

ENGLISH 381: READING FOR THE ENGLISH TEACHER

Who are you as a teacher and classroom leader? Why teach reading and analysis of text?

Spring 2023

Class: Tuesday and Thursday 3:30-4:45; CCC 323

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Office hours: Monday, Wednesday, and Friday, 10:00-11:00, CCC 207; Tuesday and Thursday 11:00-12:00, CCC 434; Tuesday and Thursday after class for as long as you want; or by appointment, frequently, often 😊 Come talk to me!

Open English 381 co-working time: Mondays 1:00-3:00 on [Zoom](#)

"Let us remember: one book, one pen, one child and one teacher can change the world." – Malala Yousafzai

"The first rule of being a teacher is also being a learner." -- Jereka Thomas-Hockaday

COURSE INTRO/STANDARDS

Congratulations, **you're a teacher**. This is no longer theoretical. This semester, you'll have your own online classroom where you create the learning goals, the essential questions, the discussion prompts, and the assessments. It'll be **you** leading the students, responding to them, and grading their work. As you look ahead to Methods in the fall, and then to student teaching and your own classroom soon thereafter, you have no doubt begun to ask yourself questions about how you will teach your students to read, to make sense of their reading, and to love reading. In order to help clarify and strengthen your beliefs about reading instruction and begin building your professional toolkit, all course readings and activities will help you meet the InTASC Teacher Standards and our aligned goals:

InTASC Teacher Standards	Our Learning Goals	Assessments
1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	A: Learners: The teacher understands how learners grow and develop, including patterns of development, individual learning differences and differences based on culture, and applies that knowledge to create inclusive, appropriate, and challenging instruction and learning environments.	Literacy Journey Annotated Bib Connections Final Exam
2: Learning Differences: The teacher uses their understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards		
3: Learning Environment: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.		

<p>4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>B: Content: The teacher understands the central concepts, tools of inquiry, and structures of English Language Arts; combines and contrasts content to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>Annotated Bib Connections Final Exam</p>
<p>5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>		
<p>6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p>	<p>C: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p>	<p>Connections Final Exam</p>
<p>7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>D. Instruction: The teacher plans and implements instruction that uses a variety of instructional strategies to support every student in meeting rigorous learning goals and building meaningful connections.</p>	<p>Annotated Bib Reader’s Notebook Connections Final Exam</p>
<p>8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>		
<p>9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>E: Reflection and Professionalism: The teacher is engaged in continuous reflection to evaluate their practice and collaborates with others to ensure learner growth and advance their own skills.</p>	<p>Literacy Journey Annotated Bib Reader’s Notebook Connections Final Exam</p>
<p>10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>		

COURSE WORK/ASSESSMENTS

⌘ Reading Postings, Discussion, & Compilation – 10%

Each time that there is an assigned reading for class you have an accompanying Canvas posting or discussion due by the beginning of the period; Canvas assignments, complete with directions, will become available throughout the semester. This ever-growing list of strategies and your accompanying reflections will help you actively engage with the ideas from the readings, help us move toward more meaningful discussions (vs. recap) during our time together, and give you a tangible collection of practical strategies that you will use later in the semester and over the course of your professional career. Final compilations of and reflections on these will also help you synthesize their meaning for your future practice.

⌘ Literacy Journey Paper – 10%

As we begin our time together it is important to build classroom community and to understand that each of us, even as soon-to-be English educators, has had a unique literacy journey. We will draft and workshop this essay early in the semester to help us understand the unique paths that each of us have taken to this point; as we compose our own pieces and read about the experiences of others we will gain insight into how people learn to read and our growing roles in this process.

⌘ Annotated Bibliography – 20%

As we work to understand how to create focused and engaging units for our students, this assessment will help you prepare for one of the most important tasks of English educators: searching for, selecting and justifying (for students, parents and administrators) texts which connect your students to unit themes in varied and meaningful ways. This annotated bibliography, completed individually or with a partner, gives you the opportunity to explore a theme of personal interest and develop a collection of diverse texts that will engage students and assist them in formulating their own response to the essential question(s) in your unit.

⌘ UWSP Connections Project – 50%

All of our early work this semester (the readings, writing, annotated bibliography and novel meetings), will prepare us for and be applied in real ways during the UWSP Connections Project. A collaboration between English 381 students and teachers and students from various high schools around the state, you will work as a member of a teaching team to lead on-line literature circles, interact with students and respond to their work and guide them through projects you develop; in addition, you will also visit them in their classroom, host them during their **May 5th Field Trip Experience** and, of course, reflect on this entire process. Participating in the UWSP Connections Project puts you in the role of teacher and gives you real-world experience in working with your own students on the actual, messy, unpredictable, exciting, and joyful enterprise of reading and discussing literature; it provides you with critical interactions that will help you develop the foundational skills needed for goal-oriented planning and assessment, work which best transpires in functional teaching teams.

⌘ Final Exam Assignment: What Have You Learned About Teaching Reading? – 10%

Having spent a semester focused on the varied needs of our students and practical ways in which we can help others connect to, enjoy, and get the most out of their reading, this final assignment will help you personalize what you have learned.

⌘ 581 only: Extra Set of Documents or Presentation -- reduce all other assessments by 5%, 25%

A supplementary project designed on an individual basis appropriate to your goals. Perhaps a sample unit plan, a presentation on an important topic, or something else.

REQUIRED TEXTS/MATERIALS

⌘ **Purchase Texts:**

- Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*. Portsmouth, NH: Boynton/Cook Publishers, 2000.
- Tovani, Cris. *I Read It, But I Don't Get It*. Portland, Maine: Stenhouse, 2000.
 - **Note:** this text is available as an **e-book from the library**, and you are welcome to use it that way, so long as you have a device with which you can **have the text accessible in class**.

⌘ **Other Materials/Needs:**

- A notebook devoted solely to English 381 work and loose-leaf paper for in-class writing and assignments
- A one inch binder for your Connections Project Workbook
- Regular access to Canvas for postings, updates, etc.
- Google Drive account. It is possible to make one with your UWSP email address.
- Recommended: Laptop or device you can bring to class

POLICIES

- ⌘ **Professionalism & Pursuit of Excellence:** I expect you to come to class, to do your work well and on time, to keep your commitments to the group members with whom you work, and to take a part in establishing a caring, mutually helpful, and respectful educational community, and generally have Best. Teacher. Ever. energy. These are all skills and dispositions expected as part of the professionalism of teachers and are delineated in the Wisconsin teacher licensing standards (see <http://tepd.dpi.wi.gov/resources/teacher-standards>); you will become very familiar with these expectations seeing as they will be used in formal and summative ways as you progress through the English Education program and work to meet Wisconsin's licensing requirements. To see the specific application of these dispositions to UWSP's English Education program, see the following pages.
- ⌘ **Late Work:** Given the highly collaborative nature of all that we do, late work will frequently cause problems for others and will therefore negatively impact your grade, resulting in reduced scores for in-class activities and/or on-line assessments. When work is individual in nature, and *if you are proactive* in arranging alternate due dates when complications arise, I am likely to help you work through these situations without penalty.
- ⌘ **Absences/Tardiness:** You are expected to attend **all** scheduled class sessions/meetings and to be on time, respecting the collective commitments we have made to the course and our time together. I understand, however, that "life happens" and sometimes, due to illness or unforeseen circumstances, you may not be able to be with us in person. On such occasions you should **e-mail/contact me as soon as possible** so that I can make any necessary adjustments and help classes run smoothly; you should also check Canvas for class activities/materials and contact group members if applicable. Research and data shows that teacher effectiveness decreases the more that they are absent; you will find that your effectiveness decreases the more that you are absent, too. Repeated absences or tardiness may also result in reduced scores for in-class activities and/or on-line assessments.
- ⌘ **Stress and Resilience:** You're going to grow **a lot** this semester. As you build and embody a teacher identity, you'll sometimes be overwhelmed, be stressed, doubt yourself, wonder why you're here, or otherwise be frustrated, confused, and feeling alone. **Please come talk to me.** While I'll ask for a formal conference with everyone a few times a semester, you're welcome to make an appointment with me or just stop by to see me whenever you like. I'm your person. I believe in you. I care about you. I want you to feel good about the work that you're doing and about yourself. Note: While I know you might be panic flailing, dying would mean that you missed multiple classes, had late work, let your community down, and made me sad. There is absolutely no dying allowed.

