

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION**

**EDSS 546A ~ SECONDARY ENGLISH EDUCATION METHODOLOGIES
FALL 2011
CRN #41158**

**Monday evenings/Saturday (see dates below)
UH 237**

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SCHOOL OF EDUCATION MISSION STATEMENT

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

(Adopted by COE Governance Community, October, 1997).

TABLE OF CONTENTS FOR EDSS 546A ENGLISH METHODS SYLLABUS

1. Syllabus Introduction (Course Title, Mission Statement, Table of Contents)	Page 1
2. Messages for Successful Teaching	Page 2
3. Single Subject Course Work Information & Requirements	Page 3
4. EDSS 546A English Methods Course Description & Requirements	Page 5
5. EDSS 546A Course Assignment Descriptions	Page 7
6. EDSS 546A English Methods Course Calendar	Page 10
7. Resources, Rubrics, Activities and Graphic Organizers	Page 13

MESSAGES FOR SUCCESSFUL TEACHING

This is a rigorous program and profession and you are fortunate to be here. Take pride in being part of the program you chose and realize that you represent CSUSM and the teaching profession at all times.

ATTITUDE IS EVERYTHING! Guiding principles:

1. All Students Can Learn.

Teachers are responsible for the learning outcomes of every child. Tell your students you believe in them.

2. Relationships are the Key to Success. Reputation is Everything. Perception is Reality. This is a year-long interview.

Be a good colleague. Everyone you encounter may be your unofficial letters of recommendation. Social and Cooperative Skills are needed with students, colleagues, administrators, families and the community. The education community is very small. You never know who knows whom, or who can help you get your ideal teaching position. Candidates who do not understand this early-on may encounter barriers to getting hired. What you do EVERY day matters!

3. It's not about you, it is all about your students.

Learn who your students are, what they value, how they learn and how they feel validated and motivated to learn. Differentiate content, process and product based on each student's readiness learning profile and interests. Be respectful.

4. Ensure social justice and equity.

Teaching is a political act. Effective teachers are change agents. Supporting the status quo is supporting failure. Remember, you cannot change systems with the same practices and processes that were used to create them.

5. Listen and learn.

Pay attention to classroom and workplace discussion protocols. Listen and learn the culture of your school and the community context. Be respectful to your Cooperating Teacher, On-site Liaison and University Supervisor - they are your on-site support team!! Benefit from their expertise and experience. Learn the culture and the politics and develop a positive reputation to position yourself to transform education. At school meetings find ways to confirm and support, not challenge.

THE DAY TO DAY.....

6. If You Fail to Plan, You Plan to Fail. Be Prepared. Be reflective.

You are expected to have a lesson plan for each and every day you teach. Evidence of learning should be monitored continuously and in a variety of ways. Reflect on what worked and what didn't work every period.

7. Engaging Lessons/Activities and Your Positive Attitude Are The Best Management Approach. (refer to #1)

"Idle hands are the devil's tools" (Chaucer's 'Tale of Melibee', c. 1386). If idleness is the root of mischief, then educators need to make sure they design engaging activities that take into account students' readiness levels, learning profiles and interests. If a lesson challenges students then they will not find ways to challenge you.

8. Do The Work. Step it Up. Try. Actions and Non-Actions Speak. Be present.

You have to do the work. Push yourself to do your best. Be mindful of your actions, because they speak more than your words. Colleagues and students will judge you on what you do and do not do. A lack of action may reflect poorly on your effectiveness. Colleagues and students will look for evidence of your effectiveness. A lack of evidence can be perceived as failure. If you observe a problem and do not act, you are sending the message that that action is approved.

AND FINALLY.....

9. Be Flexible.

Be open to and enthusiastic for learning (Disposition 6 & 8).

10. Enjoy the Experience.

Enjoy the developmental process. Have fun with the students. This profession can be life affirming.

EDSS 546A SECONDARY ENGLISH METHODS COURSE WORK INFORMATION & REQUIREMENTS

Course Prerequisites

Admission to the Single Subject Program, EDUC 350, EDUC 364, & EDUC 422

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Teacher candidates successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 02.*)

Teacher Candidate Learning Outcomes

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations and complete critical assessment tasks- specific assignments for this course. It is the teacher candidates responsibility to understand expectations and complete assignments by stated due dates.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short. To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website provided at the website provided:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

Task 1: Principles of Context-Specific and Developmentally Appropriate Pedagogy

- Case Study 1: Developmentally appropriate pedagogy
- Case Study 2: Assessment practices
- Case Study 3: Adaptation of content-specific pedagogy for English Learners, and
- Case Study 4: Adaptation of content-specific pedagogy for students with special needs.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all teacher candidates are expected to attend all classes and participate actively. At a minimum, teacher candidates must attend

more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Should the teacher candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997.)*

