will expect you to be your best, brightest, most thoughtful, and most creative selves in this course. I intend that this class will be one you remember, and that you'll care passionately about the work we do here. I will have uncompromising standards for your behavior, participation, and openness, and I will work diligently to ensure that you meet these standards.

As the instructor for this course, I bring the perspectives of a teacher and teacher educator with considerable experience working with diverse adolescents and professionals, as well as the points of view of a community activist and an artist. I approach all educational experiences with the goal of helping students to learn to be active, creative, "real world" members of a just society. I believe it is important for us as educators to approach our teaching with a simultaneously critical and creative perspective: when we assess current teaching practices, we also begin to develop new ones. I offer an explicit critique of schooling: as a classroom teacher with more than fifteen years' experience, a scholar, and an advocate for youth and public schools, playing a critical role is my right and responsibility. I hope you will take on this same role. I am also attempting to live some of the teaching risks I will call on you to take in this class.

As a veteran teacher and teacher educator, I have a profound commitment to impact: the overarching objective of our class is to help you grow as a person and a professional and for you to be explicitly aware of this growth and its impact on your current and future professional practices. As a scholar of teaching, I am interested in the purposes of writing that you and your students perceive and the intersections and tensions between these perceptions. I am also interested in what “justice” means to you as future teachers and what examples of text genres you believe are most relevant to your students and your future classroom instruction. I am interested in considering each of these emphases—youths’ and pre-service teachers’ perceptions of writing, your ideas about social justice, and the text genres you identify for your teaching—as potential research emphases and things about which I might write. I invite you to consider studying these ideas and practices with me and potentially to write with me about them.

Prerequisites/Corequisites

Pre-requisites: None; Co-requisite: Students are strongly encouraged to take EDUC 672 during the same semester they take the Secondary Education (SEED) program Methods I course in their respective subject area.

Catalog Course Description

The EDCI 569 and EDCI 669, “Advanced Methods of Teaching English” course sequence is designed to support the development of reflective, professional, collaborative, and research-based practitioners in the field of English/language arts instruction. EDCI 569 introduces pre-service English teachers to the fundamentals of the theories and practices of teaching English/language arts in middle and high schools. Class sessions, reading and writing assignments, and required clinical experiences in both courses emphasize current issues and recent developments in curriculum and methodology in the teaching of secondary English/language arts. The purpose of EDCI 569 is to prepare teachers who will understand, respect, and effectively facilitate the language development and learning of the diverse adolescents with whom they work. The course is designed to support pre-service teachers as they:

- Develop a personal theory of language arts education, which is supported by theory and research on the teaching and learning of language arts
- Plan and implement lesson and units of instruction, which are consistent with a theoretically strong personal theory of language arts education
- Make connections between theory and practice in reflective, critical analyses of curriculum and instruction in language arts

Course Delivery

The course will be delivered through a variety of face-to-face and online instructional approaches. 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. In general, we will engage in four activities during our time together:

1. Mini-lectures, activities, and discussions related to English instructional methods led by both me and course participants and supported by the course text and other selected readings
2. Discussions of the week’s readings led by me and course participants
3. Small group meetings in which students concentrate on selected activities and readings, providing feedback and support for each other’s lesson plans and projects
4. Individual, small group, and whole group meetings to discuss readings, teaching planning efforts, class projects, and clinical experiences

Please note that because you have much to learn from each other, and because teaching is often a collaborative effort, you will frequently work in groups. This will give you a chance to share ideas, be exposed to a range of perspectives and experiences, and support each other as you continue to develop your teaching skills.

Course Outcomes/Objectives and Relationship to Professional Standards

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)—including the NCTE Content Standards, the NCTE Standards for the Assessment of Reading and Writing, and the

NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts. This course is designed to support pre-service and in-service secondary school teachers as they:

- Read research and theory representative of current thinking in the teaching of English/language arts (Research-Based Practice; NCTE Standards II, III, V)
- Explore and report on one specific area of interest in the teaching of English/language arts (Research-Based Practice; NCTE Standards II, III)
- Practice planning and implementing process-based writing experiences, which facilitate students' understanding of and reflections on their readings, their lives, and their communities (Innovation; NCTE Standards II, IV, VI)
- Practice planning and implementing lessons on English language instruction that are taught within the context of language arts (Innovation; NCTE Standards III, V)
- Practice planning and implementing activities and discussions, which involve students in active, reflective responses to literature within a diverse community of learners (Collaboration; NCTE Standards I, III, IV, V)
- Observe and analyze teaching practices in light of course readings and discussions (Research-Based Practice; NCTE Standards V)
- Describe national, state, and local standards for English and use them as the underlying basis of classroom curriculum and instruction (Research-Based Practice; NCTE Standard IV)
- Design a coherent unit of instruction and effective daily lessons, which reflect current research, theory and practice in English/language arts (Research-Based Practice, Innovation; NCTE Standards II, III, IV, V, VI)
- Utilize knowledge of adolescence, language, learning, teaching, and diversity to plan and adapt instruction, which maximizes learning for all students in today's diverse schools (Research-Based Practice, Social Justice; NCTE Standard I, II, III, V, VI, VII)
- Develop assessments appropriate for identified curricular objectives and related to national, state, and local standards (Research-Based Practice; NCTE Standard III, IV)
- Incorporate media/technology into the curriculum to enhance the teaching and learning of English (Innovation; NCTE Standard I)
- Reflect upon and critically analyze one's own and observed teaching practices in light of related theory and research in English education (Research-Based Practice; NCTE Standard VII)
- Articulate a developing personal theory of English education (Ethical Leadership; NCTE Standard VI, VII)

NCTE Content Standards (2012)

- 1) Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- 2) Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
- 3) Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- 4) Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- 5) Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- 6) Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
- 7) Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- 8) Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

- 9) Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
- 10) Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
- 11) Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
- 12) Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information)

NCTE Standards for the Assessment of Reading and Writing, Revised Edition (2009)

- 1) The interests of the students are paramount in assessment.
- 2) The teacher is the most important agent of assessment.
- 3) The primary purpose of assessment is to improve teaching and learning.
- 4) Assessment must reflect and allow for critical inquiry into curriculum and instruction.
- 5) Assessment must recognize and reflect the intellectually and socially complex nature of reading and writing and the important roles of school, home, and society in literacy development.
- 6) Assessment must be fair and equitable.
- 7) The consequences of an assessment procedure are the first and most important consideration in establish the validity of the assessment.
- 8) The assessment process should involve multiple perspectives and sources of data.
- 9) Assessment must be based in the local school learning community, including active and essential participation of families and community members.
- 10) All stakeholders in the educational community—students, families, teachers, administrators, policymakers, and the public—must have an equal voice in the development, interpretation, and reporting of assessment information.
- 11) Family must be involved as active, essential participants in the assessment process.

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.

Content Knowledge 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. 2

- 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.

Professional Knowledge and Skills 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.

Required Texts and Course Readings

*Note: These books will be used in both EDCI 569 and EDCI 669

Alexie, S. (2009). *The absolutely true diary of a part-time Indian*. Little/Brown Books. (abbreviated as "ATD" in the schedule below)

*Burke, J. (2012; 4th edition). *The English teacher's companion: A completely new guide to classroom, curriculum, and the profession*. Heinemann. (abbreviated as "ETC" in the schedule below)

Kozol, J. (2012). *Savage Inequalities: Children in America's Schools*. Broadway Books. (abbreviated as "SI" in the schedule below)

*Smagorinsky, P. (2007). *Teaching English by design: How to create and carry out instructional units*. Heinemann. (abbreviated as "TED" in the schedule below)

Spandel, V. (2012; 6th edition). *Creating writers: 6 Traits, Process, Workshop, and Literature*. Pearson. (abbreviated as "6 Traits" in the schedule below)

Zenkov, K. & Harmon, J. (2016). *Through students' eyes: Writing and photography for success in school*. Lanham, MD: Rowman & Littlefield (abbreviated as "TSE" in the schedule below)

Note: Additional required readings will be assigned during the course of our class and provided electronically.

Materials and Recommendations

Students will need access to art, craft, and drawing materials, and a smart phone/digital camera. You are also recommended to obtain a student membership in either the National Council of Teachers of English and/or the International Reading Association and to subscribe to one of the following journals:

- *English Journal*
- *Voices from the Middle*
- *English Education*
- *Research in the Teaching of English*
- *Journal of Adolescent and Adult Literacy*
- *Rethinking Schools*

I would also recommend that you purchase any or all of the following volumes, as they are tremendous illustrations of an effective, justice-focused teacher in action:

Christensen, L. (2009). *Teaching for joy and justice: Re-imagining the language arts classroom*. Milwaukee, WI: Rethinking Schools.

Christensen, L. (2015). *Rhythm and resistance: Teaching poetry for social justice*. Milwaukee, WI: Rethinking Schools.

Christensen, L. (2017). *Reading, writing, and rising up: Teaching about social justice and the power of the written word*. Milwaukee, WI: Rethinking Schools.

Resources and Selected BibliographyJournals

The ALAN Review
The Bulletin of the Center for Children's Books
English Journal
The Horn Book Magazine
Interracial Books for Children
Journal of Adolescent and Adult Literacy
Kirkus Review

Language Arts
The New Advocate
The New York Times Book Review
Publisher's Weekly
The Reading Teacher
School Library Journal
Voice of Youth Advocates (VOYA)

Reference Texts and Indexes

Authors of Books for Young People
Best Books for Young Adult Readers
Black Authors and Illustrators of Books for Children & Young Adults
Book Review Digest
Books for the Teen Age. New York Public Library
Children's Book Review Index

Children's Books. Awards & Prizes
Children's Literature Awards and Winners
Children's Literature Review
Something About the Author
St. James Guide to Young Adult Writers
The Coretta Scott King Awards Book, 1970-1999
The Newbery & Caldecott Awards

Web Resources

George Mason University Library: <http://library.gmu.edu/>
 What Kids Can Do: www.whatkidscando.org
 Greater Washington Reading Council: www.gwrc.net
 Virginia State Reading Association: www.vusra.org
 International Reading Association (IRA): www.reading.org
 Literacy Research Association: <https://www.literacyresearchassociation.org>
 Association of Literacy Educators and Researchers: www.aleronline.org
 TED website: <http://www.ted.com/talks>
 Northern Virginia Writing Project: <http://www.nvwp.org>

Articles, Book Chapters, and Books

Allen, J. (2000). *Yellow brick roads: Shared and guided paths to independent reading, 4-12*. Portland, ME: Stenhouse.

Alvermann, D., Hagood, M. (2000). Critical media literacy: Research, theory, and practice in "new times." *Journal of Educational Research*, 93, 3.

Atwell, N. (1998). *In the middle: Writing, reading and learning with adolescents* (2nd ed.). Portsmouth, NH: Heinemann.

Au, K. (1998). An expanded definition of literacy. In K. Au, *Literacy instruction in multicultural settings*, (20-34). New York: Harcourt Brace College Publishers.

Bausch, L. (2003). Just words: Living and learning the literacies of our students' lives. *Language Arts*, 80(3), 215-222.

Beach, R. (1993). *A teacher's introduction to reader-response theories*. Urban, IL: National Council of Teachers of English.

Blackburn, M. (2002/2003). Disrupting the (hetero)normative: Exploring literacy performances and identity work with queer youth. *Journal of Adolescent & Adult Literacy*, (46) 4, 312-24.

Burke, J. (2001). *Illuminating Texts: How to Teach Students to Read the World*. Portsmouth, NH: Heinemann.

Burke, J. (2002). *Tools for Thought: Graphic Organizers for Your Classroom*. Portsmouth, NH: Heinemann.