⌘ Dispositions and Policies for English Education

(passed by Department of English 5-11-11)

As a pre-service English teacher, you will learn a tremendous amount about how to plan for your classes; you will develop your teaching philosophy and your approach to classroom community and management; and, along with these things, you will grow in professional dispositions. Dispositions are attitudes and values which form part of the ten standards by which Wisconsin teachers are evaluated all through their professional careers. Each teacher standard includes knowledge, skills, and dispositions. The UWSP School of Education dispositions document, which you received on your first SOE advising, lays out the key dispositions. This English Education document moves from the general concept to the practical application and sets out accompanying policies. Best of luck to you as you master the skills below, and as you move through your pre-service years and into your own classroom!

Diversity / Inclusive Excellence

Junior Methods Block

You should demonstrate these skills during and by the end of your junior English Education methods block and in English Education 395

- Consider and incorporate multiple intelligences
- Make adaptations and modifications for students with special needs
- Appreciate other diversities, for example, racial, ethnic, class, gender, and sexual orientation

Senior Methods Block

In addition to the junior block skills, you should demonstrate these skills during and by the end of your senior English Education Methods block.

- Learn to differentiate instruction in projects and choice projects
- Write lessons according to your knowledge of different learners
- Develop professional relationships with students and apply what you know of them to your community and planning
- Examine your assumptions, and purposely seek to remove bias in communication

Responsibility for Self, and Teamwork

Junior Methods Block

- Strengthen communication skills (checking in, discussion, etc.)
- Schedule and manage your time effectively
- Learn appropriate flexibility
- Become comfortable with professional negotiations, such as compromising
- Admit your mistakes; Take criticism
- Support each other under stress
- Respect others; be kind and tactful
- Keep commitments
- When you foresee difficulty, ask for help from instructors or supervisors

Senior Methods Block

- Take initiative
- Pace yourself and make deadlines; don't procrastinate
- Set your own deadlines
- Understand your personality and roles in groups
- Know when you need help
- Don't take yourself too seriously
- Aim for serenity
- Measure your success by the success of the group

Reflection

Junior Methods Block

- Use journals and regular reflections to enhance self-assessment and self-awareness
- Value the process of reflection
- Examine who you are now, who you have been, and your relationships with other people

Senior Methods Block

- Reflect more independently
- Consider academic, professional, and personal goals
- Make changes and adjust from reflections
- Integrate outside criticism into self-reflection—put it into practice

Creativity and Critical Thinking

Junior Methods Block

- Collaborate and improve/adapt through that collaboration
- Question more deeply; ask dense questions
- Adapt resources; make them your own

Senior Methods Block

- Think on your feet
- Look at the big picture, and use long-term planning, circling, and scaffolding
- Be more than prepared: have back-up activities

Perseverance for Excellence

Junior Methods Block

- Establish strategies to help you meet your goals
- Focus on the positive
- Work hard even when stressed
- Be aware of what's expected professionally and rise to the challenge

Senior Methods Block

- Ask for and respect feedback from others
- Join the wider professional community; consider professional online communities or professional conferences
- See hard work as a positive thing
- Be aware of increasing expectations as you move through your professional career, and internalize them

Professionalism

Junior Methods Block

- Dress professionally in field placements
- Dress modestly in professional settings
- Don't make excuses; instead, follow through on your responsibilities
- Be honest
- Develop an awareness of personal and professional boundaries

Senior Methods Block

- Work professionally with parents and colleagues in schools
- Learn and practice self-care and community responsibility in challenging times
- Develop your sense of humor; laugh at yourself from time to time
- Interact appropriately according to personal and professional boundaries
- Exhibit integrity in word and action

Policies

- I. If an English Education student is not exhibiting the appropriate professional dispositions, then the instructor will meet with the student, talk over needed growth, make a plan for improvement, and inform the English Education Committee of the conversation and its outcomes.
- II. If the student continues not to exhibit the appropriate professional dispositions, **either**
 - (a) The instructor, in consultation with the English Education Committee, may work further with the student on the problem, as in Step I.,

or
 - (b) The English Education Committee may refuse the student permission to continue in the English Education program.

Literacy Journey Essay

(10%) (60 points)

As we begin our semester together, one in which we seriously contemplate who we will be as reading (and writing) instructors and how we will approach these issues with our students, it is equally important that we first consider how we have arrived at this juncture in *our* lives. Although pursuing similar paths as future English educators, we have each walked individual paths as we were introduced to reading and developed as literate individuals.

In this essay, therefore, you will consider your personal literacy journey. Building off of the pre-writing activities we'll begin as a class, you'll then draft your essay outside of class, revise it during in-class workshops, and then publish your final draft on our Canvas discussion board. We will read each other's essays, respond on Canvas, and discuss them in class as a way of building classroom community, understanding the unique path that each of us has walked, and considering how we will guide our future students who, like us, arrive in our classrooms with diverse reading and writing experiences.

Learning Goals for this Assessment:

- **Learners:** Analyze on your own journey to literacy and those of others, so that you will have a greater understanding of the possible needs of future students.
- **Professionalism:** Practice and demonstrate the sorts of professional writing skills needed as teachers communicate with students, parents, colleagues, and the wider community, including the ability to focus for audience and purpose; the ability to develop ideas with clarity, interest, and persuasiveness; and the ability to edit correctly.
- **Professionalism:** Join this particular learning community. Reveal something of who you are, and find out about those who are around you.

Basic Requirements:

1. Write about 1,000 words in length (or however long it needs to be to say what you want to say); that equates to roughly two to three double-spaced pages.
2. As with any good essay, have a clear sense of your purpose and audience, and carry your purpose all through the essay with your chosen readers in mind. Help us, as future English educators, understand how the details you choose to share were important to your development as a literate individual.
3. Although you will certainly have a number of thoughts that you might want to share with us here you are, as with most writing, better off choosing a specific focus; giving us more complete details about two or three key aspects of your journey is far more effective than providing us with a laundry list of thinly developed details. Be selective as you write, reflecting on core ideas and using carefully-chosen and thoroughly-developed details to convey images and emotion to your readers.
4. Finally, please observe all the appropriate conventions of the language; be sure to carefully edit your final essay and to follow general MLA formatting guidelines. Additionally, you should take some care with how the essay looks on the page; images, borders and other graphics should be used to personalize the document and supplement the writing.