Teacher Candidates with Disabilities Requiring Reasonable Accommodations

Teacher candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Teacher candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

The writing requirement of 2500 words will be met through reading responses, teacher interview, strategy matrix, lesson plan and unit plan.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Teacher candidates are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each teacher candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact instructor or other teacher candidates, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that electronic correspondences are a very specific form of communication, with their own form of nuances, meanings, and etiquette. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicates more than the sender originally intended. With that said, please be mindful of all electronic messages you send, to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this e-mail specifically says?
- How could this e-mail be misconstrued?
- Does this e-mail represent my highest self?
- Am I sending this e-mail to avoid a face-to-face conversation?

EDSS 546A SECONDARY ENGLISH METHODS COURSE DESCRIPTION & REQUIREMENTS**Course Description**

EDSS 546A (2 units) Secondary English Education A

Focuses on developing an understanding of theory, methodology and assessment of English in integrated and inclusive secondary classrooms; Part A. *This course is aligned with California's SB 2042 Standards.*

In this course, students will explore theories and strategies for teaching all facets of language arts: speaking, listening, reading, writing, thinking, viewing and collaborating (although these are artificial separations), paying particular attention to scaffolding student learning for access and success. Students will be required to apply their learning in related assignments and clinical practice experiences during teaching and/or observations.

Objectives

During courses EDSS 546A and EDSS 546B using interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to deliver a comprehensive program of systematic instruction of English, as defined by the California Reading/Language Arts Framework, 2007 and California State Program Standards:

1. Connect reading, writing, and oral language processes in an integrated fashion.
Teacher candidates in English understand, plan, design, and implement instruction that includes the following:
 - a. Word analysis, fluency, and systematic vocabulary development, as evidenced by the use of phonological, morphological, and derivational systems of orthographic development.
2. Reading comprehension, including promoting students' ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.
3. Purposes and characteristics of the major genres of literature.
4. Literary response and analysis and critique of texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.
5. Writing instruction (inclusive of the writing process) on conventions, domains (i.e., response to literature, informational, persuasive, and technical), research, and applications that allow students to produce complex texts.
6. Academic language development emphasizing discourse that leads to the production of complex texts.
7. Incorporation of technology into language arts as a tool for conducting research
8. Strategies and systematic guidance so that students select texts for reinforcement of independent reading habits.
9. Opportunities for listening and speaking, including comprehension, organization and delivery of oral communication, and analysis and evaluation of oral and media

- communications.
10. Instruction in speaking applications including grade-level genres and their characteristics.
 11. Assess student progress both formally and informally to inform and plan instruction that advances the learning of all students

Required Texts

Burke, Jim. *The English Teacher's Companion*. Portsmouth: Boynton/Cook, 1999.
Graff, Gerald and Birkenstein, Cathy. "They Say/I Say": W.W. Norton and Company, Inc. 2010.
CDE. *California English--Language Arts Content Standards*. Sacramento: California Dept. of Education, 1998. (You can get these on-line: www.cde.ca.gov)

Course Requirements

Teacher education is a professional preparation program. It is expected that teacher candidates will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Teacher candidates are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education.

It is expected that work will be turned in on time. Please discuss individual issues with the instructor.

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students in the area of English/Language Arts. The successful candidate must be able to demonstrate their understanding and ability to apply each of the TPE's, that is, merge theory and practice in order to realize a comprehensive and extensive educational program for all students. This course will emphasize the following TPEs:

TPE 1B - Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Understands and uses the state-adopted academic content standards
Develops planning instruction that addresses the standards
Consistently demonstrates the ability to teach to the standards

TPE 4 - Making Content Accessible

States in every lesson plan the State standards
Uses activities and materials that support stated objectives
Uses multiple ways to reinforce the content of the standard
Follows a logical, sequence of instruction in the lesson plan

TPE 5 - Student Engagement

Ensures students understand the objective of the lesson
Actively involves students with the lesson
Uses a variety of strategies to involve the students and increase their understanding of the lessons objectives

TPE 6c - Developmentally Appropriate Practices in Grades 9 -12

Understanding important characteristics of the learners

Designing instructional activities

Providing developmentally appropriate educational experiences

TPE 9 - Instructional Planning

Establishing academic learning goals

Connecting academic content to the students backgrounds, needs, and abilities

Selecting strategies/activities/materials/resources

TPE 10 - Instructional Time

Appropriately allocates instructional time to maximize student achievement

Effectively and efficiently maximizes instructional time through management based on reflection and consultation

Adjusts the use of instruction time to optimize learning opportunities

Instructor Application of the Attendance Policy

For this course attendance at all classes is essential to receiving credit for intermediate assessments and involvement in discussions of readings. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

EDSS 546A SECONDARY ENGLISH METHODS COURSE ASSIGNMENT DESCRIPTIONS

I. Concepts and Essential Questions

Know your students (Introduction, chs. 1, 2)

How will you get to know your students?