Carey-Webb, A. (2001). *Literature and Lives: A Response-Based, Cultural Studies Approach to Teaching English*. Urbana, IL: NCTE.

Cunningham, P. M., & Allington, R. L. (2003). *Classrooms that work: They can all read and write* (3rd ed.). Boston: Allyn & Bacon.

Dean, D. (2006). *Strategic writing: The writing process and beyond in the secondary English classroom*. Urbana, IL: NCTE.

Elbow, P. (1990). *What Is English?* New York: Modern Language Association.

- Flood, J., Lapp, D., & Squire, J. R., & Jensen, J. M. (Eds.). (2003). *Handbook of Research on Teaching the English Language Arts* (2nd Ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- Freire, P., & Macedo, D. (1987). Rethinking literacy: A dialogue. In P. Freire & D. Macedo, *Literacy: Reading the word and the world*, (47-62). New York: Bergin & Garvey.
- Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling and mentor texts*. Portland, ME: Stenhouse Publishers.
- Gallego, M. & Hollingsworth, S. (2000). Introduction: The idea of multiple literacies. In M. Gallego & S. Hollingsworth (Eds.), *What counts as literacy? Challenging the school standards*, (1-26). New York: Teachers College Press.
- Harvey, S., & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. York, ME: Stenhouse.
- Hicks, T. (2013). *Crafting digital writing: Composing texts across media and genres*. Portsmouth, NH: Heinemann.
- Hull, G. & Schultz, K. (2002). *School's out: Bridging out-of-school literacies with classroom practice*. New York: Teachers College Press.
- Jago, C. (2002). *Cohesive Writing: Why Concept Is Not Enough*. Portsmouth, NH: Heinemann.
- Kist, W. (2002). Finding "new literacy" in action: An interdisciplinary high school Western Civilization class. *Journal of Adolescent & Adult Literacy*, 45(5), pp. 368-377.
- Marzano, R., Pickering, D., & Pollock, J. (2004). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Prentice Hall.
- Moje, E. & O'Brien, D. (Eds.) (2001). *Constructions of literacy: studies of teaching and learning in and out of secondary schools*. Mahwah, NJ: Lawrence Erlbaum Associates.
- National Writing Project Urban Sites Network. (1996). *Cityscapes: Eight Views from the Urban Classroom*. Urbana, IL: NCTE.
- Romano, T. (1995). *Writing with Passion: Life Stories, Multiple Genres*. Portsmouth, NH: Heinemann.
- Rosenblatt, L. M. (1978). *The reader, the text, the poem: The transactional theory of the literary work*. Carbondale, IL: Southern Illinois UP.
- Street, B. (2003). What's "new" in New Literacy Studies? Critical approaches to literacy in theory and practice. *Current Issues in Comparative Education*, 5(2), pp. 1-14.
- Willis, A. I. (1998). *Teaching Multicultural Literature in Grades 9-12*. Norwood, MA: Christopher-Gordon.
- Zenkov, K., Harmon, J., van Lier, P., & Marquez, M. (2007). Picture this: Seeing diverse city students' ideas about schools' purposes, impediments, and supports. *Multicultural Perspectives*.
- Zenkov, K., & Harmon, J. (2007). Seeing English in the city: Using photography to understand students' literacy relationships. *English Journal*, 96(6), 24-30.

Course Expectations and Required Assignments

Across this course we will complete a number of projects. 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; projects late due to unsatisfactory tardies or absences will be accepted at the instructor's discretion. In recognition that we are all human, you will be allowed one late assignment without penalty; after this initial allowance, no ensuing late work will be accepted. You will also be assessed on your writing proficiency (grammar, spelling, coherence, etc.) in addition to the requirements of each assignment. Incompletes will only be an option for students who have consistently attended and participated in class and have completed and turned in all required work except the final projects.

Note: Please title each assignment with your last name, the name of the project/assignment, and the date you are submitting it (e.g., Smith_Literature_Review_Draft_9-1-12).

Class Attendance/Participation (20 points)

By virtue of agreeing to work together in this course we instantly formed a new community. This community will be rooted in mutual respect and shared responsibility; these foundations translate into consistent and punctual attendance and active participation in all class activities. Our face-to-face and asynchronous class time will provide opportunities for (1) participation in activities, (2) presentations and demonstrations of effective teaching strategies, and (3) discussions and reflection on course readings, class activities, and assignments. You are expected to complete assignments for each class day, and contribute as both a listener and speaker in large and small group

activities and discussions. We will begin and likely end each day with a “Write In” or a “Write Out”—a chance for you to reflect on the day’s readings and the day’s activities and begin to think about their relevance to our work.

Attendance in this class is *critical*. Students are expected to be on time and well prepared to participate in class as active, thoughtful discussants. Absences and tardies 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. 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.

My goal is to develop a comfortable classroom community where risk-taking is encouraged; we can only grow through such open-heartedness. One of the most important commitments we make is to engage with students individually and in small groups, so that we can best understand your needs and goals and best support your growth. These individual interactions will happen via conferences at various points across our class, via phone and web-based conferences as students desire, via regular individual feedback that we provide on your discussion postings and assignments, and via Blackboard meetings.

Readings Roundtable (5 points)

Each week every student should come to class ready to highlight an idea and/or a strategy from one of the day’s readings. One or two future teachers will lead a 20-minute conversation, using a specific discussion facilitation strategy (one of the “high leverage/core practices” we will learn), through which classmates will describe their chosen idea or strategy. While facilitators will be scheduled, participants will be selected by Zenkov, so be ready with a referenced idea or strategy each class session.

“Show Me the Money” Demonstration: Co-Teaching with Technology and “High Leverage/Core Practices” (5 points)

Often, for teachers to incorporate new digital and multimedia genres in their classrooms means reaching outside of their own comfort zones, out of the kinds of codified, text-only genres we ourselves studied in school (e.g., research papers, book summaries, 5 paragraph essays, Power Point presentations) or the kinds of academic-style texts that are privileged by high-stakes testing. This assignment is designed to push you outside of your comfort zone, offer you a safe space to learn about and practice composing in a new medium, genre, and/or digital platform, and reflect on how you might incorporate new (and even unfamiliar) genres in your future teaching contexts. So, your task...

Students will be required to co-facilitate—with one or two peers—a maximum 30 minute “Show Me the Money” demonstration to highlight *one* aspect of *one* of the readings from *one* class session, focused on a core issue you believe central to the teaching of English and suitable for further discussion in class. Your demonstration will include:

- A digital presentation of approximately 10 minutes reviewing the topic. You are invited to challenge the readings, synthesize ideas from multiple readings and/or class sessions, include reflections on how your clinical work in your partner school classroom highlights or informs the core issue, and/or how the core issue relates to your own Injustice Multi-Genre Composition. Your presentation must include a combination of images, words, and/or audio. Below is an incomplete list of digital presentation options (borrowed from Hicks, *Creating Digital Writing*, p. 70, and added upon). You must choose a digital presentation platform *you have never used before!*

| | |
|------------------------|--|
| Online Share Shows | <ul style="list-style-type: none"> • www.slideshare.net (upload PPT or Keynote, then share in Google Hangout) |
| Recorded Presentations | <ul style="list-style-type: none"> • www.authorstream.com (turn your slideshow into a video) • http://present.me and http://vcasmo.com (video-record yourself talking next to your slides) • www.slidespeak.com |
| Video/Multimedia | <ul style="list-style-type: none"> • http://voicethread.com • http://littlebirdtales.com • www.pixorial.com • www.wideo.com |
| Digital Posters | <ul style="list-style-type: none"> • http://edu.glogster.com |

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| Interactive Timelines | <ul style="list-style-type: none"> • www.capzles.com • www.timeglider.com |
| Word Clouds | <ul style="list-style-type: none"> • www.wordle.net • www.tagxedo.com |
| Infographics | <ul style="list-style-type: none"> • http://visual.ly • www.easel.ly • http://infogr.am • www.piktochart.com |
| Sketching/Whiteboards | <ul style="list-style-type: none"> • www.educareations.com (iPad) • https://cacoo.com (works in Google Hangouts) • www.scriblink.com • http://cosketch.com • www.scribblar.com • http://flockdraw.com • www.scribd.com |
| Screencasting and Screencapture | <ul style="list-style-type: none"> • www.techsmith.com/jing.html • www.screencast-o-matic.com • www.screenr.com • http://evernote.com/skitch |

- A 15-20 minute model lesson related to the topic and the reading on which you are focusing; this lesson must highlight at least three pedagogical strategies drawn from the “high leverage/core practices” list provided later in our syllabus and that you believe you and your peers could implement in your future classrooms
- A one-page handout (bring sufficient copies for all class members and Zenkov) describing:
 - choices you made in determining which presentation format to use
 - affordances and limitations of the particular platform or design
 - tips/suggestions for using the digital composition platform
 - a brief description of the minimum three “high leverage/core practice” pedagogies you’ve used
- Video self and peer reflections on your full demonstration, via Goreact; it is recommended that you have two classmates video record your demonstration to be uploaded later to Goreact

Perspectives on Writing Pecha Kucha Project (10 points)

One of the grandest notions with which we will operate in this class—one with both curricular and pedagogical implications—is that our students are some of the best experts on teaching. One of the other realities we will challenge and one of the gaps we will try to bridge is the fact that many of us have had very different experiences with school and writing than our students. Guided by these ideas/acknowledgments, you will first explore your own perspectives on writing, answering these questions with images and words:

- 1) How did you learn to write and who and what influenced your relationship to writing, in and out of school? (slides 2-3)
- 2) What do you believe are the purposes of writing, in and out school? (slides 4-5)
- 3) What supported your ability to write and your interest in writing, in and out of school? (slides 6-7)
- 4) What impeded your ability to write and your interest in writing, in and out of school? (slides 8-9)

Then you will work with a young adult (likely of your choosing, certainly of the age you would like to one day teach, and perhaps from one of our partner schools) to help her/him answer these same questions—again in words and pictures:

- 1) How did this young person learn to write and who and what influenced her/his relationship to writing, in and out of school? (slide 10-11)
- 2) What does this young person believe are the purposes of writing, in and out school? (slides 12-13)
- 3) What supports this young person’s ability to write and her/his interest in writing, in and out of school? (slides 14-15)
- 4) What impedes this young person’s ability to write her/his interest in writing, in and out of school? (slides 16-17)

In addition to illustrating your own and your student's responses to these questions, in your final project you must describe (and illustrate) the intersections and tensions between your own and this youth's perspective (slides 18-19) and some conclusions about your own future teaching based on your completion of this project, particularly related to writing instruction (slides 20-21). In the interests of exploring relevant, multi-modal forms of composition, we will ask you to create your final project as an animated/video Pecha Kucha (not just a PowerPoint presentation—make the leap to video and submit this as an MP4 file or the like), consisting of 21 slides (the 20 listed above plus a title slide)—half consisting of images and half of text and accompanied by your recordings of your own and this youth's voice. Take risks, be creative, and embrace the freedom that this project provides. Please check out <http://www.pechakucha.org/> to learn more about this compelling text genre. Note: The image you include in your presentation/video MUST be ones you and the young person with whom you worked took yourself—not images you found.

Injustice Multi-Genre Composition (30 points)

The objectives of and ideas behind this assignment are numerous and ambitious. Undergirding this project is the idea that the best teachers of writing know themselves as writers. In order to know oneself as a writer, one must engage in writing—and, more broadly, *composition*—processes. A second idea upon which this assignment is founded is that all teachers are social justice activists: education is commonly recognized as an equalizing force in any society, and teachers should both know their own notions of justice and be able to guide students toward a more complex understanding of justice. One could argue that we can only know justice through its absence: injustice. Thus, you will begin this assignment by drafting—then revising multiple times—your own “Story of Injustice.” Ultimately one of our goals for writing these stories is to consider how our teaching work can help to make the world a more just place.