Literacy Journey Essay Rubric

	Exemplary	Proficient	Acceptable	In Need of Improvement
Learners	Stories and details enhance your ability to describe your literacy journey; their role in your development as a literate individual is obvious. Specifics come to life on the page with action and verve.	Stories and details display your literacy journey, focus the narrative, and support your reflections. Details are developed and engaging.	Stories and details are predominantly related to the literacy journey and the ways in which they tie to your development are clear. Examples create a reserved impression of the author.	Stories unconnected to each other or to the prompt. Examples are general or undeveloped.
	Evaluates how their own cognitive, linguistic, social, emotional and physical development influenced your journey.	Analyzes how their own cognitive, linguistic, social, emotional and physical development influenced your journey.	Reports how their development influenced your journey.	Blames others for the outcome of their journey.
	Reflections are insightful, specific, and applicable and reveal who you are because of each unique experience.	Reflections considers your growth and change and why these experiences are meaningful.	Reflections are generic or lifeless.	Readers may have only a vague sense of who you are and/or why examples matter.
	Views their own journey as an asset for their teaching.	Views their own journey as a resource for their teaching.	Views their own journey as neutral to their teaching.	Views their own journey as a deficit to their teaching.
Reflection and Professionalism	The writing itself is clear and fluid; word choice is exact, sentences are varied, and the piece has been carefully edited so as to enhance the message. Graphics and/or other visual flourishes enhance the writing and visual appeal of the piece.	The writing is clear and fluid; word choice is thoughtful, sentences are purposeful, and the piece is edited to show the author's competence. Graphics and visuals demonstrate the stories.	The writing is generally clear, fluid and varied. Editing errors are small and infrequent and therefore do not interfere with the author's overall message. Attempts at incorporating visuals have been made; both generally work well.	The writing includes awkward constructions and/or grammatical and mechanical errors; these issues are frequent and may make it difficult to follow the author's writing. Visuals distract from the intended message.
	Reveals unique details about your life and journey that help the reader get to know you.	Reveals interesting details about your life and journey that help the reader get to know you.	Shows specific details about your life and journey that help the reader get to know you.	Bland, generic, and vague; the essay reveals nothing about your life or journey

Reader's Notebook Compilation and Reflection

(10%) (60 points)

Each time that there is an assigned reading for class you have an accompanying Canvas posting/upload due by the **beginning** of the period; Canvas assignments, complete with directions, are already available. As you post, keep a running document to which you add each subsequent posting, with the most recent posting at the top of the document; do please back up this document!

Learning Goals for this Assessment:

- **Instruction:** Analyze, evaluate and begin to apply the philosophies and strategies in the reading, so that we can build with discussion and application
- **Reflection and Professionalism:** Synthesize ideas and reflect on your growth in skills and teacher identity

Basic Requirements:

1. After each assigned reading, complete a posting following the directions/prompts outlined in the Canvas assignment.
 - Upload your response by the beginning of each class.
 - Add new responses to the *beginning* of the document (i.e. reverse chronological order)
2. At the time that this **compilation** is due, **do two additional things**:
 - Complete any posting or prompt which you missed along the way
 - Add a final reflection considering what you have learned from the course readings and how they will impact your future practice as a reading instructor. You will find more detailed prompts for this reflection in the dropbox instructions.

Grading:

This assignment will be scored on completion. If your posts are complete, on time and thoroughly respond to the provided prompts your postings will receive full credit. If your postings are late, they will lose 25% of the available points.

Annotated Bibliography

(20%) (120 points)

As we work to understand how to create focused and engaging units for our students, this assessment will help you prepare for one of the most important tasks of English educators: searching for, selecting and justifying (for students, parents and administrators) texts which connect your students to unit themes in varied and meaningful ways. This annotated bibliography, **completed individually or with a partner**, gives you the opportunity to explore a theme of personal interest and develop a collection of diverse texts that will engage students and assist them in formulating their own response to the essential question(s) in your unit.

- **If** you choose to work with a partner:
 1. The length requirements are the same, but your additional commitment is to meet with your partner **at least three times** for an **hour each time** to talk over or work on the research and writing for this project.
 2. You and your partner will **keep a general record** of your meetings; you will also **each** write a note reflecting on what you have individually learned as a result of each meeting.

Learning Goals for this Assessment:

- **Learners:** Each of you will be able to choose texts and topics for a specific student audience.
- **Content:** Each of you will be able to locate diverse, quality literature to teach for a variety of purposes.
- **Instruction:** Each of you will apply how to pair strong, engaging, and creative strategies and activities with texts, and how to combine texts and activities to push student learning and create opportunities for students to respond to the local and global issues in the texts
- **Reflection and Professionalism:** Each of you will practice writing and presenting yourself professionally and reflect on how such work impacts your development as an educator.
- **Reflection and Professionalism:** *If you choose to work with a partner*, you will enhance your ability to collaborate with others, discuss issues of practice and reflect on how such work impacts your development as an educator.

Individual/Partner Requirements:

1. **Choose a theme, essential question, a grade level, and three learning goals.** Choose an essential question and learning goals which you believe you may want to use for a unit in your CULPA in your fall Methods block, or at least that you would enjoy teaching in the next few years.
 - For example, your theme could be Love and an essential question could be: *What is true love?*
 - Your learning goals might zoom in on a specific literary device or analysis skill, compare and contrast interpretations of works, or practice non-fiction interpretation. Use the Analyze level or above Bloom's verbs. Include at least one piece of academic language in each goal. Make the goals straightforward and easy to understand.

2. **Locate strong texts available on your topic which would address your essential question and fit your grade level.** Overall, choose texts that engage and are appropriate for students in the grade level you're aiming at, that answer your essential question in various ways, and that include various voices and authors of various backgrounds--race, gender, LGBTQIA+, disability, etc.
 - Include the following types of texts:

<ul style="list-style-type: none">✓ ___ Five novels for literature circles✓ ___ One full-length, quality, nonfiction text OR one full length drama OR a full-length musical soundtrack✓ ___ One film (not an adaptation of an included text)✓ ___ At least three poems✓ ___ At least two short stories	<ul style="list-style-type: none">✓ ___ At least three articles✓ ___ At least five songs, short videos, or video clips✓ ___ Three images, whether photographs, paintings, or propaganda✓ ___ At least five more texts in a genre of your choice, including podcasts, social media, letters, kids' books, the above genres, etc.
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 - **Note:** You should actually **look at every item** you include to ensure that it is an appropriate selection; you can request books and other materials through the Portage County Public Library and the UWSP library, or reading summaries and/or reviews for major texts on websites such as www.commonsemmedia.org or even www.amazon.com may be helpful, although you do not need to read or view each item fully.

3. **Using professional voice and style, write:**
 - (1) Full **bibliographic information**, in correct MLA style, for **each** item.
 - Help @ <https://owl.english.purdue.edu> > MLA
 - (2) A concise **annotation** for **each** item, which describes why you choose it, including how it helps teach the learning goals, how it addresses the essential question, and why it's a good pick for your grade level of students. (One paragraph)
 - (3) An explanation of **how each item might be used in teaching**; this means that you should include a *strategy or activity* that you will use to teach the item. Do use strategies and activities from Burke and Tovani or other resources, or create your own. (One paragraph.)
 - **At least five** times, create a lesson plan sequence where you A) have multiple activities that work with one item, to analyze that one text in more depth, or B) have a set of activities that juxtapose texts against each other, or C) do critical literacy (Perhaps multiple paragraphs)
 - (4) **A final reflection** on what you have learned about finding texts for your students to read, matching strategies with texts, and creating lesson plan sequences. (Multiple paragraphs)

4. **If you have chosen to work with a partner each of you must separately include:**
 - (1) A **general outline** for each of your 3+ meetings detailing the work that you did and the topics that you discussed.
 - (2) **One to two solid paragraphs** of reflection *per meeting* considering what you learned about yourself, your partner, and the process of selecting text with others as a result of this time spent together.