How will this knowledge enhance your teaching and your students' learning?

How will you apply and implement this knowledge into your curriculum and your pedagogy?

What place does knowledge of your students have in the scaffolding of learning?

How and why will you form relationships and communication lines with parents?

Organization and management (chs. 1, 7, 23, 24,)

What is the effect of your planning and organization on your students' learning?

How will you manage the paper load and provide appropriate and helpful feedback for 175+ students?

What role will students play in your organizational and management plan?

How will you organize yourself so that you have a life outside your classroom?

Academic components of the English classroom (chs. 4, 5, 6, 7, 8, 11)

What is the place of vocabulary in your English classroom?

What is the place of grammar in your English classroom?

What effective, research-based approaches will you use for developing your students' writing proficiency?

How will you teach students to be independent, critical readers and 'comprehenders'?

How will you know students understand and are progressing?

How will you model the [real life power] of lifelong reading, a well developed vocabulary, and strong writing skills?

Critical thinking (chs. 9, 19)

What is the role of inquiry in your English curriculum?

How will you use questioning to scaffold understanding and encourage your students' critical thinking?

How do conversation and writing help your students to think?

Social justice in your English classroom (chs. 17, 18, 25)

What does an effective learning environment in your classroom look like, feel like?

How will you develop a community of learners that is inclusive?

How will you teach respect through your actions and through your curriculum?

How will you ensure that your classroom is student-centered?

What place and effect will gender, race, and culture have on learning in your English classroom?

Transforming the English classroom for the 21st century (chs. 2, 3, 10, 16, 21, 22, 26, 27)

How will you engage in professional conversations and discussions with colleagues, administrators, and policy makers to effect change in the curriculum?

What expectations do you have for all of your students to become proficient readers and writers as requisites for navigating the 21st Century?

II. Assignments

- **Reading Responses/Essential Questions:** In order to have effective discussions within our classroom, you will be asked to come to class prepared with the readings for the week. You will hand in reading responses in the format assigned in class, the course syllabus or the Cougar Course site. Some responses may be sent to the instructor via email on weeks that class is not in session.
- **Sample writing and revision of one piece of writing (personal narrative/memoir):** You will be asked to work through the writing process to create a memoir/personal narrative. The purpose of this essay is to help us learn how to conduct effective writer's workshops that you can use in your own English classrooms. To receive full credit, you will need to bring in a completed final packet/task sheet that contains (1) pre-writing assignments (2) the rough draft, (3) the final revised essay based on the feedback you received from your colleagues, (4) one typed paragraph explaining in detail the changes you made to your first draft based on the peer-feedback.
- **Formal First Day Presentation:** You will present your first day lesson in class to your fellow candidates that includes your introduction to students, student survey/or results presentation, parent letter home, class management plan and the lesson plan using the single subject format and integrating English pedagogy into this first formal day. You will be graded using a rubric.
- **Unit Overview and Lesson Design:** You will write an in-depth lesson based on a concept and standard(s) you will be teaching in CP 1. You will provide a brief overview of the unit in which the lesson will be taught in addition to the specific lesson design. The purpose of this assignment is to get you comfortable using the strategies we will have discussed and explored throughout the class. You may use the EWRC format we will discuss in this class or the lesson plan template you learn in EDSS 511. We will model several strategies in class and discuss in depth how to plan effective Language Arts lessons and units.

- **Thoughtful participation:** Being a teacher involves more than planning lessons and delivering instruction. You must be able to articulate the reasons behind your curricular decisions, to advocate for students, and to defend policies about which you feel strongly. Engaging in professional conversations with parents, administrators, other teachers, and the public is imperative for teachers today. To that end, we expect that each student will participate actively and thoughtfully in each class session.

Late work will not be accepted. If you must be absent, your work shall be submitted by the beginning of the class in which it is due and may be done electronically. Please consult with professor should this be necessary.

Thoughtful participation – 10
Reading responses (6 at 5 pts each) – 30
First Day presentation -- 20
Unit plan overview/lesson plan – 50
Writing sample and revision – 40

EDSS 546A SECONDARY ENGLISH METHODS COURSE CALENDAR

Although this schedule is carefully planned, the instructors reserve the right to make changes based on unforeseen circumstances and teachable moments.

