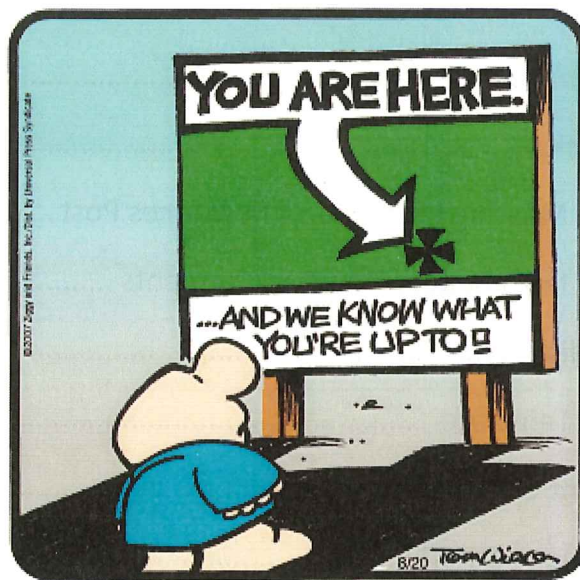


**Course Materials for  
English 394/594:  
Methods of Teaching  
Composition & Literature  
for Non-English Majors  
Spring 2020**



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University of Wisconsin-Stevens Point  
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**Mondays 5:00-7:30  
CCC - 323**

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## Introduction

Welcome to English 394. For many of you it's your first (and usually only) giant leap as an undergraduate into teaching in the field of your minor: English/ESL. This course launches your career as a professional educator and will prepare you to teach composition and literature to a variety of learners at the middle and high school levels. Just as importantly, it will assist you in learning, practicing and developing ways in which you can engage your students in meaningful discussion and writing in any discipline; in this way, you'll be prepared to teach in the field of your major, your minor or both if called upon to do so (plenty of teachers are!). Ultimately, you should feel confident in whatever capacity you find yourself employed, and be an excellent resource to your future colleagues as to how students should engage with and compose texts in powerful and meaningful ways.

The following information includes the course calendar, outlines the major assignments, and contains extensive guidelines and checklists to lead you through the major assessment in English 394—the English/ESL Course Design Project.

My expectations for you are high: I want you to become the teacher you imagine yourself to be. I want you to have an understanding of composition and reader-response theories, but much more than that I want you to have the *practical skills* to be an effective teacher. You will work hard this semester, maybe harder than you ever have in other academic efforts. But the pay-off is the day you land that first job and stand in front of your first class—nervous, yes, but also excited and confident that you can do one of the most demanding and difficult jobs there are—teach, motivate, and inspire young people.

**E N G L I S H 394 / 594**  
**METHODS OF TEACHING COMPOSITION AND LITERATURE**  
**FOR NON-ENGLISH MAJORS**

Monday 5:00 – 7:30

CCC 323



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Otherwise by appointment, frequently, and  
 whenever the lights are on ☺

**\* Note on English Department Policy:** Students **may not** make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to leave the classroom, and possibly being reported to the Dean of Students.

**Course Goals** (Indicates *InTASC Model Teaching Standards* – see [page 40](#))

1. To actively question your assumptions regarding the teaching of reading and writing, the impact of these assumptions on your teaching practice, and how to proactively mitigate these assumptions and effectively teach and communicate in more open and unassuming ways. (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
2. To have you gain confidence and competence in your own reading and writing abilities and be able to assist your students in developing these same confidences. (1, 2, 4, 5, 10)
3. To help you gain a clear understanding of the research and theories that guide reading and writing instruction so that you can consider them when planning instruction and develop a clear personal philosophy for use in your future classroom. (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
4. To help you understand and integrate a variety of strategies and techniques which will help your students become better readers and writers. (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
5. To have you appreciate writing as a means of self-expression and discovery as well as of communication and understand how to translate those values in your practice as a teacher. (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
6. To have you develop ways of incorporating the teaching of grammar and usage into the writing process and to improve your own knowledge of grammar and usage. (1, 2, 3, 4, 5, 6, 7, 8)
7. To enhance your ability to design reading and writing curricula, courses, units, lesson plans and assessments and to simultaneously sharpen the ways in which you regularly and recursively reflect upon and improve these areas of your teaching practice. (1, 2, 3, 4, 5, 6, 7, 8, 10)
8. To improve your ability to teach by testing out, synthesizing and continually reflecting upon the effectiveness of varied teaching strategies and how you have implemented them in both real and preparatory classroom situations. (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