This project is also grounded in the notion of “multi-literacy.” That is, we are all literate in many “text” forms, well beyond traditional types of text such as books. Given the fact that our students are fluent in these multiple forms of text, we should be willing—and, more importantly, *able*—to teach through and to a variety of text genres. To help us be ready to *teach* about justice, know ourselves as advocates and activists, and consider multiple forms of text in our future roles as teachers, we will *create* our own justice-focused multi-genre project, utilizing a variety of composition and revision structures. While your project will begin with your “Story of Injustice,” you will eventually also compose at least three more types of text (a research essay, a poem, and a text of your choice) that illustrate the justice topic depicted in your story.

In summary, this project is an exploration of a justice-related topic related to English instruction you want to learn about during this course and share with your future students. Modeled after the multi-genre research paper designed by Tom Romano, the paper consists of at least seven different genres of writing/composition—three of which you will compose yourself, some of which will be required, and some that will be your option:

- “Story of injustice” you have authored
- “Classic” and contemporary novels, young adult literature, stories, or poems
- Essays
- *Absolutely True Diary* or *Fault in Our Stars*
- Research papers
- Textbooks
- Found picture books
- Picture book you have authored
- Journal articles
- Websites
- Powerpoint, Prezi, or similar presentations
- News reports
- Autobiography
- Personal vignette
- Plays or dramatic presentations
- Letters
- Narratives
- Photo essays
- ...and the technology genres listed for the “Show Me the Money” Demonstration above

Finally, we will begin our exploration of the notions of “justice” and “injustice” through our reading of Sherman Alexie’s young adult novel, *Absolutely True Diary of a Part-Time Indian*, and Jonathon Kozol’s seminal book *Savage Inequalities*. The description and rubric for this project are included toward the end of this syllabus. *Note: This is a project that I am considering as a focus of my research; I invite you to explore this with me and potentially to write about this project with me, as another authentic product of our work together.*

Lesson Plan, Presentation, and Analysis (20 points)

Planning is essential to teaching and assessment. The goal of this assignment is for English language arts methods students to develop (and, ideally, *teach*) a complete block-length lesson plan in their discipline. The complete, detailed lesson plan must include objectives, standards, instructional plan, and assessment. The lesson must include differentiation of instruction for students of varying levels; the lesson will be crafted to serve a general or advanced level English class and must explicitly address the needs of struggling readers and English language learners. Include all written materials and samples of texts and resources that would be given to students as part of the lesson (e.g., worksheets, reading material, assessments, etc.). Include an assessment and accompanying rubric to be used for the lesson. The assessment of this lesson plan and its implementation must include student feedback and self-evaluation.

Your plan will grow from your Injustice Multi-Genre Composition assignment listed above. This plan should include at least two texts of different genres related to a social justice-focused topic that is relevant to your future English instruction. Use the “backwards design” process to develop your lesson plan and think of the teaching strategies that you plan for in your lesson in three categories, which are framed by this assessment-driven, “backwards” design:

- 1) “Ways Out”: What is the student’s “way out” of the text or activity with which you are asking them to engage? That is, what artifacts and demonstrations will the student complete to exhibit her/his comprehension of the key ideas that they are encountering? How will you assess students’ knowledge, skills, and attitudes? How will students demonstrate their retention of and relationship to the material?
- 2) “Ways In”: What is the student’s “way in” to this text or activity? That is, how are you approaching the student’s natural interests in or motivations for this assignment? Think about how you might use the student’s existing “literacies” to do this. How will you motivate students to engage with this activity? What specific literacy strategies will you use?
- 3) “Ways Through”: What are students’ “ways through” this text or activity? That is, what literacy strategies and tools are you giving students to make sense of and understand the sources you’re using with this assignment? How will students translate the material into their own terms?

In addition, each student will engage our class in a ten-minute mini-lesson (“10 Minutes of Wonder!”) based on at least one element of this lesson plan, which will be video recorded and uploaded to Goreact (a video coding software platform). The lesson plan must address the NCTE standards and INTASC standards listed in the rubric at the end of this syllabus and a minimum six “high leverage/core” practices. This lesson plan will serve as the performance-based assessment (PBA) and one of the college’s “common assessments” for this course, and must be uploaded to Blackboard/Tk20 at the end of our course—please note that your final grade for our course cannot be submitted until you have uploaded this PBA. Please note that if students do not pass this assessment, they cannot pass the initial methods course.

To submit to your instructor:

- 1) Complete, detailed lesson plan including objectives, standards, instructional plan, assessment, and teacher self-assessment. Include, in particular, details about what students will do during the lesson as well as plans for the teachers’ role.
- 2) All written materials that would be given to students as part of the lesson (e.g., worksheets, reading material, assessments). Include answer keys where appropriate.
- 3) An assessment and accompanying rubric to be used for the lesson, including student feedback and self-assessment, and focused on the following questions:
 - a. What did you learn about your teaching from this experience? Discuss areas for your continuous and professional development based on this experience.
 - b. What did you learn about students from this lesson?
 - c. What would you change/modify the next time you teach the lesson?
- 4) A Goreact video of your “10 Minutes of Wonder,” on which you have reflected and on which your classmates have given feedback

Note: This is a project that I am considering as a focus of my research; I invite you to explore this with me and potentially to write about this project with me, as another authentic product of our work together.

Clinical Experience Summary and Analysis Project (10 points)

In this course you will spend 15 hours in area classroom(s) with teachers instructing subject(s) and grade level(s) for which you are being licensed. Many of these hours will be spent observing these teachers' instruction, but you will also be expected to engage with students individually, in small groups, and in whole groups, as your mentor teacher determines. As part of this experience, you will be reflecting on how teachers design instruction to meet the needs of students and you will consider suggestions as to how you might do things similarly and/or differently. You should spend a *minimum* of 4 days observing teachers, with each day being a *maximum* of 3 hours. The purpose of the field experience is to provide you with the opportunity to (1) connect the goals of your methods I class, education theories relevant to your subject matter, and concepts and research findings related to classroom/school practice, (2) study and begin to develop your pedagogical practices in a variety of classroom/school communities, and (3) promote critical, self-reflection about your current and future teaching practices.

On your first day at your clinical experience school, create a maximum 5-minute video tour of your classroom, highlighting the key features of the classroom space. Then upload this video to GoeReact so that your peers can peruse it, get a sense of where you are engaging in these activities, and offer comments on your classroom space.

I will also provide you with a Clinical Experience Packet with full details of this project. In summary, your Clinical Experience Summary Project should address all of the elements described on the Clinical Experience Observation Protocol and Critical Incidents Reflection Form:

1. your class's demographics
2. your classroom's layout and the teacher and student movements and interactions it enables or inhibits
3. your observations regarding your mentor teacher's and classroom's:
 - a. teaching processes and practices
 - b. student-teacher interactions
 - c. student-student interactions
 - d. teaching and learning with technology
 - e. interactions with students with special needs
 - f. interactions with diverse populations (e.g., ELLs or underrepresented racial/ethnic minority students)
4. critical teaching/learning incidents
5. burning issues/questions
6. "best practice" teaching tips

Consider your Protocol and Reflection Forms as well as any other relevant data you collected and prepare your Clinical Experience Summary and Analysis Project, which should consist of 4-5 page description and analysis of what you have learned. Your project should have a cover page, and appendices (not included in the 4-5 page total). Be sure to reflect on the intersections and tensions between what you have encountered in our Methods I class, our course readings and activities, your own school experiences in similar classes, and your clinical experience observations. Finally, detail implications of this clinical experience, what you observed, and your analyses for your future teaching practices.

Each student must register online to request a field experience placement. Our goal will be to match you at one of the SEED program partner schools, but you may be placed at another school through the Educator Preparation Office. You must register for field experience using the online registration site <https://cehd.gmu.edu/endorse/ferf>, even if you do not need GMU to arrange your placement. We track all clinical experience site information for accreditation and reporting purposes. Students are only allowed to arrange their own clinical experience placements if they are currently working as full-time contracted employees in their school division. The clinical experience website <http://cehd.gmu.edu/teacher/internships-field-experience> includes a Field Experience Documentation Form, which you must print and submit to me to verify your hours. For specific questions about clinical experience placements, please contact Stacy Wilson, 1708 Thompson Hall, 703.993.9777, fieldexp@gmu.edu.

Course Assessment: Assignment (Points)

Class Attendance/Participation = 20 points
 Readings Roundtable = 5 points
 “Show Me the Money” Demonstration = 5 points
 Perspectives on Writing Pecha Kucha Project = 10 points
 Injustice Multi-Genre Composition = 30 points
 Lesson Plan, Presentation, and Analysis = 20 points
Field Experiences and RAP/WMP = 10 points
 Total = 100 points

Grading Criteria and Mastery Grading

All assignments will be evaluated holistically using a mastery grading system, the general rubric described below, and a specific rubric provided with each assignment. A student must demonstrate “mastery” of each requirement of an assignment; doing so will result in a “B” level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an “A” level score. With a mastery grading system, students must *choose* to “go above and beyond” in order to earn “A” level scores.

- “A” level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant components. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers’ efforts.
- “B” level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- “C” level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- “F” level score = Student work is so brief that any reasonably accurate assessment is impossible.

Graduate (EDCI 569) Grading Scale

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

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Secondary Education course with a required Tk20 performance-based assessment(s) (designated as such in the syllabus) is required to submit this/these assessment(s), the Lesson Plan (submitted to both NCTE and InTASC links) and the Injustice Multi-Genre Composition, to Tk20 through ‘Assessments’ in Blackboard (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). Failure to submit these assessments to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

In addition, this course contains at least one Common Assessment (the Lesson Plan) developed by the College of Education and Human Development to assess our candidates’ performance on nationally accepted standards for beginning teachers (InTASC) and our programs’ performance on national accreditation standards (CAEP).

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

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/CEHD Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

GSE/CEHD Information

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

Student Clinical Practice: Internship Application Requirements

Testing

Since 2015, internship applications must include 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. For Spring 2018 internships, this means that the latest you could test in time for scores to be reported to Mason by September 15th is August 1st.

Required Test

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE (specific programs only...see link below)
- ACTFL (Foreign Language only...unofficial scores are acceptable *for this test only*)
- 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 – NEW hands-on training required for licensure!

Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and license renewals must include verification that “hands-on” First Aid/CPR/AED training was completed. This means that applications for spring 2018 internships must also include verification of completing “hands-on” training. After June 30, 2017, the online training will no longer be accepted.

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 or dropped-off in Thompson Hall, Suite 2300.

Dyslexia Awareness Training – New requirement for licensure!

Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at <http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>. Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

Background Checks/Fingerprinting

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.

When applying for their background check/fingerprinting, students are **strongly advised** to disclose any/all legal incidents that may appear on their records. School divisions can and will withhold internship placement if discrepancies are found between a student’s disclosure and their official judicial record. Students must assume the risk that classes may be deferred and their program progress delayed or altered due to the individual severity of notations on such a check and review by individual agencies.

Please Note

Your G# must be clearly noted (visible and legible) on the face of any & all documents that you submit.

Application

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

Deadlines

Fall 2018 internship application deadline:

*Traditional Internship: **February 15, 2018**

*On-the Job Internship: **August 1, 2018**

If you have any questions about the above requirements, **don't wait** - please contact your advisor or the Clinical Practice Specialist at internsh@gmu.edu. Please be sure to include your G# and program/content area information in your email.