Date	Topic	Your Responsibilities
9/12 Session1	Introductions, Community building, Quickwrite Journal; Syllabus review What is English? And why teach it? Meeting Jim Burke--Advance organizer, instructional vocabulary; Content Standards Fun with Language	<p>Read: Introduction in Burke p. xiii, Chapters 1-3</p> <p>Due: Reading Response 1- (all reading responses due at the beginning of class unless otherwise noted/directed)</p> <ul style="list-style-type: none"> • Look at the following quotes/statements from your reading: Xix “.....to reach and teach students not only their ‘textual intelligence’ but also their social intelligence, cultural intelligence and their multiple intelligences...” Xxiii Applebee’s 6 actions of effective teacher (Engage, Ensure, Use.....etc) and the student quote Pg 7 “The first thing (teachers) have to see is that it’s the government that makes us come to school but it’s the teacher who makes us want to learn.” What is your reaction as you begin your journey toward your credential? <p>In Class: Journal write, sign up for Fun with Language</p>
9/19 Session 2	Delivery of instruction: How will I teach? Planning for Equity Learning styles: Bloom, Gardner, Piaget, VAK, Quantum Teaching and learning, ZPD 4 structures-Direct, small group, pairs, individual Questioning: direct, interactive, reflective, discussion Instructional vocabulary, cont’d ALA Banned Books Week Fun w/ Language	<p>Read: Chapters 16, 17, 18 19</p> <p>Due:</p> <ul style="list-style-type: none"> • Go to the on-line resources and read about Gardner's 8 Intelligences and the work Felder and Soloman have done on Learning Styles. • Take the two tests, review your results and come prepared to describe your areas of intelligence and your learning style with the group. • Write a Reading Response (#2): How will this impact your teaching/the learning in your classroom? <p>In Class: Discuss impact of styles, brain research Think, Write, Pair, Share (TWPS) Effective/Ineffective Teacher (part of pre-writing activity)</p>
9/26 Session 3	Language: what does it mean to you? Today? Background, registers Language equity: “We and They” Spelling, academic vocabulary(content terms), general vocabulary, word origins and analysis Vocabulary Instruction Routines Ppt Fun w/ language	<p>Read: Chapters 5, 6 and 9; Articles on Cougar Course “Responsible Vocabulary Word Selection” and “What I wish I had known about teaching spelling”</p> <p>Discuss with your CT how he/she addresses vocabulary, grammar and spelling- take notes for your file</p> <p>Due:</p> <ul style="list-style-type: none"> • Reading Response #3- Complete the reflection on pg 264, no more than one page; • Complete and bring in the life graph activity on p. 253 based on your school life (pre-writing) • Your personal narrative/memoir will be based on a school related incident. Brainstorm 2-3 ideas and bring in the list to share. (pre-writing) <p>In Class: Share ways of teaching vocabulary, spelling and grammar from your CT Share your possible memoir topics with small groups</p>

<p>10/3 Session 4</p>	<p>Reading – What does that mean? What good readers do Comprehension Major Genres Range of texts Selecting reading materials District/state lists (peer editing) Fun w/ language</p>	<p>Read: Chapter 4, Read the article: “Beyond Anthologies-Why Teacher Choice and Judgment matter”</p> <p>Due:</p> <ul style="list-style-type: none"> • Conduct an informal survey of people (at least 4) and ask them what they are reading during the week to discover reading habits. Ask at least 3 students. • Reading Response #4 How will this help you teach English? Be specific and connect the issue of teacher choice. • Rough Draft of personal narrative/memoir (pre-writing) <p>In Class: Peer review of personal narrative/memoir rough draft</p>
<p>10/10 Session 5</p>	<p>Reading Strategies Reciprocal reading, read alouds, pair reading, literature circles, graphic organizers Teaching: Novels, poetry, drama Mapping your CP experience ERWC introduction Preparing for CP I – “7 Things your students want to know” Fun w/ language</p>	<p>Read: Review Chapter 4</p> <p>Due:</p> <ul style="list-style-type: none"> • Interview your CT about his/her teaching calendar • Reading response #5: prepare an overview which includes a calendar of unit and lesson plans for the semester and addresses: • How does your CT organize the teaching of reading? <ol style="list-style-type: none"> 1. Do they teach by genre? Chronologically (connecting with social studies timelines? Certain segments of literary history?) 2. What materials are district required? (bring a District Scope and Sequence if available), what novels are taught at your CP grade level? 3. What novels will you teach? Are they using/infusing new fiction with classics? 4. Is there a poetry unit? Drama? 5. Are the reading assignments connected to writing assignments? how? <p>In Class: Rough draft the 7 things students want to know to use for your first day presentation</p>
<p>10/22 Sessions 6 & 7 Saturday 8:30 – 3 p.m. Bring a sack lunch (Note: guest speaker Doug Fisher scheduled for October 25)</p>	<p>Getting Started: Planning and pacing Rubrics First Day Lesson presentation Collaboration Unit Planning Content standards Fun w/ language</p>	<p>Read: Chapters 10 and 25; ask your CT how they use content standards to plan, do they have a PLC?</p> <p>Due: Bring in your first day lesson plan to present, bring copies for your colleagues It must include:</p> <ul style="list-style-type: none"> • Standards, agenda and purpose • Introduction- including 7 Things students need to know/teambuilding • Student survey or report out • Lesson tying to English pedagogy (see model) • Parent Letter home • Class mgt plan <p>In Class: Present lesson, receive feedback, reflect and revise Read pgs 440-444; Pair share and reflect</p> <p>As a class construct teaching overview chart</p> <p>Rough draft a selected Unit you will be teaching and one in-depth lesson plan using appropriate format</p>