## **Course Materials**

### 1. **Textbooks**

- Readings identified in the syllabus are from *Subject Matters, Second Edition: Exceeding Standards Through Powerful Content-Area Reading* (we'll abbreviate *SM*), *Content-Area Writing: Every Teacher's Guide* (abbrev. *C-AW*); both are the required textbook **rentals**.
  - Although rentals I strongly recommend that you **purchase these books** as a beginning to building a professional educator's library; you will use them repeatedly.
- The final book, *Notebook Know-How* (abbrev. *NK-H*) is a **purchase text**.
- In addition, we'll sometimes make use of Diana Hacker's *Rules for Writers* which you may still have from English 101/150/202. Knowing some of you may no longer have your copy of this text, portions will be distributed as handouts as is necessary; if you do not have your copy you do NOT need to purchase it simply for this course.

### 2. **Notebooks/Paper**

- You're only required to have one notebook (your writer's notebook discussed momentarily) which you'll use for personal writings and in-class synthesizing activities.
  - **IF** you choose to "take notes" as you read, please do this in a **separate** notebook.
- You will want some loose-leaf paper for in-class notes and exercises that will be turned-in

## **Course Assessments**

- **Writer's Notebook (10% = 5% mid-term and 5% end of semester)**
  - We will introduce the concept of a writer's notebook and the myriad benefits it holds for your classroom instruction. We'll use the writer's notebook for a number of purposes including checking your understanding of the readings and synthesizing those ideas, organizing thoughts before discussions, brainstorming and generating impromptu writings as well as for addressing more detailed assigned topics.
  - More importantly, your writer's notebook is your place, whether the topic be assigned or personal, to store, plant, grow and harvest "seed ideas" for writing, something mature professional writers do religiously. You can and should write ANYTHING in your writer's notebook (see rubric). You ALWAYS have the option of keeping writings private. You should be writing in your notebooks 15+ minutes per week **in addition to assigned topics**.
  - Notebooks will be collected at the middle and end of the semester.
- **Practicum Experience (12.5% = Log 1%, Evaluations 1.5%, Writings 10%)**
  - As a part of your coursework we'll make arrangements for you to observe, assist and instruct in an English/ESL classroom. Although you'll have future opportunities to student teach in the field of your major, this class will be the only preparation you receive as an English/ESL teacher, and some of you **will** end up teaching in your minor! We'll arrange for 25 hours in the classroom. In addition to observing and assisting/interacting with your class, you'll need to actually **prepare and lead two English/ESL lessons** as a part of your practicum. You'll be evaluated by your cooperating teacher. **You must complete all of the teaching activities as outlined; failure to do so will result in your grade being lowered two full letter grades.**
    - For further details see **page 37** of this document
    - When completing writer's notebook assignments specific to your practicum, please **begin at the back of your WN** to easily separate out these requirements.

- **Philosophy of English/ESL Education (7.5%)**

- As an outgrowth of both the work you complete in the class as well as your observations in the classroom, you will refine what you believe about the art of **English/ESL** education. You will articulate these beliefs in a 2-4-page (double-spaced) paper; this paper will be revised throughout the semester and will be used in class to model the process approach to teaching writing. You will include the final version in your ECDP

- **English/ESL Course Design Project – ECDP (65%)**

As preparation for teaching English/ESL you will **work with a partner/partners** to collaborate and create an 18-week course (an English/ESL-themed literature focus of your choosing) that carefully scaffolds learning and takes an integrated approach to reading and writing instruction. After working with your partner(s) to lay out the general framework of the course and create the opening **introductory unit** each partner will then become responsible for creating their *own* **four+ week focal unit**; continued collaboration to ensure a comprehensive, complete and cohesive course is critical throughout this process. Class time to research, prepare and collaborate has been incorporated into our schedule to assist with this assessment.