Annotated Bibliography Checklist

1. Are you: working on your own working with a partner
 - **If** you are working with a partner
 - Have you met three times for an hour each time to work on or discuss the project together?
 - Have you added a record of your meetings (place, date, times, general outline or conversation)?
 - Have you included 1-2 paragraphs of reflection per meeting (about partner/self/text selection)?

2. Have you chosen:
 - A topic? _____
 - An essential question? _____
 - A grade level? _____
 - Three learning goals that start with Bloom's verbs? (Use Analyze or Evaluate level)
 1. _____
 2. _____
 3. _____

3. Do you have:
 - Five novels which you could use for literature circles? (Each student will read ONE of these five novels.)
 - ✓ Do the novels provide a variety of appropriate Lexile levels for effective differentiation?
 - ✓ If it's hard to determine the Lexile level, do you have good reason to think the novels fit the reading level of your grade?
 - One full-length, quality, nonfiction text **OR** one play **OR** musical soundtrack?
 - One film (not an adaptation of any of the novels, the play, the musical, or the nonfiction text)
 - At least three poems
 - At least two short stories
 - At least three articles
 - At least five songs, short videos, or video clips
 - Three images, whether photographs, paintings, or propaganda
 - At least five more texts in a genre of your choice, including podcasts, social media posts, letters, the above genres, etc.

4. For the selections above:
 - Did you write a complete bibliography in correct or fairly correct MLA style?
 - Paragraph 1: Did you write a concise annotation for each item (approximately 50 words) explaining how it fits your essential question and learning goals, why it's an engaging choice for students at your grade level, and generally why you think it's strong?
 - ✓ Have *you* reviewed each item individually?
 - ✓ Did you check other reviews to ensure that every piece is appropriate for the age and maturity level of your students?

- ✓ Do the selections overall represent a variety of windows and mirrors and include authors from a variety of backgrounds--race, ethnicity, gender, LGBTQIA+, disability, religion, etc.?
 - ✓ Is every piece purposeful and engaging for students at your grade level?
 - ✓ Did you make sure to put every annotation in your own words and not to copy any language off an internet site or other source?
 - Paragraph 2: Did you briefly explain a Burke, Tovani, or other strategy or activity you might use to teach the learning goals using that text?
 - ✓ Is it clear how that activity teaches the learning goals of the unit?
 - ✓ Do you have a variety of activities included, including activities that work for various learning styles and multiple intelligences, and some activities that get students moving around the classroom?
 - ✓ Note: Since you'll be teaching all five of the lit circle novels at the same time, it's okay and good to use the same strategy for each one.
 - Paragraph 3: At least five times, did you explicitly connect texts together, explaining the lesson plan sequence you would use to connect and juxtapose texts against each other to reach deeper or more complex conclusions or do critical literacy?
 - ✓ Note: Students read only one of the five lit circle novels. Every student reads ALL of the other texts. If you connect a text to a lit circle novel, connect it to ALL of the lit circle novels.
 - Did you order the texts in the order that you'd use them in the classroom?
 - Did you write in a professional voice and style, like you're talking to an administrator or parent at your school?
5. Have you reviewed Erica's feedback and made revisions based on it?
 6. Have you checked the rubric, self-assessed, and made revisions based on that self-assessment?
 7. Did you write an overall reflection of at least a few paragraphs on what you have learned about A) finding texts for your students to read, B) creating balanced text sets, C) creating activities and assessments for students to think about and learn from, and D) pairing specific texts together to reach deeper or more complex conclusions or facilitate critical literacy?
 8. Did you complete and submit each stage of this project on time?

Final Annotated Bibliography Rubric

	Exemplary (10)	Proficient (9)	Acceptable (7)	Unacceptable (6-0)
Learners: You know how learners grow and develop	All texts are engaging and appropriate for students at this grade level, and fall into an appropriate Lexile range.	All texts are developmentally appropriate for students at this grade level, and fall into an appropriate Lexile range.	Single texts are developmentally inappropriate this grade level or fall into an inappropriate Lexile range.	Many or major texts are developmentally inappropriate for this grade level.
	Exemplary (10)	Proficient (9)	Acceptable (7)	Unacceptable (6-0)
Content: You know how to locate strong and appropriate texts for your students to read.	All texts specifically connect to the theme and essential question	All texts clearly connect to the theme and essential question	Texts generally connect to the theme and essential question.	Texts seem unconnected to the theme and essential question.
	Texts include a wide variety of voices and author backgrounds, windows and mirrors.	Texts include some variety in voices and author backgrounds, windows, and mirrors.	Texts speak mostly from one voice with sporadic other voices, windows, and mirrors.	Texts speak from only one voice.
	Activities offer opportunities to approach academic language skills in multiple ways, showing the progression of complexity in skills.	Activities offer opportunities to approach academic language skills in various ways, showing the nuance & complexity in the skills.	Activities offer opportunities to approach academic language skills in repetitive ways.	Activities offer one instance of approaching each academic language skill.
	Plans anticipate student misconceptions and gaps in schema and pair texts or use learning activities to address this.	Plans anticipate where students may have gaps in background knowledge and provide texts to address this.	Plans anticipate students' lack of background knowledge and include direct instruction to address this.	Plans assume that students know things or have similar life experiences to the teacher.
	Exemplary (10)	Proficient (9-8)	Acceptable (7)	Unacceptable (6-0)
Instruction: You can apply in some detail a range of effective strategies to help students understand and	Learning goals focus on literary analysis skills and use specific academic language. Goals are tight, specific, and concise. Goals complement each other. Goals are written for a student audience.	Learning goals focus on literary analysis skills and use specific academic language. Goals are straightforward. Goals each tackle individual concepts. Goals are written for a student audience.	Learning goals pack many literary concepts together into complex goals. Goals overlap. Goals are written for an adult audience.	Learning goals name concepts other than academic, literary analysis skills, or are very broad or wordy. Goals are repetitive or written for an individual teacher audience.

engage with reading and meet the learning goals.	Texts are purposefully matched with a strategy or activity that works the best for them to meet the specific learning goals.	Texts use a range of strategies to help students analyze, evaluate, and synthesize them around specific learning goals.	Texts use a range of strategies to help students analyze them that vaguely link to the specific learning goals.	The learning goals seem unconnected to the texts.
	Activities are creative, varied and engaging, and include a wide variety of ways to analyze literature, including movement around the classroom, art and graphic, discussion, writing to learn, graphic organizers, and acting or embodying the learning.	Activities are varied and include a wide variety of ways to analyze literature, including movement around the classroom, art and graphic, discussion, writing to learn, graphic organizers, and acting or embodying the learning.	Activities are varied and engaging, and meet multiple learning styles, including movement around the classroom, graphics, and discussion.	One way of learning heavily dominates the activities. Students sit in desks, stationary, for most of the activities. Students work individually for most of the activities.
	When appropriate, texts or activities are scaffolded to dig deeper into the specific learning goals, to analyze one text through multiple learning goals, or to create opportunities for critical literacy.	When appropriate, texts or activities are combined to reveal deeper interpretations, to analyze one text through multiple learning goals, or to create opportunities for critical literacy.	When appropriate, texts or activities are combined to provide more practice around one learning goal in the same text.	Texts or activities seem to be combined randomly or without intention to how they could work together to reveal new learning.
	Exemplary (10)	Proficient (9-8)	Acceptable (7)	Unacceptable (6-0)
Professionalism: You are writing in a professional voice and style, you've carefully tailored your message for an administrative or parent audience.	Original, concise, convincing annotations and justifications.	Original, concise annotation and justifications.	Annotations are excessively wordy or occasionally verbatim from outside sources.	Annotations are completely taken from outside sources.
	Writing is from a teacher perspective. The tone is professional and formal. The writing is clear and fluid--word choice is exact, sentences are varied, and the piece is carefully edited to enhance the message.	Writing is from a teacher perspective. The tone is familiar while at the same time professional. Writing is clear. Small editing errors are infrequent and do not interfere with the message.	Writing refers to author's student experience. The tone leans casual. Writing is generally clear though it can be repetitive. A few editing errors get in the way of meaning.	The tone is informal, sloppy, and blatantly unprofessional. The writing includes awkward constructions and/or mechanical errors; these issues are frequent and make the writing difficult to follow.
	The annotations exactly conform to MLA formatting and allow readers to find sources easily.	The annotations generally conform to MLA formatting and allow readers to find sources.	Annotations broadly use MLA formatting, allowing readers to eventually find sources.	Annotations veer dramatically away from MLA, leaving readers unable to find sources.