<p>11/19 Saturday 8:30 – 3 p.m. Potluck Sessions 8 & 9</p>	<p>The Writing Process: Pre-writing Writing assignment task sheet Editing Writer’s workshop Writing genres Scripted programs (WRITE), ERWC “They Say/I Say” Author’s Chair Poetry Writing (WHO poem) RAFTS Graphic organizers Hooks: “Appointment with Love” ‘John and Mary’</p>	<p>Read: Chapter 7; Part 1, 2 and 3 of “They Say/I Say” Read Sign-on San Diego Article: Literary Classic Shelved for Writing (see Cougar Course)</p> <p>Due: Final draft of Unit overview and lesson plan which includes:</p> <ul style="list-style-type: none"> • Standards addressed • Big Idea, overarching concept of Unit • Purpose • Agenda for Lesson plan • Lesson plan in SS format (see forms) or ERWC <p>In Class: Assembly of writing project Responses to “They Say/I Say”</p>
<p>11/28 Session 10</p>	<p>Voices from the field-how is it going? Collaborative problem solving Speaking and Listening Drama Readers’ Theatre</p>	<p>Read: Chapter 8 Reading Response #6:</p> <ul style="list-style-type: none"> • Why is speaking and listening so important in today’s classroom? • Draw on your own experiences of today’s communication (texting, etc) as well as the challenges of your students – especially EL and special needs. <p>Due: Personal narrative/memoir packet with pre-writing and final draft</p>
<p>12/5</p>	<p>Final Gathering</p>	<p>All candidate reflection and evaluations in UH 272 or 273</p>

RESOURCES, RUBRICS, ACTIVITIES AND GRAPHIC ORGANIZERS

Reading Response Instructions and Rubric (5 pts. Each)

Required reading responses are due at the beginning of the class session on which they are due. The responses will be used to inform class discussions and activities. Discussions will include summaries, descriptions or reactions to topics from the readings that demonstrate understanding of key concepts.

Reading Reflections **must** include:

- A written summary and/or analysis of the assigned topic that reflects understanding of the key concepts, including comments / analysis from the required readings.
- A reflection of the topic including connections that can be made between the topics and teaching adolescents, **with specific examples from teaching experiences, school observations, or other personal experiences.**

Reading Responses will be graded according to the comprehensiveness of the response, analysis of the response that demonstrates understanding of the issues, insightful connections of the readings to the candidate's experiences with adolescents.

Readings Response Components/Criteria	0 points	1- 3 points	4-5 points
Comprehensiveness	Response did not reference the required readings	Response referenced some of the required readings	Response referenced all required readings
Analysis	Response did not include an analysis of the readings	Response included a partial analysis – of only one aspect and/or partial article / chapter of the assigned readings	Response included an analysis of each aspect and/or each article/chapter of the assigned readings
Insightful Connections	No connections were made between the topic(s) and the student's experiences with adolescents	A connection was made between the topic(s) and the student's experiences with adolescents that did not demonstrate understanding of the application of the reading topic(s) to practice	Connections were made between the topic(s) and the student's experiences with adolescents demonstrating application to practice

9th Personal Narrative Rubric Sample - PUSD
(Staple to the front of your paper when you turn it in!)