- **ECDP Shared Components:** During the first half of the semester you will work with your partner(s) to create a proposal for your course and then generate goals, locate texts and find various writing and literature activities for the opening **introductory unit**. After creating a Canvas Discussion post which lists and annotates these resources (thus creating a helpful database of materials for *all* groups) you and your partner(s) will use them to collectively develop a unit calendar, unit and assessment handouts for students, rubrics for the chosen assessments and detailed daily planning; the materials from your **introductory unit** will be shared with the class. These opening skills will be reinforced as you collectively complete the early installments of the ECDP; later individual components help you demonstrate proficiency.
  - **Proposal & Update**
  - **ECDP Workshop** – Canvas Discussion Post; Opening Unit Materials
  - **Installment #1** – ALL components
  - **Installment #2** – Outline of Course Units; Ongoing assessment handout(s) and rubric(s); Overall course evaluation plan (remaining completed individually)
  - **Installments #4** - Final revisions to *shared* components
  - **Installment #5** – Editing and compilation into a single combined document
- **ECDP Individual Components.** Having worked *together* extensively in the first half of the semester to propose a shared course, generate an introductory unit, consider the context, plan the collective goals you have for students (Installment #1) and outline the connective features of your course for an administrator (portions of I#2), you will move into the *individual* components of the course, namely the **four+ week focal unit** for which you are responsible. Though at this point you will have more individual control, it is still **essential that you work with your partner(s) to ensure that course goals are met and that the final course is cohesive**. You will continue to collaborate and complete ECDP “partner checks” throughout the semester.
  - **Installment #2** – A unit handout **for your focal unit** as well as handouts for *each* of **your unit’s** major summative and benchmark assessment(s) and the accompanying rubrics; Adding any new materials referenced to your shared Bibliography
  - **Installment #3** – ALL daily planning and associated materials
  - **Installment #4** – Lesson Plans; Revisions to I#3 items

- **FINAL ECDP/Exam:** Due in May, your ECDP brings together your combined individual and collective work and presents it as a **single unified course**. It demonstrates your ability to develop integrated units in reading and writing, to take into account students and a specific context, to choose good materials and effective methods which result in authentic and purposeful student work, and to articulate how research and learning theories support your choices. Most importantly, it demonstrates that you are capable of completing this work through intensive and thoughtful collaboration with colleagues. *The above is a brief overview of this assessment; further details and checklists can be found beginning on page 14.*
  - **Regarding “Final exam” requirements:** Successfully completing the ECDP and final reflections most definitely demonstrates your growing skills as an educator; nothing we would do during an exam period could come close. As such, we will consider your work complete once you have submitted all of the materials outlined above; ***we will not meet during the exam period.***
  
- **Professional Responsibility (5%)** I have high professional standard for all students, but especially for those who choose to teach (myself and my students). You will conduct yourselves in a professional manner in regard to your interactions with others, as well as your dedication to your studies, your regular attendance and participation in class activities (short formative assessments). If you must miss a class, please begin by checking Canvas after which you should contact me or another class member for any clarification. Missed work is due upon return. Excessive tardiness or absences may result in a lowering of your course grade **beyond this 5%**.