Only if you worked with a partner:

	Exemplary (0)	Proficient (-2)	Acceptable (-4)	Unacceptable (-6)
Professionalism: You demonstrate your success or growth in teamwork	You thoughtfully reflected on what you learned about collaboration, professionalism, and teaching from your work with your partner. You comment on how you grew as a team member.	You thoughtfully reflected on what you learned about collaboration, professionalism, and teaching from your work with your partner.	You reflect on how you and your partner worked together and how that determined your outcomes.	You blame your partnership for your outcomes.

UWSP Connections Project

(50%) (300 points)

Mark Friday, May 5, on your calendar. We'll be with our Connections students for a significant portion of the day.

For this project, you will work with a co-teacher (or co-teachers) to lead a group of students from **Bangor High School, Jefferson High School, and Oakfield High School**. A collaboration between UWSP professors, students, and the teachers and students of these Wisconsin high schools, you will work as a member of a teaching team to lead on-line literature circles based on an essential question. Assuming the role of teachers in these on-line literature circles, you will interact with students, respond to their work and guide them through assessments that you and your partner(s) develop; in addition, you will also visit your students in their physical classrooms, host them during their **May 5th** Field Trip Experience, of course, reflect on this entire process. Participating in the UWSP Connections Project puts you in the role of teacher and gives you real-world experience in working with your own students on the actual, messy, unpredictable, exciting, and joyful enterprise of reading and discussing literature; it provides you with critical interactions that will help you develop the foundational skills needed for goal-oriented planning and assessment, work which best transpires in functional teaching teams.

Key History:

- The English 381 class undertook this project for the first time in 2007 as a grant-funded, research project, and continued the project in subsequent years as a teaching project. It's been funded by major grants from the Wisconsin Humanities Council, by the Institute on Race and Ethnicity, and by the UWSP College of Letters and Science Enhancement Fund.
- In the second year, UWSP was awarded, on behalf of this project, then called the Literature Circles Diversity Collaboration, the state of Wisconsin Ann Lydecker Educational Diversity Award.

Learning Goals for this Project:

This is an ambitious project, which is designed to help you grow in all the ways teachers need to be strong. Look at the ten standards by which Wisconsin teachers are licensed; you will see that each of them is targeted in this project.

- **Learners:** You will create relationships with students, foster a warm, collaborative and welcoming classroom community, and differentiate your instruction for all learners.
- **Content:** You will analyze the text using the modes and strategies of English Language Arts and create learning opportunities for students that allow them to personally respond to the text with critical thinking.
- **Instruction:** You will learn to plan purposeful and effective instruction for your students. This includes designing strong learning goals for this unit you are teaching them, designing your instruction to help students accomplish the learning goals, questioning them so that they learn to think critically about literature and life.
- **Assessment:** You will design assessments which not only give them the chance to demonstrate what they have learned but also give them another major learning opportunity and create connections between the literature and local, national, and global culture.
- **Reflection and Professionalism:** You will interact with students, peers, and supervisors in a positive and professional manner and learn more about the dimensions of the teaching profession, including insight into urban versus suburban and rural schools, a sense of how students with different cultural backgrounds and gifts perform and can be supported, and who you are as a teacher.

UWSP 381 Teachers – Steps/Requirements

Here's what you will be doing, both early on in the course as preparation for this project *and* as your interactions with students officially begin:

*Expect lots more details and instructions in a separate document closer to when The Connections Project begins.

1. Read and discuss a variety of texts around a theme, including short stories, articles, photographs, poetry, songs, news clips, primary documents, etc.
2. Work as a co-teaching team to backwards design your curriculum and lesson plans, including your crafting essential questions and learning goals, and choosing texts.
3. Reflect in a Canvas folder open to UWSP students, teaching assistants, and teachers throughout the project.
4. Before posting weekly prompts for the students, you must implement (or consider and decide against implementing) revision suggestions on the prompts from the project's various teachers:
 - o Erica Ringelspaugh, UWSP Professor
 - o Brittany Freymiller, Bangor English Teacher
 - o Christina Peterson-Gianunzio, Bangor Special Ed Teacher
 - o Lissa Carlson, Bangor English Long-Term Substitutue
 - o Kokie Larson, Jefferson English Teacher
 - o Shannon Lagore, Oakfield English Teacher
 - o Taylor McFarlane, UWSP Connections Teaching Assistant
 - o Kirsten Faulkner, UWSP Connections Teaching Assistant
5. Respond to your students' postings.
6. Develop and assign final assessment options and create the accompanying checklists and rubrics for your student groups. Before posting the assignment for your students you must implement revision suggestions for your directions, checklist, and rubric.
7. Respond and provide guidance online as students create their projects.
8. See the project presentations, respond to them, and score them
9. With a partner or individually, visit two of the high schools for a full instructional day. Shadow your teacher-mentor and get involved in the classroom as much as you can. Meet your students and lead short activities or lessons.
 - **Note:** *You must work out any absences with the UWSP instructors of the classes you might miss with tact, diplomacy, and professionalism.*
10. Spend the day of **Friday, May 5** as part of the field trip.

High School Students – Steps/Requirements

Here's what the high school students will do:

1. Consider the essential questions. Choose one of them to investigate as part of the project.
2. Be placed in a small group. Each group will include students from **all** schools, and conversation will concern the shared text as well as thematic connections to students' lives.
3. Respond to the prompts which their student coaches from English 381 (two or three of you per group) post, using Canvas.
4. Individually or in small groups at their own schools, create a final project for their book. Their student coaches will assign the project to the groups.
5. Participate in the Field Trip Experience on **Friday, May 5th**. They will present their projects to you and to other students and do a variety of activities.