****Papers which do not address the topic or which do not meet the length requirement = automatic zero!!****

Content:

1. Hook/Opening:
 - a. Your opening grabs the reader’s attention. Good job! 5
 - b. Your opening is a bit weak. Think of a better way to pique the reader’s interest. 4
 - c. Your opening needs work. Think of something unusual that will grab the reader’s attention. 3
2. Content:
 - a. Your content is strong and creative; your effort at developing your narrative is evident. 5
 - b. You might want to work more at developing ideas and details in your narrative. Also, leave out unimportant details. 4
 - c. You need to spend time thinking through details and adding depth to what you want to say. 3
3. Conclusion:
 - a. Your conclusion is effective. Story wraps up nicely. 5
 - b. Develop the conclusion further. Reiterate the significance of this experience. 4
 - c. Your conclusion needs work. Wrap up the main point of your narrative by focusing on the significance of the experience. 3
4. Theme:
 - a. The theme of “monster” or “discovery” is powerfully communicated. You chose a good experience to relate. 5
 - b. The theme of “monster” or “discover” needs more development—enhance the theme by using more figurative language or by creating suspense. 4
 - c. It’s difficult to tell from this piece of writing why this was a monstrous experience or a time of great discovery. 3

Organization:

1. Sequence of Events:
 - a. The chronology of events was clear. Conflict was intense and immediate. 5
 - b. The order of events was a little confusing. Check to be sure your plot makes sense. 4
 - c. The sequence of events is confusing, and/or it’s difficult to tell whether you are writing in the present or past tense. 3
2. Transitions:
 - a. Your ideas flow smoothly and connect clearly, within and among paragraphs. 5
 - b. You try to connect ideas, but some of your transitions are weak. 4
 - c. Your ideas are not connected, or you have rambled. 3

Fluency:

1. Style/Syntactical Maturity:
 - a. You are developing a strong personal style through your attention to the nuances of language. Paper is enjoyable to read. 5
 - b. Some of your writing is strong, but pay attention to how you construct your sentences - make your paper flow. 4
 - c. Put more of yourself in your writing. Your writing sounds stilted. Manipulate phrases and clauses to make it flow. 3
2. Diction:
 - a. Your paper has excellent word choice and clear wording. 5
 - b. Be more careful about word choice—use vivid words. 4
 - c. Some words don’t make sense in context; others are flat. 3

WRITING ASSIGNMENT TASK COVER SHEET

SCHOOL PERSONAL NARRATIVE/MEMOIR

Attached

- _____ **Assignment Task Sheet Cover**
- _____ **Haim Ginott reflection**
- _____ **School Life Graph**
- _____ **TWPS: ineffective/effectiveteacher**
- _____ **Rough Draft**
- _____ **Peer Review Reflection**
- _____ **Final Draft**

(subtract 1 point for any missing item)

Teacher Comments:

Rubric scores (5 possible for each area):

Content

- Hook/Opening**
- Content**
- Conclusion**
- Theme**

Organization

- Sequence**
- Transitions**

Fluency

- Style**
- Diction**

**J. Rich
EDSS 546A**

Single Subject Lesson Plan Format

1. TITLE OF THE LESSON	2. CURRICULUM AREA & GRADE LEVEL
3A. STUDENT INFORMATION: English Language Learners 1.) Readiness Level 2.) Learning Profile 3.) Interest	3B. STUDENT INFORMATION: Students w/ Special Needs 1.) Readiness Level 2.) Learning Profile 3.) Interest
4. RATIONALE A. Enduring Understanding B. Essential Questions C. Reason for Instructional Strategies and Student Activities	
5. CA CONTENT STANDARD(S)	6. CA ELD STANDARD(S)
7. LEARNING GOAL(S) - OBJECTIVE(S) A. Cognitive B. Affective C. Psychomotor D. Language Development	8. ASSESSMENT(S) A. Diagnostic/Entry Level B. Formative-Progress Monitoring C. Summative
9A. EXPLANATION OF DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS 1.) Content/Based on Readiness, Learning Profile or Interest 2.) Process/Based on Readiness, Learning Profile or Interest 3.) Product/Based on Readiness, Learning Profile or Interest	9B. EXPLANATION OF DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS 1.) Content/Based on Readiness, Learning Profile or Interest 2.) Process/Based on Readiness, Learning Profile or Interest 3.) Product/Based on Readiness, Learning Profile or Interest
10. INSTRUCTIONAL STRATEGIES (Describe what the teacher does. Include differentiation strategies.) A. Anticipatory Set/Into B. Instruction/Through C. Guided Practice/Through D. Independent Practice/Through E. Closure F. Beyond	11. STUDENT ACTIVITIES (Describe what the students does. Include differentiation activities.) A. Anticipatory Set/Into B. Instruction/Through C. Guided Practice/Through D. Independent Practice/Through E. Closure F. Beyond
12. RESOURCES (Attach any materials needed to implement the lesson, such as a power point presentation, graphic organizer, reading...)	