### **Mathematical Breakdown of Grades**

Professional Responsibility.....	50 points
• Mid-Term.....	25 points
• End of Term.....	25 points
Philosophy of English/ESL Education.....	75 points
Writer’s Notebook Weekly Writing and In-Class Responses.....	100 points
• Mid-Term.....	50 points
• End of Term.....	50 points
Practicum Experience: Log (10*), Writings (100), Evaluations (15*) .....	125 points
* Failure to document time AND/OR to receive satisfactory evaluations results in your <b>FINAL course grade</b> being lowered by two <b>full</b> letter grades (A = C)	
English/ESL Course Design Project .....	650 points
• ECDP Workshop Components (50 Canvas Discussion Post / 50 Opening Unit Materials) .....	100
• ECDP Partner Components/Peer Assessment.....	200
• Individual ECDP Components .....	350

### **Grading Scale**

93-100% A	87-89% B+	77-79% C+	66-69% D+
90 - 92% A-	83-86% B	73-76% C	60-65% D
	80-82% B-	70-72% C-	0-59% F

## English 394 / 594: Weekly Course Outline

Week & Date	Reading/Discussion/Activities	Due
<p style="text-align: center;">1</p> <p>Monday, 1/20</p> <p>No Class Meeting -MLK-</p>	<p><b>**Although we don't physically meet this week, it is important that we do not simply drop the 2.5 hours of time we would otherwise spend together. As such, there will be some <b>beginning work</b> (outlined below, described further <b>in Canvas</b>) to get us started this first week of the semester. Please see Canvas to address/view the following:</b></p> <p>&gt;&gt; <b>Please stop in</b> sometime this first week to see David (CCC 436) for a printed copy of <b>syllabus and practicum placement form</b></p> <p>A) <b>View:</b> Welcome Video (Course Goals and Assignment Overviews)  1) Review syllabus and post any questions you have to Canvas Discussions &gt; Syllabus Questions discussion space</p> <p>B) <b>View &amp; Read:</b> Writer's Notebook – Intro Video  (w/embedded writing assignments, uses P. Elbow's "Freewriting" article)  * <b>WN Assignment Wk2:</b> "Odd Lines/Insights" &amp; "Watershed"  * <b>Assignment Wk2:</b> Read <i>Notebook Know-How</i>: Chapter 1</p> <p>C) <b>Listen:</b> Audio preview to <i>Subject Matters</i>  * <b>Assignment Wk2:</b> Read <i>Subject Matters</i>: Chapters 1-2</p> <p>D) <b>View &amp; Read:</b> The English/ESL Course Design Project (ECDP)  (Overview w/embedded <b>Individual Brainstorming Assignment for Wk2</b>)</p>	
<p style="text-align: center;">2</p> <p>Monday, 1/27</p>	<p>A) <b>Catching Up in Person</b> ☺</p> <p>B) Discuss <i>NK-H</i>  1) Thoughts on the Writer's Notebook  2) Put it to work!  * <b>Assignment:</b> <i>NK-H</i> Chapter 2 selected  &gt; Read pgs 9-15, pick three strategies from pgs 15-32, read 32-34</p> <p>B) Discuss <i>SM</i> 1-2 on Reading  1) What's the problem!?!  2) What do we do about it?</p> <p>C) <i>SM</i> Chapters 3-4 Preview  * <b>Assignment:</b> <i>SM</i> Chapters 3-4 (required), 6 (recommended)  * <b>Assignment:</b> Bring a non-English textbook to next class</p> <p>D) The English/ESL Course Design Project  1) Assignment Recap (see page 14 for details), Choosing Partners &amp; Proposal Requirements  2) Time for Collaboration  * <b>Assignment:</b> ECDP PROPOSAL</p>	<p>- <b>Week 1 Videos</b> and embedded assignments (WN &amp; ECDP brainstorm)</p> <p>- <i>NK-H</i> Chapter 1 (pgs. 1-9)</p> <p>- <i>SM</i> Chapters 1-2 (pgs. 1-43)</p> <p>- Return "Practicum Placement Form" ASAP</p>