A Final Note

This communication to you, including all requirements and deadlines, will be referenced upon receipt of any request for application deadline extension.

Schedule of Topics and Assignments

Note: This schedule and all of its contents are subject to change, as we attempt to construct the most responsive, worthwhile learning experience possible.

| Details | Topic | Readings Due | Assignments Due | Activities |
|--|--|---|---|---|
| Week #1 Jan 23 rd Campus | <ul style="list-style-type: none"> • Introductions/Course Overview • Teacher identity and reflection | <ul style="list-style-type: none"> • <i>TSE</i>, Foreword and Preface | <ul style="list-style-type: none"> • None! | <ul style="list-style-type: none"> • Introductions • Read aloud and “Student Lens” • “Write In” • “Meth Labs” mini-lesson • Reflections, connections, check-ins • ZCS: “Writing Identity Survey” |
| Week #2 Jan 30 th Campus Clinical Orientation | <ul style="list-style-type: none"> • Clinical Orientation: 4:30-5:15 pm • Knowing ourselves—and our students—as writers and teachers of writing • What we teach • Getting acquainted with the 6 Traits • Metacognitive learning and the genre approach | <ul style="list-style-type: none"> • <i>TSE</i>, Ch. 1-2 • <i>ETC</i>, Ch. 1 • <i>6 Traits</i>: Ch. 1 • <i>How’s It Going</i> chapter • <i>ATD</i> | <ul style="list-style-type: none"> • Pecha Kucha draft: Our points of view • Readings Roundtable #1 | <ul style="list-style-type: none"> • Read aloud and “Student Lens” • “Write In” • “Meth Labs” mini-lesson –Sharing “Story of Injustice” (SOI) narrative drafts –Writing process and writing workshop –Literacy and “literacies” –Student “voice” • Reflections, connections, check-ins • ZCS: “Hollywood and Teachers” |
| Week #3 Feb 6 th Campus <u>Writing Conferences</u> 3:00-5:30 <u>Class</u> 5:30-7:10 | <ul style="list-style-type: none"> • Writing Conferences: Round #1 • Writing instruction focus: Narrative • Students’ ways of knowing and providing scaffolds for student learning • The writing process, writing workshop, and foundational writing instruction practices | <ul style="list-style-type: none"> • <i>TSE</i>, Ch. 3 • <i>TED</i>, Ch. 1-2 • <i>6 Traits</i>: Ch. 2 • Adolescent <i>Literacies</i> chapter • <i>ATD</i> | <ul style="list-style-type: none"> • MGP Genre #1: The Narrative and your “Story of Injustice” (SOI) draft • Readings Roundtable #2 | <ul style="list-style-type: none"> • Read aloud and “Student Lens” • “Write In” • “Meth Labs” mini-lesson –“Perspectives on Writing Pecha Kucha” draft: Our points of view –The 6 Traits –<i>ATD</i> as a basis for the “Story of Injustice” • Reflections, connections, check-ins • ZCS: “Student Narratives and Counter-Narratives” |
| Week #4 Feb 13 th Campus | <ul style="list-style-type: none"> • Writing instruction focus: Narrative • Who we teach and how to teach so students learn, use, remember—and enjoy • Planning the whole course • 6 Traits: “Ideas” • 21st century texts—digital and multimodal | <ul style="list-style-type: none"> • <i>ETC</i>, Ch. 2-3 • <i>TED</i>, Ch. 4 • <i>6 Traits</i>, Ch. 3 • <i>Reading Photographs</i> chapter • <i>ATD</i> • <i>CDW</i>, Ch. 2 | <ul style="list-style-type: none"> • Lesson Plan draft • Readings Roundtable #3 | <ul style="list-style-type: none"> • Read aloud and “Student Lens” • “Write In” • “Meth Labs” mini-lesson –Introduction to genre study –Revising SOI narratives –“Ideas” –Unfamiliar genre project and our multi-genre research project • Reflections, connections, check-ins • ZCS: “Why Giving Feedback Is Harder...” |

| Details | Topic | Readings Due | Assignments Due | Activities |
|--|---|--|--|---|
| Week #5 Feb 20 th <i>Campus</i> | <ul style="list-style-type: none"> Picturing a writing process Writing instruction focus: Narrative Goals for conventional and unconventional writing assignments Designing writing assignments and rubrics Youths' and our perspectives on writing Writing the word/world 6 Traits: "Voice" | <ul style="list-style-type: none"> <i>TSE</i>, Ch. 4 <i>ETC</i>, Ch. 4 <i>TED</i>, Ch. 5-6 <i>6 Traits</i>, Ch. 5 Dean, Ch. 3 <i>Literacy and Injustice</i> chapter <i>SI</i> | <ul style="list-style-type: none"> MGP Genre #1: The Narrative and your SOI revision Pecha Kucha revisions "Show Me the Money" Group #1 Readings Roundtable #4 | <ul style="list-style-type: none"> Read aloud and "Student Lens" "Write In" "Meth Labs" mini-lesson –Share revised SOIs –Work on draft MGP Lesson Plan –Sharing and analyzing "Perspective on Writing Pecha Kucha" revisions –"Voice" –Writing assignments and rubrics –Ask first, daily forgiveness, and blind faith • Reflections, connections, check-ins • ZCS: "Why Revise?" |
| Week #6 Feb 27 th <i>Online</i> | <ul style="list-style-type: none"> Writing instruction focus: Narrative Online tools for responding to students' writing Online tools for peer writing feedback and conferences | <ul style="list-style-type: none"> <i>6 Traits</i>, Ch. 1-2 <i>Because Writing Matters</i> chapter <i>Savage Inequalities (SI)</i> TBD | <ul style="list-style-type: none"> Find, read, and implement online tools for peer feedback on SOIs Begin reading <i>SI</i> | <ul style="list-style-type: none"> Share revised SOIs Work on draft MGP Lesson Plan |
| Week #7 Mar 6 th <i>Campus</i> | <ul style="list-style-type: none"> Picturing self—past, present, and future Writing instruction focus: Research essay Responding to student writing Politics of language and poetry 6 Traits: "Organization" | <ul style="list-style-type: none"> <i>TSE</i>, Ch. 5 <i>TED</i>, Ch. 7 <i>6 Traits</i>, Ch. 4 <i>Argument in the Real World</i> chapter <i>SI</i> | <ul style="list-style-type: none"> MGP Genre #2: Poetry and your "Forgiveness" or "I Am From" poem MGP Genre #3: "Injustice and Action" Research Essay draft Goreact classroom tour "Show Me the Money" Group #2 Readings Roundtable #5 | <ul style="list-style-type: none"> Read aloud and "Student Lens" "Write In" "Show Me the Money" Demonstration "Meth Labs" mini-lesson –Discussing <i>SI</i> as basis for "Injustice and Action" research draft –"Organization" –Writing by not writing –The 3 conference arc • Reflections, connections, check-ins • ZCS: "Writing Workshop Checklist" |
| Week #8 Mar 13 th | <ul style="list-style-type: none"> No class – Spring Break! | <ul style="list-style-type: none"> None! | <ul style="list-style-type: none"> None! | <ul style="list-style-type: none"> Spring Breaking! |

| Details | Topic | Readings Due | Assignments Due | Activities |
|--|--|---|--|---|
| Week #9 Mar 20 th <i>Campus</i> <u>Writing Conferences</u> 3:00-5:30 <u>Class</u> 5:30-7:10 | <ul style="list-style-type: none"> • Writing Conferences: Round #2 • Picturing teachers and school • Writing instruction focus: Research essay • Language study—vocabulary, grammar, and style • Conceptual units and unit design basics • 6 Traits: “Fluency” | <ul style="list-style-type: none"> • <i>TSE</i>, Ch. 6 • <i>ETC</i>: Ch. 7 • <i>TED</i>, Ch. 8-9 • <i>6 Traits</i>: Ch. 7 • Alvermann JAAL column • <i>SI</i> | <ul style="list-style-type: none"> • MGP Genre #3: Research essay and “Injustice and Action” revision • Lesson Plan revision • Finish reading <i>SI</i> • “Show Me the Money” Group #3 • Readings Roundtable #6 | <ul style="list-style-type: none"> • Read aloud and “Student Lens” • “Write In” • “Show Me the Money” Demonstration • “Meth Labs” mini-lesson –Sharing “Injustice and Action” revisions –“Fluency” –Sharing Lesson Plan revisions –Relationships in/beyond the classroom –Coming in “sideways” and elicitation questions • Reflections, connections, check-ins • ZCS: “Iceberg Illusion” |
| Week #10 Mar 27 th <i>Campus</i> | <ul style="list-style-type: none"> • Mid-Term “Exam” | <ul style="list-style-type: none"> • The “Best Of...” | <ul style="list-style-type: none"> • Your writing instruction model • Clinical experience check-in | <ul style="list-style-type: none"> • Read aloud and “Student Lens” • “Write In” • Zenkovian assessment magic! • ZCS: “Network Pictures” |
| Week #11 Apr 3 rd <i>Campus</i> | <ul style="list-style-type: none"> • Picturing challenges and trauma • Writing instruction focus: Research essay • Assessing and grading student learning and work • Unit rationales and outlines • 6 Traits: “Word Choice” | <ul style="list-style-type: none"> • <i>TSE</i>, Ch. 7 • <i>ETC</i>: Ch. 8 • <i>TED</i>: Ch. 10-11 • <i>6 Traits</i>: Ch. 6 • Subhani <i>English Journal</i> article | <ul style="list-style-type: none"> • Lesson Plan revision #2 • MGP check-in • “Show Me the Money” Group #4 • Readings Roundtable #7 | <ul style="list-style-type: none"> • Read aloud and “Student Lens” • “Write In” • “Show Me the Money” Demonstration • “Meth Labs” mini-lesson –Sharing “Injustice and Action” revisions –“Word Choice” –Sharing Lesson Plan revisions –Explicitly explaining, 1:1 or not at all, just 10 minutes • Reflections, connections, check-ins • ZCS: “What Teens Want from Their Schools” |
| Week #12 Apr 10 th <i>Campus</i> | <ul style="list-style-type: none"> • Picturing family and community • Writing instruction focus: Research essay • Speaking and listening • Setting up the construction zone and introductory activities • 6 Traits: “Conventions and Presentation” | <ul style="list-style-type: none"> • <i>TSE</i>, Ch. 8 • <i>ETC</i>, Ch. 7 • <i>TED</i>, Ch. 12-13 • <i>6 Traits</i>: Ch. 8 • Annotated bibliography from <i>Research in Teaching of English</i> | <ul style="list-style-type: none"> • MGP check-in • “Show Me the Money” Group #5 • Readings Roundtable #8 | <ul style="list-style-type: none"> • Read aloud and “Student Lens” • “Write In” • “Show Me the Money” Demonstration • “Meth Labs” mini-lesson –Sharing “Injustice and Action” final –“Conventions and Presentation” –Sharing Lesson Plan revisions –40 minutes, photo walking, writing community • Reflections, connections, check-ins • ZCS: “33 Six Word Stories” |