Unit/lesson plan assignment and Rubrics

Single Subject Unit Plan Abbreviated Template for this course assignment

UNIT RATIONALE: ENDURING UNDERSTANDINGS & ESSENTIAL QUESTIONS

What is important about unit? Why does unit matter? How does unit fit into the overall scheme of your course and your “*big picture*” goals for the students? This is an introduction to the Enduring Understanding and Essential Questions.

Enduring Understandings (EU)

What do you want students to be left with at the end of the unit? What do you want students to know and be able to do? Goal is to have students answer the following: Why does it (topic) work? Why does it matter? How will you apply new learning? Write up EU using this format, “*Students will understand THAT ...*”

STANDARDS

Content Standards

Choose 1-3 standards or frameworks that your unit will address. Go to www.cde.ca.gov

ELD Standards

Choose 1-2 standards or frameworks that your unit will address.

UNIT OBJECTIVES

- Using the standard/framework you chose, write an objective(s) that directly addresses your standard or framework. What skills and knowledge does the lesson/unit address?
- Condition: Under what conditions will the students meet objective? –What will you provide and what will the student do prior to performing the objective.
- Verb: What will the student do?
- Criteria: How will you evaluate the student performance?
- Type: Identify if the objective(s) are *cognitive, affective, psychomotor or language*.
Use the Bloom’s Taxonomy of Objectives Graphic Organizers to assist you

IN DEPTH LESSON PLAN AND REFLECTIONS

Provide an in-depth lesson plan and explain how it fits into your unit. Have the lesson plan match the schedule for the school you are assigned for clinical practice. For example, if your school follows a traditional schedule of 5 – 50 minute classes. Refer back to the rubric for the lesson design to make sure you meet all requirements for the lessons. Write a paragraph about why you selected this lesson from the unit to highlight? Is it the hook? Conclusion, most powerful, more interactive, one you think might be most difficult?

UNIT PLAN RUBRIC (ABBREVIATED FOR THIS ASSIGNMENT)

Design Component & Criteria	Approaching	Meets (Including the criteria for Approaching & Meets)	Exceeds (Including criteria for Approaching, Meets & Exceeds)
Unit Context 3 points	Describes the subject/content area, course, grade level & ...	& describes the length of unit, number of class periods and lengths of periods.	& describe where it fits within the year plan.
Unit Rationale 3 points	Explain the importance of unit in the student's big picture of learning & describes the <i>enduring understandings</i> - what student's will know and be able to do at the end of the unit ...	& articulate what <i>essential questions</i> you will use to frame the unit ...	& how it connects with the overall semester plans
Standards and Objectives 3 points	Both CA Content and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria ...	& each objective is labeled by the type (<i>cognitive, affective, psychomotor or language</i>) and number of the standard it addresses...	& how it will support the overall semester/yearly objectives for this high school course
Instruction 3 points	Provide a unit calendar	& outline what is addressed each day (objectives, standards) leading up to the lesson and after the lesson	& how this lesson will impact the unit

Single Subject Lesson Design Rubric

Design Component & Criteria	Approaching	Meets (includes the criteria for Approaching)	Exceeds (includes the criteria for Approaching & Meets)
Title, Curriculum Area & Grade Level 2 points	Provides a title that is related to the lesson activity	& addresses the unit it belongs to and in what curriculum area and grade	& describes where it fits within a unit plan and describes the connections, preceding lessons/subsequent lessons
Student Information 5 points	Identify the names of the students that need differentiation and their identity (ELL Level &/or Special Ed Label)	& describe each of the students developmental needs including readiness level, learning profile and interests	& includes prior successful differentiation strategies for each student.
Rationale 5 points	Describes the rationale for teaching this lesson (<i>big ideas, enduring understandings, essential questions</i>) ...	& addresses how the instructional strategies and the student activities are suited to meet the standard and objective of the lesson...	& explains how the purpose will be shared with students, & explains how the assessment is a valid and reliable way to assess student learning.