Week & Date	Reading/Discussion/Activities	Due
3 Monday, 2/3	<p>A) Discuss <i>NK-H</i></p> <p>1) Strategies Selected? Put them to the test!</p> <p>* <b>Assignment:</b> <i>NK-H</i> Chapters 3-4 selected</p> <p>&gt; Pick three strategies from <i>each</i> chapter</p> <p>B) Textbooks... Part of your balanced reading diet!</p> <p>1) The world of textbooks... a dependency problem</p> <p>* <b>Assignment:</b> <i>SM</i> Chapter 5 <i>selected</i></p> <p>&gt; Read pgs 87-93, pick three <i>before</i>, three <i>during</i>, three <i>after</i> strategies from pgs 94-174 (use chart on 90-91 to identify)</p> <p>C) ECDP Proposals and Conferencing</p> <p>* <b>Assignment:</b> ECDP Proposal Update due via e-mail by noon on <b>Friday, February 14</b> (if necessary)</p> <p>The proposal for your ECDP is due (see <a href="#">page 14</a> for details). You and your partner should arrange a conference about this proposal with David during the <i>upcoming</i> week.</p>	<p>- Bring a Textbook</p> <p>- <i>NK-H</i> Chapter 2 (selections – see week 2 details)</p> <p>- <i>SM</i> Chapters 3-4 (pgs. 45-85)</p> <p>- <b>ECDP Proposal</b></p> <p><i>Friendly Reminder:</i> Writer's Notebook 15+ minutes weekly</p>
4 Monday, 2/10	<p>A) Discuss <i>NK-H</i></p> <p>1) Strategies selected? Classroom applications?</p> <p>2) A collection of perspectives...</p> <p>B) Got anything on engaging reading? Let's look in your toolbox!</p> <p>1) Strategies selected? Let's practice, please!</p> <p>2) Classroom possibilities?</p> <p>C) <b>ECDP Workshop Overview</b></p> <p>1) ECDP Workshop Meeting Prompt &amp; Resources Post – Requirements</p> <p>a) A conversation on research and theory</p> <p>b) Guided work time</p> <p>* <b>Assignment:</b> ECDP Workshop Meeting Prompt &amp; Resource Post posted to Canvas Discussion space no later than <b>Sunday, February 23 by 5:00</b></p>	<p>- <i>NK-H</i> Chapters 3-4 <i>selected</i></p> <p>- <i>SM</i> Chapters 5 (selections)</p> <p>- ECDP Proposal Update by noon this <i>upcoming</i> <b>Friday, February 14</b></p> <p><b>Reminder:</b> Be working on your practicum experience and assignments for your WN; we'll be discussing them in week 6</p>
5 Monday, 2/17	<p><b>No regularly scheduled class this week &gt;&gt;&gt; Partner Work Time.</b></p> <p>Work with your partner(s) to complete the <b>Resource Post</b> requirements and then answer the <b>Meeting Prompt</b> questions reflecting on your process; this information should be posted to the Canvas Discussion space by next <b>Sunday</b> at 5:00. See <a href="#">page 18</a> for the extended details</p> <p>* <b>Assignment Reminders:</b></p> <p>Meet on ECDP Proposal if you haven't yet done so</p> <p>Your ECDP Workshop Meeting Prompt &amp; Resource Post is due to the Canvas Discussion space no later than <b>Sunday, February 23 by 5:00</b></p>	<p>Next week is the ECDP Workshop. You may wish to <b>bring your own computer</b> to complete this work, though you're welcome to use one of those available in the classroom.</p>