| Details | Topic | Readings Due | Assignments Due | Activities |
|---|--|--|--|---|
| Week #13 Apr 17 th <i>Campus</i> <u>Conferences</u> 4:00-5:30 <u>Class</u> 5:45-7:10 | <ul style="list-style-type: none"> • Picturing mentors and mentoring • Writing instruction focus: Social media resource • Daily planning • Portfolios • Assessing our students well | <ul style="list-style-type: none"> • <i>TSE</i>, Ch. 9 • <i>TED</i>, Ch. 14 • <i>6 Traits</i>: Ch. 12 | <ul style="list-style-type: none"> • MGP Genre #4: Social media resource draft • MGP Lesson Plan revision #3 • “Show Me the Money” Group #6 • Readings Roundtable #8 | <ul style="list-style-type: none"> • Read aloud and “Student Lens” • “Write In” • “Show Me the Money” Demonstration • “Meth Labs” mini-lesson –Sharing social media resource draft –Assessing student writing –Sharing Lesson Plan revisions –Others’ images, fake it, no tourists, mentoring boomerang • Reflections, connections, check-ins • ZCS: “50 Writing Prompts” |
| Week #14 Apr 24 th <i>Campus</i> <u>Writing Conferences</u> 3:00-5:30 <u>Class</u> 5:30-7:10 | <ul style="list-style-type: none"> • Writing Conferences: Round #3 • Picturing success and failure • Writing instruction focus: The Multi-Genre Project • MGP Lesson Plans and “10 Minutes of Wonder!” presentations | <ul style="list-style-type: none"> • <i>TSE</i>, Ch. 10 • <i>Reading, Writing, and Rising Up</i> chapter | <ul style="list-style-type: none"> • Lesson Plan presentations: “10 Minutes of Wonder!” • Clinical experience check-in • MGP check-in • Readings Roundtable #9 | <ul style="list-style-type: none"> • Read aloud and “Student Lens” • “Write In” • “Meth Labs” mini-lesson –Humility and invitation, drive-by assessments, local and global assessments, due not done • Reflections, connections, check-ins • Lesson Plan presentations • Sharing about clinical experiences and MGPs • ZCS: “Spine Poetry” |
| Week #15 May 1 st <i>Campus</i> | <ul style="list-style-type: none"> • Writing instruction focus: The Multi-Genre Project • MGP Lesson Plans and “10 Minutes of Wonder!” presentations • Course evaluations | <ul style="list-style-type: none"> • None! | <ul style="list-style-type: none"> • Lesson Plan presentations: “10 Minutes of Wonder!” • Sharing MGP and Lesson Plan highlights • Clinical experience check-in | <ul style="list-style-type: none"> • Lesson Plan presentations • Sharing about clinical experiences and MGPs • Course evaluations • ZCS: “Year Mapping” |
| Week #16 May 8 th <i>Campus</i> | <ul style="list-style-type: none"> • TBD | <ul style="list-style-type: none"> • None! | <ul style="list-style-type: none"> • <i>Final projects due to Blackboard by Thursday, May 10th</i> | <ul style="list-style-type: none"> • TBD |

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

EDCI 469/569, "Teaching English in the Secondary School"
Lesson Plan Description and Assessment

*Aligned with 2012 NCTE Standards for
 Initial Preparation of Teachers of Secondary English Language Arts (Grades 7–12)*

Planning is essential to teaching and assessment. The goal of this assignment is for English language arts methods students to develop (and, ideally, *teach*) a complete 60-minute Multi-Genre Project Lesson Plan in their discipline. The complete, detailed lesson plan must include objectives, standards, instructional plan, and assessment. The lesson must include differentiation of instruction for students of varying levels; the lesson will be crafted to serve a general or advanced level English class and must explicitly address the needs of struggling readers and English language learners. The use of technology (e.g., presentation software, video clips, etc.) must be appropriately integrated into the lesson. Include all written materials that would be given to students as part of the lesson (e.g., worksheets, reading material, assessments, etc.). Include an assessment and accompanying rubric to be used for the lesson. The assessment of this lesson plan and its implementation must include student feedback and self-evaluation.

Your plan should include at least two texts of different genres related to a social justice-focused topic that is relevant to your future English instruction. These should be texts you believe you might see included in a 7-12 English/language arts curriculum. You will use the lesson plan format included in the Secondary Program Handbook. The lesson plan must address the NCTE standards and the InTASC standards identified in the rubric below. This lesson plan will serve as one of the performance-based assessments for this course.

To submit to your instructor:

- 1) Complete, detailed lesson plan including objectives, standards, instructional plan, assessment, and teacher self-assessment. Include, in particular, details about what students will do during the lesson as well as plans for the teachers' role.
- 2) All written materials that would be given to students as part of the lesson (e.g., worksheets, reading material, assessments). Include answer keys where appropriate.
- 3) An assessment and accompanying rubric to be used for the lesson, including student feedback and self-assessment, and focused on the following questions:
 - a. What did you learn about your teaching from this experience? Discuss areas for your continuous and professional development based on this experience.
 - b. What did you learn about students from this lesson?
 - c. What would you change/modify the next time you teach the lesson?
- 4) A Goreact video of your "10 Minutes of Wonder," on which you have reflected and on which your classmates have given feedback

For English education candidates, this assessment is completed during the initial methods course, EDCI 569, "Teaching English in the Secondary School." This assessment consists of a lesson plan assignment and two associated scoring rubrics. The assessment is meant to ensure that all secondary English education candidates move on to their advanced methods class knowing how to design a quality lesson plan that is focused on multiple text genres. If the students do not pass this assessment, they cannot pass the initial methods course. The lesson must adhere to Virginia's Standards of Learning in English, specific NCTE Standards for the English language arts, and InTASC general teaching standards. The course instructor evaluates the complete lesson plan using the rubric below.

EDCI 569, "Teaching English in the Secondary School"
Lesson 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 _____

| Rating | | Description |
|--------|-------------------------|---|
| 1 | Does not meet standards | The candidate exhibits little, or irrelevant, evidence of meeting the standard for planning, teaching, and student learning. 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. |
| 2 | Approaches standards | 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. Specifically, a score of two (2) is given when the teacher candidate does not quite meet the "acceptable" level of criteria for a NCTE standard but is above an "unacceptable" level of performance. |
| 3 | Meets Standards | 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. Specifically, a score of three (3) is given when the teacher candidate meets the "target" level of criteria for a NCTE standard. |
| 4 | Exceeds Standards | 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. Specifically, a score of four (4) is given when the teacher candidate exceeds the "target" level of criteria for a NCTE standard. |

Notes

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

| II. Content Knowledge: 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. | | | | | | |
|--|--------|--|---|--|---|-------|
| Criteria | Levels | Exceeds standards (4) | Meets standards (3) | Approaches standards (2) | Does not meet standards (1) | Score |
| 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. | | <ul style="list-style-type: none"> • Candidate composes creative range of texts that demonstrates consideration of relationships • Candidate consistently provides evidence of understanding that writing is recursive process • Candidate consistently demonstrates ability to use contemporary technologies • Candidate identifies evidence of mastery of this element and/or articulates what evidence might look like in future classroom contexts | <ul style="list-style-type: none"> • Candidate composes range of texts that demonstrates consideration of relationships • Candidate provides evidence of understanding that writing is recursive process • Candidate demonstrates ability to use contemporary technologies | <ul style="list-style-type: none"> • Candidate limited range of texts that demonstrates consideration of relationships • Candidate provides limited evidence of understanding that writing is recursive process • Candidate demonstrates limited ability to use contemporary technologies | <ul style="list-style-type: none"> • Candidate does composes text(s) that demonstrate consideration of relationships • Candidate provides no evidence of understand that writing is recursive process • Candidate demonstrates no ability to use contemporary technologies | |

| IV. Content Pedagogy: Planning Composition Instruction in ELA: Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students. | | | | | | |
|---|--------|---|---|---|--|-------|
| Criteria | Levels | Exceeds standards (4) | Meets standards (3) | Approaches standards (2) | Does not meet standards (1) | Score |
| 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. | | <ul style="list-style-type: none"> • Candidate consistently and creatively uses knowledge of theory, research, and practice to plan composition instructional experiences that utilize individual and collaborative approaches • Candidate consistently and creatively plans composition instructional experiences that utilize contemporary technologies • Candidate consistently and creatively plans composition instructional experiences that reflect understanding of writing processes and strategies in different genres • Candidate identifies evidence of mastery of this element and/or articulates what evidence might look like in future classroom contexts | <ul style="list-style-type: none"> • Candidate uses knowledge of theory, research, and practice to plan composition instructional experiences that utilize individual and collaborative approaches • Candidate plans composition instructional experiences that utilize contemporary technologies • Candidate plans composition instructional experiences that reflect understanding of writing processes and strategies in different genres | <ul style="list-style-type: none"> • Candidate uses knowledge of theory, research, and practice to plan limited composition instructional experiences that utilize individual and collaborative approaches • Candidate plans limited composition instructional experiences that utilize contemporary technologies • Candidate plans limited composition instructional experiences that reflect understanding of writing processes and strategies in different genres | <ul style="list-style-type: none"> • Candidate does not plan composition instructional experiences that utilize individual and collaborative approaches • Candidate does not plan composition instructional experiences that utilize contemporary technologies • Candidate does not plan composition instructional experiences that reflect understanding of writing processes and strategies in different genres | |

Aligned with 2012 InTASC Standards**Assessment Objective**

The candidate will develop a research-supported lesson plan that effectively meets the needs of a specific population of students.

Research base/Rationale

It is important that teacher candidates demonstrate their ability to design an effective lesson plan with specific, performance-based learning objectives that meet the learning needs of their students. Lesson planning can be guided by four basic questions: (adapted from Spencer, 2003, p. 251).

1. Who am I teaching? The number of learners, their academic level and prior knowledge.
2. What am I teaching? The content or subject, the type of learning (knowledge, skills, behaviors).
3. How will I teach it? Teaching models, learning strategies, length of time available, materials, technology resources, differentiation/modifications, etc.
4. How will I know if the students understand? Informal and formal assessments, formative and summative, higher order questioning techniques, feedback from learners, etc.

You might also want to ask:

- What do students know already?
- Where have students come from and what are they going on to next?
- How can I build in sufficient flexibility cope with emergent needs?

A lesson plan must be developed for each teaching session. During the internship and when teaching new content or grade levels, your lesson plans will be detailed. As you gain pedagogical content knowledge and are proficient, your lesson planning becomes less detailed. Part of the planning process includes considering the following tasks:

- list content and key concepts, (research more if needed)
- define your aims and identify specific learning outcomes or objectives
- create assessments that are aligned to your specific objectives
- think about the structure of the lesson, pacing, and transitions
- identify adaptations/modifications/extensions needed to meet student needs
- determine “best practice” and learning strategies aligned to the learning outcomes
- identify learning resources and support materials

Assessment Task

Develop a lesson plan using the template attached. Review the rubric to guide the development of your lesson plan.

NOTE: Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics.