Exemplary Evidence of meeting standards	Criteria	Concerns Areas for growth
	<p>Learners (60): You created strong relationships with your students, responding to them as individuals. In your forums, in your school visits, and during the field trip day, you created welcoming, safe, respectful, and inclusive environments through the use of Discussion Space Guidelines and Norms, the Small Group Development model, and other methods.</p> <p>You chose texts and compiled an overall text set that challenged readers, that allowed for windows and mirrors, that used culturally relevant material and that was appropriate and engaging for your students.</p> <p>You utilized appropriate and effective educational psychology to motivate learners, accommodate learners, and create safe and inclusive learning spaces.</p> <p>In your forums, assessments, and feedback to students, you differentiated instruction to students' individual and collective needs, tailoring each interaction to the specific student, offering ways to review and build on previous concepts, creating opportunities for learners with various skills, preferences, and learning styles to engage with the text and learn the skills, and adjusting instruction based on individual and whole group performance.</p>	
	<p>Content (60): You analyzed your texts for higher-level literary devices and literary criticism modes, including connecting the text to broader local, national, and global issues, looking for the larger themes, commentary and advocacy.</p> <p>You broke down the central elements and academic language of English Language Arts into digestible, clear, straightforward direct instruction and example. You demonstrated how the literary terms interact with each other.</p> <p>You anticipated student schema and misconceptions, and provided experiences and materials designed to build these funds of knowledge.</p> <p>In your forums, your assessments, and your field trip lessons, you created learning opportunities for students to personally connect to and respond to the text with critical thinking.</p>	

	<p>Instruction (60): In your online work with your students, you wrote precise, rigorous learning goals and thoughtful essential questions, and you created excellent prompts which helped students grow in the learning goals you laid out for them.</p> <p>You utilized backwards design to plan and scaffold your instruction.</p> <p>You use student choice, technology, modeling, gradual release of responsibility, collaboration, and metacognition to engage all learners.</p> <p>You used helpful open-ended, critical thinking questioning techniques and activity strategies to elicit student thinking and learning that directly supported your learning goals.</p>	
	<p>Assessment (75): Your project assignment used multiple intelligences, balanced the choices for equal levels of difficulty and exertion, and provided students with meaningful and feasible ways of responding to their reading. It both showed what students had learned and took them further in their knowledge and understanding of your learning goals.</p> <p>Your checklist and rubric was helpful, precise, easy to follow, and equitable.</p> <p>You gave helpful, individualized feedback that helped learners to grow and perform better on the postings and assessment.</p> <p>You continuously monitored student learning, reflecting and adjusting your instructional plans when appropriate.</p> <p>You analyzed assessment data to draw conclusions about learners and your own teaching.</p>	
	<p>Professionalism (45): You truly collaborated with your co-teacher and field trip-planning colleagues, using each other’s ideas to keep creating better instruction and assessment. You kept commitments and worked through decisions together.</p> <p>You communicated professionally with Connections Teacher Mentors and others, getting needed approvals and responding positively to feedback.</p> <p>You reflected with insight and intention, showing that you have thought carefully about what the project has meant for both you and your high school students.</p>	

Final Exam Assignment:
What Have You Learned About Teaching Reading?
(10%) (60 points)

Your final exam assignment is to write a paper, create a list, make a poster, create a drawing with words, embroider a needlepoint, make a video, or in some other form to present your final understanding of what you have learned this semester about teaching reading.

The Learning Goals for this Assessment are *truly encapsulate all that we have focused on this semester including:*

- **Learners:** Develop approaches which help you better understand and meet the needs of your students and purposefully integrate these approaches into your instruction
- **Content:** Curating texts, ELA academic language, and various perspectives in a perpetual learning cycle.
- **Instruction:** Determining which instructional strategies best reflect your teacher self
- **Assessment:** Examining ways to foster all student’s learning
- **Reflection and Professionalism:** Actively and purposefully reflect on your own and others’ experiences as growing readers and to consider the implications of this information on your approach to teaching and your teaching persona.

Basic Requirements:

This is a very open assignment. You will present it at the final exam, so your audience includes me and the class. You may also decide to keep it, perhaps to post in your future classroom, so another important audience is you. The qualities that I will look for when grading this assignment include:

- **Thoughtfulness**—I’d like to see that you have thought deeply and widely about the question of what you’ve learned about teaching reading.
- **Voice**—this assignment should sound like and look like you. Those of us who know you well should see this assignment and think, “Yes! That’s so _____!”
- **Crafting**—it’s clear from seeing or listening to the assignment that you have bothered with good crafting, whether that’s a matter of artistry with needlepoint, attention to punctuation and mechanics, work with video recording and the incorporation of titles, graphics and transitions, or whatever.

Meanwhile, as we move through the weeks ahead, beginning with the intense reading, the literacy journey essay, the work on the annotated bibliography, the creation of prompts and projects for our students, the visits to schools, the responses to student work, and the day of the campus visit, be thinking about the overarching question. Make a section of your notebook where you can record your thoughts, so that when it’s time to complete this project, you will have a full semester’s mulling of the question as a resource.

English 381 Calendar and Schedule

		Sunday/ Monday	Tuesday	Thursday	Friday
Week 1	Reading, Writing and Other Work Due (start of class unless otherwise noted):	<p>Sunday, January 22 Watching: Introduction to Erica</p> <p>Watching: Introduction to English 381</p>	<p>Tuesday, January 24</p>	<p>Thursday, January 26</p> <p>Reading:</p> <ul style="list-style-type: none"> ● Burke, “Establish a Reading Culture,” pp. 1-28 ● Tovani, Chapters 1 and 2 ● With a partner, choose one short story: <ul style="list-style-type: none"> ○ “Brotherly Love” by Francisco X Stork ○ “Half a Moon” by Renee Watson ○ “The Wedding” by Sara Farizan ○ “The Ingredients” by Jason Reynolds ○ “Second Chances” by Ellen Oh ○ “Break” by Sophie Meridien ○ “Two Truths and an Oy” by Dahlia Adler <p>Other:</p> <ul style="list-style-type: none"> ● Posting #1 ● Discussion #1 	
	In class activities:		Introductions Syllabus Critical Literacy	Community Building Introduction to Learning Goals and Essential Questions Discuss short stories	
Week 2	Reading, Writing and Other Work Due (start of class unless otherwise noted):	<p>Sunday, January 29 Watching: Erica’s Best Tips for Literacy Journey Essays</p> <p>Watching: Dispositions Spotlight:</p>	<p>Tuesday, January 31</p> <p>Reading:</p> <ul style="list-style-type: none"> ● Burke, “Use Various Strategies,” pp. 173-203. ● Tovani, Chapter 3 ● With a partner, choose one short story: <ul style="list-style-type: none"> ○ “Mask Off” by Nic Stone ○ “Black Enough” by Varian Johnson ○ “Up a Million” by Caela Carter 	<p>Thursday, February 2</p> <p>Reading:</p> <ul style="list-style-type: none"> ● Burke, “Use Various Strategies,” pp. 203-232 ● Tovani, Chapter 4 ● With a partner, choose one short story: <ul style="list-style-type: none"> ○ “Britt and the Bike God” by Kody Keplinger ○ “The Unhealthy Breakfast Club” by Monica Roe 	

	Responsibility for Self and Teamwork	<ul style="list-style-type: none"> o "Salvation and the Sea" by Lilliam Rivera o "Parker Outside the Box" by Ray Stoeve o "Talent Show" by Cherry Cheva <p>Other:</p> <ul style="list-style-type: none"> • First draft, Literacy Journeys essay. (Bring two copies to class) • Posting #2 • Discussion #2 	<ul style="list-style-type: none"> o "Fish and Fences" by Veeda Bybee o "One of the Good Ones" by Isaac Fitzsimons o "Island Rodeo Queen" by Yamile Saied Mendez o "Whiskey and Champagne" by S.A. Cosby <p>Other:</p> <ul style="list-style-type: none"> • Final draft, Literacy Journeys Essay, due on Canvas discussion board and assignment anytime today • Posting #3 • Discussion #3 	
In class activities:		Introduction to WI ELA Standards Burke/Tovani Activities Workshop Literacy Journeys essay	Bloom's Taxonomy Burke/Tovani Activities Discuss short stories and accompanying texts Begin Annotated Bibliography assignment: choose partners, topics, and conference time	
Week 3	(15 min) Conference with Erica about Annotated Bib this week -- Sign up for a time			
Reading, Writing and Other Work Due (start of class unless otherwise noted):	<p>Sunday, February 5</p> <p>Watching: Introduction to Annotated Bib Video on Canvas</p> <p>Sign up for a Annotated Bib conference with Erica this week</p> <p>Watching: Dispositions Spotlight: Creativity and Critical Thinking</p>	<p>Tuesday, February 7</p> <p>Reading:</p> <ul style="list-style-type: none"> • "Windows and Mirrors: Children's Books and Parallel Cultures by Rudine Sims Bishop • "Why Stop at Windows and Mirrors?: Children's Book Prisms" by Uma Krishnaswami • "Building on Windows and Mirrors: Encouraging the Disruption of 'Single Stories' Through Children's Literature by Tschida, Ryan, and Ticknor • "White Characters Still Dominate Kids' Books and School Texts, Report Finds" by Sarah Schwartz 	<p>Thursday, February 9</p> <p>Reading:</p> <ul style="list-style-type: none"> • Burke, "Read a Variety of Texts for Different Purposes," pp. 127-172 • Tovani, Chapter 5 • With a partner, choose one short story: <ul style="list-style-type: none"> o "Starlight and Moondust" by Lori M. Lee o "Borders" by Thomas King o "Under our Masks" by Julian Winters o "The Cabin" by Nsugraq Rainey Hopson o "Out of the Silence" by Kekla Magoon 	