Standards and Objectives 3 points	Both CA Content and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria	& each objective is labeled by the type (<i>cognitive, affective, psychomotor or language</i>) and the number of the standard it addresses	& identifies which of the six facets of understanding it is designed to address.
Assessment 3 points	Provides an assessment for each objective and articulates if it is <i>diagnostic, formative or summative</i>	& clearly communicates to students about the expectations (rubric)	& provides a sample of student work.
Explanation of Differentiation 3 points	Describes the differentiation strategy for each student that is an English Learner or with Special Education needs	& each strategy is labeled (<i>lesson content, process or product</i>) and an explanation is provided on how the strategy addresses the students identity and developmental needs (<i>readiness, interest or learning profile</i>)...	& provides how the strategy will be assessed for effectiveness and altered if needed.
Instructional Strategies 5 points	Briefly describes the steps the teacher will take to provide pacing and steps for the lesson	& describes in detail the <i>anticipatory set, instruction, guided practice, independent practice, closure</i> and a <i>beyond</i> activity for lesson and describes the differentiation	& provides script for teacher and times for each instruction.
Student Activities 5 points	Describes what the students will do during the <i>instruction, guided practice, independent practice and extension</i> activities of the lesson	& describes in detail the student <u>activities</u> during the <i>anticipatory set, instruction, guided practice, independent practice, closure</i> and a <i>beyond</i> activities for the lesson & each activity is student centered with multiple opportunities for the teacher to check for understanding	& provides times for each activity and monitoring techniques.
Resources 2 points	All instruction materials are described for the lesson	& all instruction materials are provided, such as the power point, the graphic organizer, sample student work, assignment rubric...	& all instruction materials are described for the unit
Self-Evaluation/reflection 5 points	Provides a written reflections about the lesson describing the actual event	& reflects on the success of the lesson & highlights or circles the criteria that reflects the completed lesson components	& in addition written evidence is provided for student outcomes (product, quiz, presentation, etc.)

FIRST DAY PRESENTATION ASSIGNMENT AND RUBRIC

“You never get a second chance to make a good first impression!”

You will present your ‘first day’ speech to your classmates. This should be the first full lesson you teach when you take over formally on or about October 24th. You will have 15-20 minutes to introduce yourself (to us) as a dress rehearsal and explain your lesson plan (based on the schedule from your site--single period, block, etc.) You must make a strong impression.

Materials to turn in:

- A one page lesson overview that includes setting
- A copy of your management plan
- Your parent letter

Presentation expectations:

One: set the scene for us

Setting – Name of school, description of class and course (English 9, 35 students, 1st period...EL? etc.) Curriculum connection to the course/English pedagogy (see Epic model) and instructional strategies you will use (large group? Circle? Pair/share, tea party?) How will you participate?

Two: Present your simulated lesson (pretend we are your students). Be sure to include (in whatever order fits your plan):

1. Standards, agenda and purpose for lesson
2. Short bio (1) or introduction – be creative, you are talking to high school students! Include the 7 things students want to know as appropriate for this setting and day
3. Expectations, routines and class management plan (rules, consequences –positive and negative)
4. Parent letter to be sent home (with signatures)
5. Community building activity: graphic organizer, life graph, survey, name game?

First Day Presentation Rubric

Area/item	Approaching 1	Meets 3	Exceeds 4-5
Topic and Time	Presentation deviates significantly from assignment and is +/- 50% outside of established time criteria	Presentation is within guidelines for assignment And within +/- 20% of established time criteria	& clearly covers and describes each area of content requirement, is well organized, sequential and easy to follow
Information	Information is missing from the presentation	All information is complete	& all information is accurate, clear and level appropriate for audience and also includes necessary materials (ppt, vocabulary, handouts, etc.)
Insightful Connections	No connections were made between the topic(s) and interest/experience of audience (high school students)	A strong connection was made between the topic(s) and interest/experience of audience (high school students)	& student activities/responses are used to engage all students in the process at a high level through planning and pacing
Elocution	Information is read and monotone	Information is not read, can be heard and easily understood	& presentation is engaging and interesting

AND FINALLY.....SOME THINGS WE WILL DISCUSS OVER THE COURSE OF THE YEAR

1. INSTRUCTIONAL VOCABULARY
 - a. ZPD
 - b. Schema building
 - c. Scaffolding
 - d. Explicit Teaching
 - e. Activate prior knowledge
 - f. Metacognition
 - g. Essential Questions
 - h. Pacing
 - i. Chunking
 - j. Graphic organizers
 - k. Modeling
 - l. Feedback
 - m. Registers

2. GRAPHIC ORGANIZERS
 - a. Advance organizer
 - b. Reciprocal reading/teaching
 - c. Assignment task sheets
 - d. Writing genres

3. CONTENT VOCABULARY
 - a. Academic Vocabulary for students- Burke, page 114
 - b. Glossary of Literary Terms – Burke, page 507

4. FUN WITH LANGUAGE (Such as...)
 - a. Idioms
 - b. Wacky words
 - c. Word origins, or Then and Now
 - d. Palindromes
 - e. Quotes –fun and/or inspirational
 - f. Cartoons