LESSON PLAN TEMPLATE

| | | |
|---------------------------------|--|--|
| Name: | | Date: |
| School: | | Subject/Grade level: |
| Lesson Title: | | |
| LESSON PLANNING | | <i>Optional Teaching Points/ Cues/Time</i> |
| Performance-based Objective(s): | | |
| Local/State/National Standards: | | |
| Materials: | | |
| Technology: | | |
| Accommodations: | | |
| Extensions | | |

| PLANNED INSTRUCTIONAL STRATEGIES | |
|---------------------------------------|--|
| Opening/Context Setting: | |
| Tasks/Methods/Strategies | |
| Comprehension Checks | |
| Closure | |
| ASSESSMENT | |
| Pre-Assessment | |
| Formative and/or Informal Assessments | |
| Summative Assessment | |

Lesson Plan Rubric

Aligned with 2012 InTASC Standards

| Performance | Does Not Meet Standard (1) | Approaches Standard (2) | Meets Standard (3) | Exceeds Standard (4) |
|--|---|--|--|---|
| SECTION 1: CLASSROOM CONTEXT | | | | |
| The candidate identifies individual and group prerequisites in order to design instruction to meet learners' needs in the following areas of development: cognitive, linguistic, social, emotional, and physical. InTASC 1; VDOE 1 Diversity | The candidate does not design instruction to meet learners' needs in each area of development. | The candidate identifies individual or group prerequisites to design instruction that meet learner needs in some areas of development. | The candidate identifies individual and group prerequisites to design instruction that meet learner needs in each area of development. | The candidate identifies specific individual and group prerequisites to design effective instruction to meet learner needs in each area of development. The candidate includes strategies to address these prerequisites within the lesson, as well as anticipated learner responses to these strategies. |
| SECTION 2: PLANNING FOR INSTRUCTION | | | | |
| The candidate identifies performance-based objectives and/or appropriate curriculum goals/outcomes that are relevant to learners. InTASC 7; VDOE 2 | The candidate does not identify performance-based objectives and appropriate curriculum goals/outcomes that are relevant to learners. | The candidate identifies objectives and appropriate curriculum goals/outcomes but they are not appropriate for the subject, grade level, or the learners. | The candidate identifies performance-based objectives and appropriate curriculum goals/outcomes which are appropriate for the subject, grade level, or the learners. | The candidate identifies well-developed, performance-based objectives, curriculum goals/outcomes that are appropriate for subject and/or grade level and learners; correctly formulated; and address multiple areas of relevance to the learners. |
| The candidate identifies national/state/ local standards that align with objectives, are appropriate for curriculum goals, and are relevant to learners. InTASC 7; VDOE 2 Diversity | The candidate does not identify national/state/local standards that align with the objectives/goals/outcomes or the standards are not appropriate for curriculum goals or are not relevant to learners. | The candidate identifies national/state/local standards but the standards are not aligned with the objectives/goals/outcomes and/or marginally relevant to learners. | The candidate identifies national/state/local standards that are aligned with the objectives/goals/outcomes and relevant to learners. | The candidate identifies national/state/local standards that are clearly aligned with the objectives/goals/outcomes and relevant to learners. The candidate provides a statement of rationale for the alignment of these goals with the learning objective. |
| The candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery. InTASC 4; VDOE 1 Diversity | Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others. | Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners. Candidate accepts responsibility for the success of learning but has only a limited repertoire of instructional strategies. | Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies. | Candidate conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value. Learners demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content. |

| | | | | |
|--|---|--|--|--|
| <p>The candidate organizes and creates face-to-face and virtual environments that support individual and collaborative learning.</p> <p>InTASC 3; VDOE 5 Tech; College & Career</p> | <p>There is little, if any, evidence of routines, procedures, or proactive actions to establish a climate for learning.</p> | <p>Candidate recognizes the value of a learner-centered classroom but the application of these tenets are not applied in all management situations.</p> | <p>The classroom is a learner-centered environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.</p> | <p>The classroom conveys a safe, positive, and inclusive environment that is learner-centered, supports individual and collaborative learning and meets the needs of both the group and individual learners. Structures are incorporated that enable learners to guide their own learning experiences.</p> |
| <p>The candidate seeks appropriate ways to employ technology to engage learners and to assess and address learner needs.</p> <p>InTASC 6; VDOE 4 Tech; Diversity</p> | <p>The candidate does not identify appropriate technology to engage learners even though it was available.</p> | <p>The candidate identifies technology to engage learners though the technology would be ineffective to teach the content and address learner needs.</p> | <p>The candidate identifies appropriate technology to engage learners more fully, assess, and address learner needs.</p> | <p>The candidate identifies effective and appropriate technology to engage learners more fully, assess, and creatively meet learning needs.</p> |
| <p>The candidate facilitates learners' use of appropriate tools and resources to maximize content learning in varied contexts.</p> <p>InTASC 5; VDOE 2 Tech; College & Career</p> | <p>The candidate's plans do not provide evidence of opportunities for learners' use of appropriate tools or technology resources to maximize content learning in varied contexts.</p> | <p>The candidate's plans provide evidence of opportunities for learners' use of appropriate tools and resources but are ineffective to maximize content learning in varied contexts.</p> | <p>The candidate's plans provide evidence of opportunities for learners' use of appropriate tools and resources that are effective to maximize content learning in varied contexts.</p> | <p>The candidate's plans provide substantial evidence of multiple opportunities for learners' use of appropriate tools and resources that are creative and effective to maximize content learning in varied contexts.</p> |
| <p>The candidate plans how to achieve learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners.</p> <p>InTASC 7; VDOE 2</p> | <p>The candidate's lesson plan does not provide evidence of differentiating instruction for individuals and groups of learners.</p> | <p>The candidate's lesson plan provides evidence of an effort to meet learning goals, and attempts to differentiate instruction for individuals and groups of learners.</p> | <p>The candidate's lesson plan provides evidence of successfully meeting learning goals for each learner, and successfully instruction for individuals and groups of learners.</p> | <p>The candidate's lesson plan provides evidence of successfully meeting each learning goal for each learner, and successfully differentiates instruction for individuals and groups of learners. Reflection on why this differentiation was successful is included.</p> |
| <p>The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill.</p> <p>InTASC 7; VDOE 2</p> | <p>The candidate does not plan instruction based on pre-assessment data, prior learning knowledge, or skills.</p> | <p>The candidate plans instruction based on pre-assessment data, prior learning knowledge, and skills but it was not effective.</p> | <p>The candidate plans instruction based on pre-assessment data, prior learning knowledge, and skills. Pre-assessment strategies/methods are appropriate and effectively assess learners' prior knowledge.</p> | <p>The candidate plans instruction based on pre-assessment strategies/methods that are creative and effective ways to assess learner prior knowledge and skills and to guide instruction.</p> |

| SECTION 3: INSTRUCTION | | | | |
|---|---|---|---|---|
| The candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill. InTASC 7; VDOE 2 | The candidate does not plan for appropriate sequencing and pacing of learning experiences. Tasks, methods, strategies are not stated. | The candidate plans for appropriate sequencing and pacing of learning experiences. Tasks, methods and strategies are not stated and/or not appropriate or effective for the lesson. | The candidate plans for appropriate sequencing and pacing of learning experiences. All tasks, methods, and strategies are stated and/or are appropriate and effective for the lesson. | The candidate plans for appropriate sequencing and pacing of learning experiences. Instructional tasks, methods, and strategies include a variety of creative, active learning, instructional strategies that address learner differences to maximize learning. |
| The candidate uses a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways. InTASC 8; VDOE 3 | The instructional strategies used by the candidate do not encourage an understanding of content. | The candidate uses limited instructional strategies to encourage learners to develop an understanding of the content. | The candidate uses a variety of instructional strategies that encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways. | The candidate uses pedagogical content knowledge to use a variety of instructional strategies that encourage all learners to develop both an understanding of the content and apply that knowledge in authentic ways. |
| The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. InTASC 6; VDOE 4 | The candidate does not use assessment as closure to check for comprehension and learner knowledge and skills. | The candidate uses assessment as closure to demonstrate knowledge and skills to check for comprehension; however, they are inappropriate and/or ineffective (or misaligned). | The candidate uses appropriate assessment strategies as closure to allow learners to demonstrate knowledge and skills to check for understanding. | The candidate uses creative, appropriate assessments throughout the lesson to allow learners to demonstrate knowledge and skills to check for comprehension. |
| The candidate designs assessments that match learning objectives with assessment methods. InTASC 6; VDOE 4 | The candidate's lesson design does not include post-assessment strategies or methods. | The candidate's lesson design includes post-assessment strategies or methods but the strategies/methods were not effective. | The candidate's lesson design includes post-assessments that are appropriate to effectively assess learning. | The candidate's ongoing assessments and post-assessment matches learning objectives and includes creative strategies to effectively assess learning and check comprehension throughout the lesson. |

| SECTION 4: REFLECTION AND IMPACT ON LEARNING | | | | |
|---|--|--|--|--|
| The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments. InTASC 9; VDOE 6 | The candidate's reflection does not demonstrate the use of self-assessment or problem-solving strategies to analyze and reflect on his/her practice. | The candidate's reflection demonstrates the use of self-assessment and/or problem-solving strategies to analyze and reflect on his/her practice but does not plan for adaptations/adjustments. | The candidate's reflection demonstrates a variety of self-assessment and problem-solving strategies to analyze and reflects on his/her practice and to plan for adaptations/adjustments. | The candidate's reflection demonstrates the application of a variety of appropriate self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to effectively plan for adaptations/adjustments. |

EDCI 469/569, “Teaching English in the Secondary School” (3 credits)

Injustice Multi-Genre Composition Project (25 points)

Genre: A “genre” is a category of artistic, musical, or literary composition characterized by a particular style, form, or content. Genres typically function to compel certain social actions, so decisions about the audience(s) and purpose(s) of a given composition should inform which genres may be most appropriate in any given context.

Big Ideas

The ideas behind this assignment are numerous and grand. Undergirding this project is the idea that the best teachers of writing know themselves as writers. In order to know oneself as a writer, one must engage in writing—and, more broadly, *composition*—processes. A second idea upon which this assignment is founded is that all teachers are social justice activists: education is commonly recognized as an equalizing force in any society, and teachers should know their own notions of justice, be able to examine and support their ideas with information garnered from a wide variety of sources, and be able to guide students toward a more complex understanding of justice that is grounded in these sources. One could easily argue that we can only know justice through its absence: injustice. Thus, you will begin this assignment by drafting—then revising multiple times—your own “Story of Injustice.” Ultimately one of our goals for writing these stories is to consider how our teaching work can help to make the world a more just place.

Another concept upon which this project is founded is that of “multi-literacy”: it is impossible not to acknowledge that our students—and we—are literate in many “text” forms or genres, well beyond traditional types of text such as books. Given the fact that our students are fluent in these multiple forms of text, we should be willing—and, more importantly, *able*—to teach to a variety of text genres. If we are to best be ready to *teach* about justice, know ourselves as advocates and activists, and to consider multiple forms of text in our future roles as teachers, then we must first *create* our own justice-focused multi-genre project, utilizing a variety of composition and revision structures. Multi-genre projects acknowledge that there are ideas and perspectives that cannot be achieved through a linear expository paper. Consequently, when one uses more than one genre, more of the research findings can be shared.

Objectives/Purposes

This assignment represents a unique opportunity: it is a chance for you to pursue a passion in your intellectual/emotional/spiritual life, a chance to strive to answer a question involving a topic of consuming interest to you and to communicate your learning through a multi-genre research project—a multi-literacy composition—where you get at the factual, the emotional, and the imaginative. This is a time to try the untried and to be expansive.

Choose a person, idea, topic, trend, era, cultural phenomenon, movement, thing, place – something related to social justice or injustice – and become the quintessential mad researcher: The wiggled out, completely immersed learner, on the trail of vital information for achieving peace of mind and for satisfying your insatiable curiosity! This topic should be one about which you are deeply passionate—as a learner and as a teacher. Do not simply paste material from any source into your research composition. Construct a project that is original to you—one grounded in a researched understanding of your topic, representing how you have expanded your knowledge about this subject and maybe even your wisdom. Stretch and refine your writing skills and powers of communication. Ultimately, we want anyone who reads your composition to be informed and be *moved*. Even more, we want *you* to be moved.

Specifically, this project is an exploration of some social justice-focused topic related to English instruction about which you want to learn about during this course and potentially share with your future students. Modeled after the multi-genre research paper designed by Tom Romano, the project consists of at least ten different genres of writing/composition—some of which will be required and some that will be your option.

You should also appeal to the NCTE standards for other forms of text. An incomplete, draft list of genres, sub-genres, and text forms can be found at the end of this assignment description.