Week & Date	Reading/Discussion/Activities	Due
6 Monday, 2/24	A) Quick Review of postings for ECDP Resource Posts B) Unit Design C) ECDP Workshop (bring your own laptop if desired) <ol style="list-style-type: none"> <li>1) Partner Work – Creating your ECDP Introductory Unit (see <b>page 21</b> – started in class, due next week)</li> </ol> * <b>Assignment:</b> Bring a <b>print copy</b> of the completed materials to turn in to David <b>and e-mail a copy</b> to the entire class (+ David) by <b>Monday 3/2 @ noon</b> * <b>Assignment:</b> SM Chapter 8 + Lit. Circle Handout * <b>Assignment:</b> ECDP Installment #1 due <b>week 8</b> (see <b>page 22</b> for details)	- <b>Bring your own laptop or use one</b> - Resources and Meeting Prompt Post was <b>Sunday</b> - Must meet on ECDP Proposal Prior to Workshop  <i>Friendly Reminder:</i> Writer's Notebook 15+ minutes weekly
7 Monday, 3/2	A) Short Reflection of ECDP Introductory Units * <b>Reminder:</b> ECDP Installment #1 & expectations B) Let's Talk Literature... Circle up! <ol style="list-style-type: none"> <li>1) The concepts of reader's workshop and literature circles</li> <li>2) Modeling... for you and your students</li> <li>3) Literature Circle Discussion Groups Formed</li> </ol> * <b>Assignment:</b> Literature Circle Reading and Roles C) ECDP Questions/ <b>Guided Work Time</b>  * <b>Reminder:</b> Writer's Notebooks collected next week	- Print copy of "Introductory Unit" materials to turn in in class & <i>e-mailed</i> copy was by Monday @ noon - SM Chapter 8 (pgs. 221-239)+ Literature Circle Handout
8 Monday, 3/9	A) ECDP Discussion <ol style="list-style-type: none"> <li>1) Review Installment #2</li> </ol> * <b>Assignment:</b> ECDP Installment #2 due <b>week 11</b> (see <b>page 24</b> for details) B) Literature Circles <ol style="list-style-type: none"> <li>1) Run them!</li> <li>2) Feedback as a student?</li> <li>3) Applications/Variations as an educator?</li> </ol> C) Want students to learn? Be environmentally sound! <ol style="list-style-type: none"> <li>1) <b>In Class...</b> SM Chapters 7 + 11</li> </ol> D) Toward a philosophy of English Education <ol style="list-style-type: none"> <li>a) Brainstorming</li> </ol> * <b>Reminder:</b> Be working on your practicum experience and assignments for your writer's notebook. We'll be discussing them week 9.	- <b>ECDP Install. #1 via e-mail</b> - Lit. Circle Reading & Role Sheet - <b>Writer's Notebooks</b>  <b>Reminder:</b> You should be turning in Evaluation #1 from your practicum experience soon if you haven't already done so

Week & Date	Reading/Discussion/Activities	Due
9 Monday, 3/16	<b>SPRING BREAK</b> <b>Reminder:</b> ECDP Installment #2 via e-mail week 11	
10 Monday, 3/23	A) Practicum Experiences Discussion B) Philosophy of English Education 1) Assignment Recap 2) Looping 3) Drafting * <b>Assignment:</b> Philosophy of Education Draft 0 C) Writing in the Content Areas - Preview * <b>Assignment:</b> C-AW Chapters 5-6 D) ECDP & Philosophy of Education <b>Guided Work Time</b>	<b>Reminder:</b> Be sure to bring your copy of Content-Area Writing to class
11 Monday, 3/30	A) ECDP Discussion 1) Review Installment #3 * <b>Assignment:</b> ECDP Installment #3 due <b>week 13</b> <i>(see page 26 for details)</i> B) The ins and outs of public writings... Be supportive! * <b>Assignment:</b> C-AW Chapter 8 C) Philosophy of English Ed. – Writer’s Workshop 1) Creating mini-lesson focus and progression 2) Devoting class time to the process * <b>Assignment:</b> Philosophy of English Education - Draft 1	- <b>ECDP Install. #2 via e-mail</b> - Philosophy of English Ed– Draft 0 - C-AW Chapters 5-6  <b>Friendly Reminder:</b> Writer’s Notebook 15+ minutes weekly
12 Monday, 4/6	A) Framing a writer’s workshop B) Our Philosophy of English Ed. – Writer’s Workshop 1) Review Mini-lesson 2) Establishing Protocol for Reader Response Groups 3) RRG’s with Draft 1 4) Plan for Revision * <b>Assignment:</b> Philosophy of English Ed. – Draft 2 (Final Revisions!) due <b>week 14</b> C) Writing to Learn - Preview * <b>Assignment:</b> C-AW Chapters 1-2 D) <b>Guided work time</b> * <b>Reminder:</b> ECDP Installment #3 – via e-mail	- Philosophy of English Ed.-Draft 1 - C-AW Chapter 8