			<ul style="list-style-type: none"> With a partner, choose one short story: <ul style="list-style-type: none"> “As You Were” by Bethany C Morrow “The Hole of Dark Hill Hollow” by Rob Costello “The Trouble with Drowning” by Dhonielle Clayton “The Trip” by Sona Charaipotra “Gravity” by Tracey Baptiste “All the Colors of Goodbye” by Nafiza Azad <p>Other:</p> <ul style="list-style-type: none"> Posting #4 Discussion #4 <p>(No mid-day office hours today)</p>	<ul style="list-style-type: none"> “Taste” by Hanna Alkaf <ul style="list-style-type: none"> Read Literacy Journeys essays. We will discuss these in class, so note at least two passages you wish to discuss <p>Other:</p> <ul style="list-style-type: none"> Posting #5 Discussion #5 Canvas discussion posting in response to Literacy Journeys essays 	
	In class activities:		<p>Windows and Mirrors</p> <p>Discuss short stories and accompanying texts</p>	<p>Literacy Journeys Essays Discussion</p> <p>Annotated Bibliography – Check-in</p> <p>Discuss short stories and accompanying texts</p> <p>Introduce Connections</p> <p>Note: <i>this is a reminder to have a look at the final exam assignment, last page of syllabus, and to be making occasional notes towards it.</i></p>	
Week 4	Reading, Writing and Other Work Due (start of class unless otherwise noted):	<p>Sunday, February 12</p> <p>Watching: Erica’s Best Tips for Annotated Bib Part 1 on Canvas</p> <p>Watching: Taylor and Kirsten’s Best Tips for Annotated Bib</p>	<p>Tuesday, February 14</p> <p>Reading:</p> <ul style="list-style-type: none"> Burke, “Teach and Support Students,” pp. 29-82 Tovani, Chapter 6 <p>Other:</p> <ul style="list-style-type: none"> Posting #6 Approximately a third of your Annotated Bibliography is due to the Canvas dropbox -- at least EQ, LGs, and list of possible texts with some justification notes 	<p>Thursday, February 16</p> <p>Reading:</p> <ul style="list-style-type: none"> Burke, “Develop Their Own Reading Capacity,” pp. 233-280 Tovani, Chapter 7 <p>Other:</p> <ul style="list-style-type: none"> Posting #7 Draft Connections Learning Goals and Essential Question Create co-teaching plan 	

	In class activities:		Get Connections Co-teaching Partnerships! Scaffolding and Backwards Design Burke/Tovani Activities Annotated Bib Check and Example	Multiple Intelligences Burke/Tovani Activities Connections groups begin backwards design	
Week 5	(30 min) Coffee Date with Erica this week or next week -- Sign up for a time				
	Reading, Writing and Other Work Due (start of class unless otherwise noted):	Sunday, February 19 Watching: Erica's Best Tips for Annotated Bib Part 2 Watching: Taylor and Kirsten's Best Tips for Connections Sign up for a Coffee Date with Erica this week or next week	Tuesday, February 21 Reading: <ul style="list-style-type: none"> Burke, "Develop Their Own Reading Capacity," pp. 280-312, and "Evaluate and Monitor Their Understanding, Performance, and Progress," pp. 313-327 Tovani, Chapter 8 Other: <ul style="list-style-type: none"> Posting #8 Approximately 2/3 of Annotated Bibliography due - at least text list, with some matching of activities to texts, and one multiple activity/text sequence Connections Backwards Design - Break down learning goals into smaller skills, order 	Thursday, February 23 Reading: <ul style="list-style-type: none"> Burke, "Evaluate Your Own Teaching," pp. 83-102, and "Evaluate Your Students," pp. 103-126 Tovani, Chapter 9 Other: <ul style="list-style-type: none"> Posting #9 Complete Backwards Design Document , including determining texts Create 1 minute screencast/video advertising your Connections essential question to the HS students Note that we split our learning and documentation between Canvas and Google Drive at this point.	
	In class activities:		Schema Theory Dispositions Connections Work Time	Culturally Relevant Pedagogy Burke and Tovani Activities Annotated Bib Check-in and Progress Start Connections Forum 0	
Week 6	(30 min) Coffee Date with Erica this week or last week -- Sign up for a time				
	Reading, Writing	Sunday, February 26 Watching: Erica's Best Tips for Annotated Bib Part 3	Tuesday, February 28 Reading:	Thursday, March 2 Reading: <ul style="list-style-type: none"> None Other:	

	<p>and Other Work Due (start of class unless otherwise noted):</p>	<p>Watching: Guidelines for Visiting Connections Schools.</p> <p>Sign up for Connections Schools Visit.</p>	<ul style="list-style-type: none"> • Burke, "Appendices": browse through them, and select five that look useful to you. • Tovani, "Access Tools": browse through them, and select a few that look useful to you <p>Other:</p> <ul style="list-style-type: none"> • Posting #10 • <i>Final draft of Annotated Bibliography</i> is due both on the Canvas dropbox and in Canvas discussion folder • Rough draft of Forum 0, introductions and relationship building, is due 	<ul style="list-style-type: none"> • Posting Compilation Due to Canvas dropbox • Final draft of Forum 0, introductions and relationship building, is due • Sign up to visit Connections schools 	
	<p>In class activities:</p>		<p>Growth Mindset</p> <p>Connections work time</p> <p>Reminder: Conversation with Two Teachers posting, due Week 12, Thursday</p>	<p>Connections Teachers Visit</p>	
<p>Week 7</p>	<p>Reading, Writing and Other Work Due (start of class unless otherwise noted):</p>	<p>Sunday, March 5</p> <p>Watching: Introduction to Forum 1, including drafting schedule recommendations and revision expectations</p> <p>Watching: Dispositions Spotlight: Diversity and Inclusive Excellence</p> <p>Monday, March 6 Students have access to Connections Forum 0 at 7:00 am</p>	<p>Tuesday, March 7</p> <p>Reading:</p> <ul style="list-style-type: none"> • Read through annotated bibliographies of other groups. Bring questions and comments to discuss. <p>Other:</p> <ul style="list-style-type: none"> • Rough Draft of Forum 1, the first short story and text set, is due today by the end of class • Respond to your students' postings for Forum 0. 	<p>Thursday, March 9</p> <p>Other:</p> <ul style="list-style-type: none"> • Final draft of Forum 1, the first short story and text set, is due at the end of class 	