A multi-genre paper is personal, creative, and cannot be copied from some other source. It involves you, as a writer and a teacher, making conscious decisions about what information is important and how it should be presented to the reader. In the simplest terms, a multi-genre project is a compilation of research on a given topic presented in a way that is specific to the writer. Said differently, it is a collection of your written pieces, in a variety of genres which are informed by your topic-specific research, and which presents one or more perspectives on your research question or topic. You will use critical thinking skills and methods of inquiry to find appropriate research to support your topic – academic, trade, and popular sources should be utilized.

Audience(s)

Your paper should be geared toward a range of audiences—whichever is appropriate for the genre you have chosen. These might include an academic audience, your teaching peers, your future students, community or family members, etc., always with an eye toward the content you will eventually share with your students.

Form

You will be able to manipulate media and the design of your project to suit your social justice topic, your own purposes, and the genres you consider. The guidelines apply to a typed paper (page length); however, you may choose to do a multi-media paper, either in the form of a web-page or Power Point presentation. The text in these choices should be equivalent to twenty double-spaced pages.

Elements of Your Injustice Multi-Genre Composition

Your multi-genre research composition must include a number of required and optional elements, including at least **ten** different genres. In a “letter of intent” for each genre, be sure to list your imagined audience for each genre you select and each text you choose or craft. *Required elements—including six required genres—are indicated below with an asterisk (*)*

- Title/cover page
- A table of contents*
- A repetend*
 - A repetend is a repeated sound, word, or phrase—very much like a refrain. Just as a thesis is used to tie a traditional research paper together, a repetend is the common thread throughout the entire piece of a multi-genre project that allows the reader to hear the writer’s voice. For your repetend, you might include the same phrase, sentence, or passage in each genre page as a heading or somewhere else in the text. Or you might include a description or design in each piece (written or graphic), placed strategically for easy recognition. You might follow or precede each genre piece with include a running commentary from you. If you feel the most comfortable using expository prose, you may use this as your repetend.
- Preface/abstract
 - Your project must have a preface of a maximum of 150 words that clues the reader in to what you are presenting. A preface is similar to an abstract, whereas it briefly summarizes your project to allow the reader to proceed with more clarity.
- An introductory letter*
 - This should be written to the instructor but it should also be relevant to any colleagues, students, or other potential audience members of your project; in this letter you should briefly detail your process for creating this project. You should also identify the minimum three NCTE Content Standards (on pp. 3-4 of this syllabus) presented in your project, and how your project addresses these guidelines.
- Your “Story of Injustice”*
 - Write a story that addresses your topic but that is relevant in form and content to your future students; explore your topic in an engaging, narrative manner.

- An expository “Research Essay”*
 - Make this vivid, informational, straight-ahead writing. Boil your topic down to the essentials. This essay can take a standard form or another form of your choosing, but let this be the most summative element of your research composition.
- A young adult novel*
 - We will all read Alexie’s fantastic novel, and you could consider using this book or at least one other young adult book that gives you some insight into your topic. Briefly detail how this young adult novel offers insight into your topic.
- Visual element*
 - Include at least one visual text—one you have discovered or created—that provides some insight into your topic; this might include a photo essay, an infographic, a series of memes, a work of art, etc. Briefly detail how this visual text offers insight into your topic.
- Poetry or abbreviated word form*
 - Write and/or identify at least one example of poetry (broadly defined) or other short form of writing that informs you about your topic. Briefly detail how this poetry or abbreviated word form offers insight into your topic.
- Social media*
 - Create or find a resource that you might share with your students and that might be shared via tools like Facebook, Twitter, etc. Briefly detail how this social media offers insight into your topic.
- Web-based resource
 - Identify a website or web-based tool that offers some perspective on your topic. Briefly detail how this web-based resource offers insight into your topic.
- Research/news report*
 - Choose at least one research publication that gives some factual—even statistical—information about your topic. Briefly detail how this research/news report offers insight into your topic.
- Bibliography/Reference List*
 - Provide a list of a minimum of ten resources on your topic—at least four of which must be scholarly. Be sure to cite these sources in appropriate places throughout your composition.

The Assignment Process

- 1) Pick a social justice topic that interests you deeply; draft 3-5 guiding questions that you will try to answer with this project—these questions should be relevant to you as a person and professional, and also be pertinent to your students’ learning if you were to address this topic in your classroom.
 - a. Sample topic somewhat loosely on *Fault in Our Stars: Access to health care for immigrant youth*.
 - b. Sample guiding questions: Is health care a human right in any society and particularly in a democracy? Does a society have any different responsibilities for providing health care to youth than to adults? Should citizenship status play a role in who has access to publicly-funded health care?
- 2) Start researching your topic. Find information that highlights what you think you want to say or that gives you a starting point. You may (1) choose to do a project that is informative (i.e., states the facts, but is trying to answer some sort of research question), or (2) choose to do a project that is persuasive in nature (i.e., it is still researched, but it has a more obvious bias). An example of the first choice is given above in step #1a. An example of the second choice would be to research an issue that is sided and to focus on one side of the issue.
- 3) Begin to consider how the results of your research would best be shared via different genres. Your topic will invariably lend itself to specific genres. For example, if I were to focus on health care issues for immigrant youth, I might utilize statistics, interviews, photo essays, and testimonies.

- 4) Research the types of genres that provide the best platform for your selected topic, then begin to explore examples of these genres. Eventually you will identify ten different resources covering ten different genres.

Additional Resources about Multi-Genre/Multi-Literacy Projects

<http://www.huffenglish.com/?p=1728>

<http://writing.colostate.edu/gallery/multigenre/introduction.htm>

<http://www.heinemann.com/shared/onlineresources/E00785/chapter1.pdf>

General Project Rubric

| Criteria | Exceeds Standards (4 points) | Meets Standards (3 points) | Approaches Standards (2 points) | Unacceptable (1 points) |
|--|--|---|--|--|
| Purpose and Audience | Project meets clearly defined purpose (e.g., to persuade, inform). Purpose is compelling because it goes beyond simply completing assignment. Project is addressed clearly to an academic audience and a sub-audience can be found – a peer group who needs to be informed about the topic, a group who might have a stake in the topic. | Project meets clearly defined purpose (e.g., to persuade, inform). Purpose is less compelling because it is geared primarily toward completing assignment. Project is addressed to academic audience sometimes and addressed to a secondary audience sometimes. There are places where audience is unclear. | Project meets no clearly defined purpose, or it may switch purposes unexpectedly. Writer seems only to have submitted something to complete assignment. Project has no clearly defined audience. The prose may imply inappropriate shifts in audience. | Purpose and audience are unclear or incompletely addressed. |
| NCTE Standards and Genre Content and Validity | Author has addressed a minimum of three NCTE standards, thoroughly explaining how these are addressed by the project. The genres all represent legitimate text forms that both offer consistent, valid perspectives on the chosen topic and represent text forms that might be utilized in secondary English classrooms to instruct students in the given content. | Author has addressed a minimum of two NCTE standards, reasonably explaining how these are addressed by the project. The majority of the genres the author has identified represent legitimate text forms that generally offer valid perspectives on the chosen topic and represent text forms that might be utilized in secondary English classrooms to instruct students in the given content. | Author has addressed a minimum of one NCTE standard, offering a partial explanation of how these are addressed by the project. A number but not all of the genres the author has identified represent legitimate text forms that generally offer valid perspectives on the chosen topic and represent text forms that might be utilized in secondary English classrooms to instruct students in the given content. | The author has not sufficiently identified or addressed relevant NCTE standards. The genres chosen are either insufficient in number of inappropriate in form for instruction of secondary students. |
| Project Creativity | The author has successfully taken a wide range of risks with the topic considered, the genres included, and the | The author has—with clear but inconsistent success—taken a number of risks with the topic considered, the genres included, and the | The author has—with largely inconsistent success—taken a nominal number of risks with the topic considered, the | The author has taken no risks with the topic, genres, |

| | forms in which elements of the project are presented. | form in which elements of the project are presented. | genres included, and the form in which elements of the project are presented. | or form of the project. |
|---|--|--|---|--|
| Research Content | Author has used at least ten reliable sources relative to the topic, four of which are academic. Sources are integrated into project to help strengthen author's voice. Sources are cited correctly in APA format. Author develops three to five main claims which are supported adequately via research. Argument concedes when necessary and the argument includes author's academic voice to carry reader from point to point. | Author has used one academic source and a few reliable sources which relate to topic. Sources are integrated into the paper, but in some parts they do not help strengthen author's argument. Sources are cited correctly most of the time in APA format. For the most part, author develops three to five main points although some may lack backing. In some places, author fails to include his/her own voice to help transition between points. | Author has used no academic sources and many unreliable sources. Sources may not relate to topic. The sources are not integrated with authors voice and they do not help strengthen the argument. In many places the sources are not cited correctly in APA format. Author generally fails to develop three to five main points. Research given does not support argument. There is no author's voice to carry reader from point to point. | Research content is insufficient, incorrectly cited, fails to support claims, and/or does not move reader from point to point. |
| Organization, Presentation, Readability, Professionalism | Author's prose establishes consistent and appropriate relationship with readers – one that is formal, informed, and/or concerned. Project has clear thesis which maps the rest of the project. Repetend is present and evident within each genre. Main points follow in logical order. Introduction acts to entice reader to move forward and the conclusion answers, "so what?" Prose is engaging, clear, coherent. Word choice is appropriate and academic, and sentences generally flow from one to another. Transitions between paragraphs are effective. Prose is free of distracting errors in grammar, mechanics, and spelling. | Author's prose establishes relationship that is usually consistent, but that may shift inappropriately at one or two points. Prose is generally clear and coherent; The project has a thesis, but it does not direct the project in all parts. A few elements appear in places that weaken the author's purpose, or unnecessary repetition may detract from a reader's sense of coherence. Word choice is generally appropriate, but a few inappropriate words weaken the prose. A few sets of sentences may be choppy, disrupting flow. Although prose is free of sentence-level errors (e.g., comma splices, fused sentences, fragments) it may contain few obvious mechanical or spelling errors. | Author's prose establishes relationship that is often inconsistent, shifts inappropriately at more than a few points. Project is organized in a manner generally inappropriate for a logical argument. Thesis does not guide the project. Unnecessary repetition detracts from a reader's sense of coherence. Prose is unclear in more than a couple of places. It may also be choppy in more than a few places. Prose contains distracting sentence-level errors. It may also contain more than a few obvious mechanical or spelling errors. | Prose is incomplete, excessively informal, lacking clarity in description of thesis, includes poor word choices and numerous grammatical, mechanical, spelling errors. |

Injustice Multi-Genre Composition Evaluation
***Aligned with 2012 NCTE Standards for
 Initial Preparation of Teachers of Secondary English Language Arts (Grades 7–12)***

Requirements for Internship and Licensure:

In order to fulfill the requirements of the internship and obtain licensure, the teacher candidate must achieve:

- an average rating of at least **3.0** across all NCTE standards, **AND**
- a minimum rating of **2.0** for each measured NCTE standard.