Week & Date	Reading/Discussion/Activities	Due
13 Monday, 4/13	<p>A) Writing to Learn... The things your students will tell you in writing!</p> <ol style="list-style-type: none"> <li>1) Discussion</li> <li>2) Student Examples</li> </ol> <p>* <b>Assignment:</b> C-AW Chapters 3-4 <i>selected</i> &gt; Skim and read all <b>NEW</b> strategies not yet covered</p> <p>B) ECDP Discussion</p> <ol style="list-style-type: none"> <li>1) Review Installment #4</li> <li>2) Creating our edTPA-based Lesson Plans</li> </ol> <p>* <b>Assignment:</b> ECDP Installment #4 due <b>week 15</b> (see <i>page 27</i> for details)</p> <p>C) <b>Guided work time</b></p>	<p>- <b>ECDP Install. #3 via e-mail</b></p> <p>- C-AW Chapters 1-2</p> <p><i>Friendly Reminder:</i> Writer's Notebook 15+ minutes weekly</p>
14 Monday, 4/20	<p>B) WTL Strategies</p> <ol style="list-style-type: none"> <li>1) Practice please!</li> <li>2) Classroom applications?</li> </ol> <p>C) Philosophy of English Ed. – Writer's Workshop</p> <ol style="list-style-type: none"> <li>1) <b>In Class...</b> NK-H Chapter 6</li> <li>2) Editing and Grammar Mini-lesson(s)</li> </ol> <p>* <b>Assignment:</b> Philosophy of English Ed. - FINAL</p> <p>D) Assessing Writing – Preview</p> <p>* <b>Assignment:</b> Evaluating Writing Handouts</p> <p>* <b>Reminder:</b> Be working on your practicum experience and assignments for your writer's notebook. They're due <b>week 16</b>.</p>	<p>- Philosophy of English Ed.-Draft 2</p> <p>- C-AW Chapters 3-4 <i>Selected</i></p>
15 Monday, 4/27	<p>A) ECDP Discussion</p> <ol style="list-style-type: none"> <li>1) Review Installment #5</li> </ol> <p>* <b>Assignment:</b> ECDP Installment #5 due <b>next week</b> (see <i>page 32</i> for details)</p> <p>B) Put your red pens down!</p> <ol style="list-style-type: none"> <li>1) Practice Assessing Student Writing</li> </ol> <p>C) ECDP <b>Editing Workshop</b></p> <p>* <b>Reminder:</b> Be working on your practicum experience and assignments for your writer's notebook. They're due <b>week 16</b>.</p>	<p>- <b>ECDP Install. #4 via e-mail</b></p> <p>- Philosophy of English Ed. FINAL as <b>Canvas Assignment Upload</b></p> <p>- Evaluating Writing Handouts (ACOW Chapter)</p> <p><i>Friendly Reminder:</i> Writer's Notebook due next week</p>

Week & Date	Reading/Discussion/Activities	Due
16 Monday, 5/4	A) Assessing Student Writing Continued... B) Final ideals, expectations and reminders  The fifth and final draft of the ECDP is due. <i>(see page 32 for details)</i>	- ECDP Install. #5 – <b>E-mail &amp; Canvas Assignment Upload</b> - E-mailed note on revision, process, and grades - Writer's Notebooks with all completed Practicum Writings
Finals Week 5/11	<b>Thursday, May 14th 5:00-7:00</b>  Because of the enormity of the ECDP and the way in which it demonstrates your ability to meet the core competencies of this course, a final exam would be pointless; we will therefore <b>NOT MEET</b> DURING THE SCHEDULED EXAM TIME. <b>Be sure that you have completed any late/missing components by 7:00 this evening.</b>	