	In class activities:		Annotated Bib Discussion Formative/Benchmark/Summative Assessments Questions and Discussion Building Connections business & follow-up activities	Maslow's Hierarchy of Needs How to write strong questions Connections Work time	
Week 8	Reading, Writing and Other Work Due (start of class unless otherwise noted):	Sunday, March 12 Watching: Introduction to Forum 2 and 3 Watching: Dispositions Spotlight: Perseverance for Excellence Monday, March 13 Students have access to Connections Forum 1 at 7:00 am	Tuesday, March 14 Other: <ul style="list-style-type: none"> By the end of today, respond to your students' postings for Forum 1 Rough Draft of Forum 2, the second short story and text set, and Forum 3, the third short story and text set, is due today in class 	Thursday, March 16 Other: <ul style="list-style-type: none"> Final draft of Forum 2, the second short story and text set, and Forum 3, the third short story and text set, is due at the end of class 	
	In class activities:		Review Backwards Design and plan learning arc Introduction to Projects and	Connections Work Time	
		Monday, March 20 Students have access to Connections Forum 2 at 7:00 am	Spring Break - Tuesday, March 21, and Thursday, March 23 During spring break, your students will complete Forum 2. You have a choice: if you don't wish to respond to your students' postings, a student assistant or teacher will.		
Week 9	Reading, Writing and Other Work Due (start of class	Sunday, March 26 Watching: Introduction to Forum 4 Watching:	Tuesday, March 28 Other: <ul style="list-style-type: none"> Respond to your students' Forum 3, the third short story and text set, by the end of today 	Thursday, March 30 Other: <ul style="list-style-type: none"> Final draft of Forum 4, the fourth short story and text set, is due by the end of class Proposal for Forum 6: Projects is due today 	

	unless otherwise noted):	Reflection on Projects from Kirsten and Taylor Monday, March 27 Students have access to Connections Forum 3 at 7:00 am	<ul style="list-style-type: none"> • First draft of Forums 4, the fourth short story and text set, is due by the end of today • Reflection 1 is due 		
	In class activities:		Introduction to Rubrics	Introduction to Checklists	
Week 10	Reading, Writing and Other Work Due (start of class unless otherwise noted):	Sunday, April 2 Watching: Introduction to Inter-rater Reliability Watching: Dispositions Spotlight: Reflection Monday, April 3 Students have access to Connections Forum 4 at 7:00 am	Tuesday, April 4 <i>Other:</i> <ul style="list-style-type: none"> • Respond to your students' Forum 4, fourth short story and text set, by the end of today • First drafts of Forum 5, response to last short story and text set, is due by the end of class • First drafts of Forum 6: Projects is due today -- need complete written directions • Read through all sample student work and score it on the rubric--be ready to compare and discuss scores with your classmates today. 	Thursday, April 6 <i>Other:</i> <ul style="list-style-type: none"> • Final draft of Forum 5, response to last short story and text set, is due by the end of class today • Second drafts of Forum 6: Projects due today -- need complete written directions and checklist 	
	In class activities:		Dispositions Revisited Inter-rater Reliability	Our cooperating teachers may visit to discuss creating effective projects and rubrics.	
Week 11	Reading, Writing and Other Work Due	Sunday, April 9 Watching: Erica's Best Tips for Rubrics Watching:	Tuesday, April 11 <i>Other:</i> <ul style="list-style-type: none"> • Respond to your students' Forum 5 by the end of today 	Thursday, April 13 <i>Other:</i> <ul style="list-style-type: none"> • Final draft of Forum 6: Projects is due by the end of class today 	

	(start of class unless otherwise noted):	Dispositions Spotlight: Professionalism Monday, April 10 Students have access to Connections Forum 5 at 7:00 am	<ul style="list-style-type: none"> Draft 3 of Forum 6: Projects due today -- need complete written directions, checklists and some thoughts for the rubric 		
	In class activities:		Forum 6 Peer Feedback	Executive Function	
Week 12	Reading, Writing and Other Work Due (start of class unless otherwise noted):	Sunday, April 16 Watching: How to attach a rubric to a Canvas assignment space Watching: Field Trip Group Responsibilities Overview Monday, April 17 Students have access to Connections Forum 6 at 7:00 am	Tuesday, April 18 <i>Other:</i> <ul style="list-style-type: none"> Respond to your students' Forum #6 by the end of class today Your first draft of Forum #7: Student Project Drafts is due today 	Thursday, April 20 <i>Other:</i> <ul style="list-style-type: none"> Your final draft of Forum #7: Student Project Drafts is due by the end of class today Conversation with Two Teachers Posting is due before class today 	
	In class activities:		Group Dynamics Roles during campus visit assigned Pre-writing # 1 for final exam assignment: What have you learned about teaching reading?	Discussion: Conversation with Two Teachers postings Prewriting for final exam: What have you learned about teaching reading? Field Trip Group Assignments	
Week 13	Reading, Writing	Sunday, April 13	Tuesday, April 25 <i>Other:</i> <ul style="list-style-type: none"> Field Trip Group Responsibilities Drafts Due 	Thursday, April 27 <i>Reading:</i> <ul style="list-style-type: none"> Continue Connections all-the-things 	

	<p>and Other Work Due (start of class unless otherwise noted):</p>	<p>Watching: Overview of Connections Field Trip Day</p> <p>Watching: Connections Field Trip Small group lesson plan overview</p> <p>Monday, April 25 Students have access to Connections Forum 7 at 7:00 am</p>	<ul style="list-style-type: none"> Respond to your students' work 		
	<p>In class activities:</p>		<p>Feedback on Field Trip Group Responsibilities</p> <p>Field Trip Small Group Lesson Plan Work</p>	<p>How do you assess student work?</p> <p>Group Dynamics Review</p>	
Week 14	<p>Reading, Writing and Other Work Due (start of class unless otherwise noted):</p>	<p>Sunday, April 30 Watching: Field Trip Prep</p>	<p>Tuesday, May 2</p> <p>Other:</p> <ul style="list-style-type: none"> Connections Field Trip Group Responsibilities Groups 1, 2, and 3 due 	<p>Thursday, May 4</p> <p>Other:</p> <ul style="list-style-type: none"> Small group lesson plan due 	<p>Friday, May 5</p>
	<p>In class activities:</p>		<p>Prewriting # 2 for final exam assignment: What have you learned about teaching reading?</p> <p>Prepare for Field Trip</p>	<p>Prepare for field trip</p>	<p>Connections Field Trip!</p>
Week 15	<p>Reading, Writing and Other Work Due (start of class)</p>	<p>Sunday, May 7 Watching: How to work with classroom data</p>	<p>Tuesday, May 18</p> <p>Other:</p> <ul style="list-style-type: none"> Reflection 3 is due today 	<p>Thursday, May 11</p> <p>Other:</p> <ul style="list-style-type: none"> All scores and grades for Connections complete by the end of class Connections Data Analysis complete by the end of class 	

	unless otherwise noted):			<ul style="list-style-type: none"> • Early draft or outline of final exam assignment. Be ready to workshop your plan or draft • Connections Field Trip Group Responsibilities Group 4 due 	
	In class activities:		Respond to students' projects and presentations	<p>Workshop for final exam assignment: what have you learned about teaching reading?</p> <p>Continue with responding to students' projects and presentations in class</p> <p>Data analysis and reflection</p>	
FINAL EXAM	Wednesday, May 17 10:15-12:15		Final exam assignment is due: What have you learned about teaching reading?	We'll review, we'll share our final exam assignments with each other, we'll reflect on our learning together, we'll reflect on dispositions, preview next semester, and set goals for the summer.	