Rubric Rating and Description Guide

| Rating | | Description |
|--------|-------------------------|---|
| 1 | Does not meet standards | The candidate exhibits little, or irrelevant, evidence of meeting the standard for planning, teaching, and student learning. 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. |
| 2 | Approaches standards | 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. Specifically, a score of two (2) is given when the teacher candidate meets the “acceptable” level of criteria for a NCTE standard. |
| 3 | Meets standards | 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. Specifically, a score of three (3) is given when the teacher candidate meets the “target” level of criteria for a NCTE standard. |
| 4 | Exceeds standards | 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. Specifically, a score of four (4) is given when the teacher candidate exceeds the “target” level of criteria for a NCTE standard. |

| I. CONTENT KNOWLEDGE. 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. | | | | /4 |
|---|---|--|--|--|
| Criteria and Levels | Exceeds standards (4) | Meets standards (3) | Approaches standards (2) | Does not meet standards (1) |
| <p>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.</p> | <ul style="list-style-type: none"> • 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 • Candidate is consistently and creatively able to use literary theories to interpret and critique a range of texts • Candidate identifies evidence of mastery of this element and/or articulates what evidence might look like in future classroom contexts | <ul style="list-style-type: none"> • 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 • Candidate demonstrates ability to use literary theories to interpret and critique a range of texts | <ul style="list-style-type: none"> • 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 • Candidate demonstrates limited ability to use literary theories to interpret and critique a range of texts | <ul style="list-style-type: none"> • 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 • Candidate demonstrates no ability to use literary theories to interpret and critique a range of texts |

| II. CONTENT KNOWLEDGE. 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. | | | | /4 |
|---|---|--|--|--|
| Criteria and Levels | Exceeds standards (4) | Meets standards (3) | Approaches standards (2) | Does not meet standards (1) |
| <p>Element 1: 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.</p> | <ul style="list-style-type: none"> • 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 • Candidate is consistently and creatively able to use literary theories to interpret and critique a range of texts • Candidate identifies evidence of mastery of this element and/or articulates what evidence might look like in future classroom contexts | <ul style="list-style-type: none"> • 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 • Candidate demonstrates ability to use literary theories to interpret and critique a range of texts | <ul style="list-style-type: none"> • 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 • Candidate demonstrates limited ability to use literary theories to interpret and critique a range of texts | <ul style="list-style-type: none"> • 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 • Candidate demonstrates no ability to use literary theories to interpret and critique a range of texts |

| VI. PROFESSIONAL KNOWLEDGE AND SKILLS. 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. | | | | /4 |
|--|---|--|--|--|
| Criteria and Levels | Exceeds standards (4) | Meets standards (3) | Approaches standards (2) | Does not meet standards (1) |
| 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. | <ul style="list-style-type: none"> • Candidate consistently and creatively plans and implements instruction that promotes social justice • Candidate consistently and creatively plans and implements instruction that promote critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society • Candidate identifies evidence of mastery of this element and/or articulates what evidence might look like in future classroom contexts | <ul style="list-style-type: none"> • Candidate plans and implements instructional opportunities that promote social justice • Candidate plans and implements instructional opportunities that promote critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society | <ul style="list-style-type: none"> • Candidate plans and implements limited instructional opportunities that promote social justice • Candidate plans and implements limited instructional opportunities that promote critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society | <ul style="list-style-type: none"> • Candidate does not plan and implement instructional opportunities that promote social justice • Candidate does not plan and implement instructional opportunities that promote critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society |

Incomplete and Draft List of Genres, Sub-Genres, and Text Forms

- Fictional story
- “Classic” and contemporary novels, young adult literature, stories, or poems— including John Green’s *Fault in Our Stars*
- Essays
- Research papers
- Textbooks
- Found picture books
- Picture book you have authored
- Journal articles
- Websites or electronic text*
- Powerpoint, Prezi, or similar presentations*
- News and/or non-fiction reports
- Autobiography
- Advertisement
- Personal vignette
- Announcement
- Flier
- Business report/prospectus
- Campaign speech
- Character sketch
- Storyboard
- Script
- Book jacket
- Clinical lab report
- Collage
- Critical analysis
- Diary/journal entry
- Encyclopedia entry
- Eulogy
- Informative essay
- Narrative essay
- Persuasive essay
- Grocery list
- Interview
- Memo
- Post-it note
- Menu
- Movie review
- Obituary
- Personal commentary
- Radio broadcast
- Recipe
- Rhetorical analysis
- Stream of consciousness/freewrite
- Song/ballad
- Travel journal
- Postcard
- Cartoon/comic strip
- CD/DVD cover
- Graph/chart
- Illustration
- Photographs
- Map with legend
- Travel poster
- Plays or dramatic presentations
- Letters
- Photo essays
- Scrapbook
- Political/protest paraphernalia
- Bucket list
- Primary source materials such as interviews, testimonies, observations
- Poetry (free verse or structured)
- Drama (short play, dialogue with characters, monologue)
- Altered book (ask me about this!)
- Meme
- Infographic
- Poem for Two Voices
- Visual essay
- Website
- Twitter Feed
- Facebook Profile/Feed
- Instagram/Snapchat Story
- LinkedIn profile
- Online review (e.g. Yelp)
- Blog post
- Survey
- Podcast
- Animation
- Any of the options listed on the “Show Me the Money” assignment

High-Leverage/Core Practices (from Teachingworks.org)

High-leverage practices are the basic fundamentals of teaching. These practices are used constantly and are critical to helping students learn important content. The high-leverage practices are also central to supporting students' social and emotional development. They are "high-leverage" not only because they matter to student learning but because they are basic for advancing skill in teaching.

1. Leading a group discussion

In a group discussion, the teacher and all of the students work on specific content together, using one another's ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting. The teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others' contributions.

2. Explaining and modeling content, practices, and strategies

Explaining and modeling are practices for making a wide variety of content, academic practices, and strategies explicit to students. Depending on the topic and the instructional purpose, teachers might rely on simple verbal explanations, sometimes with accompanying examples or representations. In teaching more complex academic practices and strategies, such as an algorithm for carrying out a mathematical operation or the use of metacognition to improve reading comprehension, teachers might choose a more elaborate kind of explanation that we are calling "modeling." Modeling includes verbal explanation, but also thinking aloud and demonstrating.

3. Eliciting and interpreting individual students' thinking

Teachers pose questions or tasks that provoke or allow students to share their thinking about specific academic content in order to evaluate student understanding, guide instructional decisions, and surface ideas that will benefit other students. To do this effectively, a teacher draws out a student's thinking through carefully-chosen questions and tasks and considers and checks alternative interpretations of the student's ideas and methods.

4. Diagnosing particular common patterns of student thinking and development in a subject-matter domain

Although there are important individual and cultural differences among students, there are also common patterns in the ways in which students think about and develop understanding and skill in relation to particular topics and problems. Teachers who are familiar with common patterns of student thinking and development and who are fluent in anticipating or identifying them are able to work more effectively as they implement instruction and evaluate student learning.

5. Implementing norms and routines for classroom discourse and work

Each discipline has norms and routines that reflect the ways in which people in the field construct and share knowledge. These norms and routines vary across subjects but often include establishing hypotheses, providing evidence for claims, and showing one's thinking in detail. Teaching students what they are, why they are important, and how to use them is crucial to building understanding and capability in a given subject. Teachers may use explicit explanation, modeling, and repeated practice to do this.

6. Coordinating and adjusting instruction during a lesson

Teachers must take care to coordinate and adjust instruction during a lesson in order to maintain coherence, ensure that the lesson is responsive to students' needs, and use time efficiently. This includes explicitly connecting parts of the lesson, managing transitions carefully, and making changes to the plan in response to student progress.

7. Specifying and reinforcing productive student behavior

Clear expectations for student behavior and careful work on the teacher's part to teach productive behavior to students, reward it, and strategically redirect off-task behavior help create classrooms that are productive learning environments for all. This practice includes not only skills for laying out classroom rules and managing truly disruptive behavior, but for recognizing the many ways that children might act when they actually are engaged and for teaching students how to interact with each other and the teacher while in class.

8. Implementing organizational routines

Teachers implement routine ways of carrying out classroom tasks in order to maximize the time available for learning and minimize disruptions and distractions. They organize time, space, materials, and students strategically and deliberately teach students how to complete tasks such as lining up at the door, passing out papers, and asking to participate in class discussion. This can include demonstrating and rehearsing routines and maintaining them consistently.

9. Setting up and managing small group work

Teachers use small group work when instructional goals call for in-depth interaction among students and in order to teach students to work collaboratively. To use groups effectively, teachers choose tasks that require and foster collaborative work, issue clear directions that permit groups to work semi-independently, and implement mechanisms for holding students accountable for both collective and individual learning. They use their own time strategically, deliberately choosing which groups to work with, when, and on what.

10. Building respectful relationships with students

Teachers increase the likelihood that students will engage and persist in school when they establish positive, individual relationships with them. Techniques for doing this include greeting students positively every day, having frequent, brief, “check in” conversations with students to demonstrate care and interest, and following up with students who are experiencing difficult or special personal situations.

11. Talking about a student with parents or other caregivers

Regular communication between teachers and parents/guardians supports student learning. Teachers communicate with parents to provide information about students’ academic progress, behavior, or development; to seek information and help; and to request parental involvement in school. These communications may take place in person, in writing, or over the phone. Productive communications are attentive to considerations of language and culture and designed to support parents and guardians in fostering their child’s success in and out of school.

12. Learning about students’ cultural, religious, family, intellectual, and personal experiences and resources for use in instruction

Teachers must actively learn about their students in order to design instruction that will meet their needs. This includes being deliberate about trying to understand the cultural norms for communicating and collaborating that prevail in particular communities, how certain cultural and religious views affect what is considered appropriate in school, and the issues that interest individual students and groups of students. It also means keeping track of what is happening in students’ lives to be able to respond appropriately when an out-of-school experience affects what is happening in school.

13. Setting long- and short-term learning goals for students

Clear goals referenced to external standards help teachers ensure that all students learn expected content. Explicit goals help teachers to maintain coherent, purposeful, and equitable instruction over time. Setting effective goals involves analysis of student knowledge and skills in relation to established standards and careful efforts to establish and sequence interim benchmarks that will help ensure steady progress toward larger goals.

14. Designing single lessons and sequences of lessons

Carefully-sequenced lessons help students develop deep understanding of content and sophisticated skills and practices. Teachers design and sequence lessons with an eye toward providing opportunities for student inquiry and discovery and include opportunities for students to practice and master foundational concepts and skills before moving on to more advanced ones. Effectively-sequenced lessons maintain a coherent focus while keeping students engaged; they also help students achieve appreciation of what they have learned.

15. Checking student understanding during and at the conclusion of lessons

Teachers use a variety of informal but deliberate methods to assess what students are learning during and between lessons. These frequent checks provide information about students’ current level of competence and help the teacher adjust instruction during a single lesson or from one lesson to the next. They may include, for example, simple questioning, short performance tasks, or journal or notebook entries.

16. Selecting and designing formal assessments of student learning

Effective summative assessments provide teachers with rich information about what students have learned and where they are struggling in relation to specific learning goals. In composing and selecting assessments, teachers consider validity, fairness, and efficiency. Effective summative assessments provide both students and teachers with useful information and help teachers evaluate and design further instruction.

17. Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments

Student work is the most important source of information about the effectiveness of instruction. Teachers must analyze student productions, including assessments of all kinds, looking for patterns that will guide their efforts to assist specific students and the class as a whole and inform future instruction.

18. Providing oral and written feedback to students

Effective feedback helps focus students’ on specific qualities of their work, highlights areas needing improvement, and delineates ways to improve. Good feedback is specific, not overwhelming in scope, focused on the academic task, and supports students’ perceptions of their own capability. Giving skillful feedback requires teachers to make choices about the frequency, method, and content of feedback and to communicate in ways that are understandable by students.

19. Analyzing instruction for the purpose of improving it

Learning to teach is an ongoing process that requires regular analysis of instruction and its effectiveness. Teachers study their own teaching and that of their colleagues in order to improve their understanding of the complex interactions between teachers, students, and content and of the impact of particular instructional approaches. Analyzing instruction may take place individually or collectively and involves identifying salient features of the instruction and making reasoned hypotheses for how to improve.