**English/ESL Course Design Project (ECDP)**  
**English 394 / 594**  
**David J. Roloff**

**ECDP PURPOSES**

The English/ESL Course Design Project is the major assessment for English 394. It demonstrates your basic understanding of the concepts, research, theory and strategies learned over the course of the semester and, more importantly, your ability to apply them to create meaningful instruction for students, a skill that is enhanced through close collaboration with your teaching colleagues. **It provides you with an opportunity to practice a set of essential skills which teachers use regularly.**

This assessment requires you to **work with a partner/partners** to plan a course, design unit handouts, assessments and rubrics for your students, and create detailed daily planning for a single focal unit. In this case, the class you envision needs to be composed of students **you** will possibly teach; for our purposes this means you **should work with partners who most closely align with your area(s) of certification**: either middle school English or English as a Second Language at the middle school/high school level. Given that some students are being certified in both areas, hybrid/blended courses may also be completely appropriate.

The course which you and your partner(s) create should be student centered and response based. It should be realistic, something you would truly be able to teach when you complete your student teaching. You should **create thematic and topical units**, as these tend to hold student attention better, and they lend themselves to the inclusion of a wide variety of texts and writers. Use the texts, approaches, and activities which you find most promising in our discussions and readings, as well as in your work in classrooms as you complete this assessment.

**ECDP Proposal** (Partners Activity)

The proposal for your ECDP asks you and your partner(s) to look at the parameters of the assessment, mull over what you would like to do, do a little early research, and propose your plan. Your proposal must be typed and is due at the beginning of class on **Monday, February 3<sup>rd</sup>**. In your proposal, please respond to the following questions and type a response making use of the numbers as indicated below:

- (1) Your proposed course should last **one full semester** (18 weeks). Choose a course which you are likely to teach, and the level (middle school English/ middle or high school ESL) most appropriate for your situations.
  - ⌘ What course (English/ESL) and level (a specific grade) do you propose? What is the overarching **theme** of the course (the central idea *each* future unit will tie back to)? What is the course's main purpose (what is it trying to help them learn/know/ appreciate/understand in terms of content and skills)?
- (2) A course is composed of a series of units. You will complete an **introductory unit** (minimum three weeks) **together**, and then will **each be responsible** for developing one **focal unit** (minimum four weeks) **in detail individually**. What happens in each unit is shaped by what

has *already transpired* in previous units, both in terms of course content and skills; this means that you and your partner(s) should **collaborate closely** as you carefully plan for and scaffold the learning within each successive unit.

⌘ **NOTE:** First, simply realize that you're being given some flexibility here. The introductory unit must be at least *three* weeks and each of your individual focal units must be at least *four* weeks, but there are **18 weeks total** in the semester. This leaves you with some options as you discuss your plans with your partner(s). Consider the following options, what you might want to individually and collectively address in the course and in each unit, and how much time that might require in each instance. *And* know that these are tentative plans; I'll be open to you adjusting them as you get into the real work and decide what's best for your units and the course as whole.

- 3wk Introductory Unit + 4wk + 4wk + 4wk + 3wk Concluding Unit
- 3wk Introductory Unit + 5wk + 5wk + 5wk
- 4wk Introductory Unit + 5wk + 5wk + 4wk
- 4wk Introductory Unit + 4wk + 4wk + 4wk + 2wk Concluding Unit
- 6wk Introductory Unit + 4wk + 4wk + 4wk
- *So, there are lots of options based on plans/needs! Basic math **totaling 18 weeks** and divided however you and your partner(s) see fit.*
  - **FINAL NOTE:** Do realize that you will ultimately need unit and assessments handouts for every unit. If you decide to have a Concluding Unit of some sort discuss who/how this requirement will be completed.

⌘ Briefly sketch out the units you and your partners plan to include in your course. For **each unit** include: **1) how long** it will last; **2) its sub-theme** or topic (fitting under the overarching *course* theme – say a *unit* themed on human interaction with the environment in a class focused on the larger *course* theme of finding our place in the world); **3) the order** in which units will be taught; and **4) which partner(s)** will be responsible for each unit. Again, it is acceptable for these to be tentative plans at this point; changes down the road as your thinking becomes more and more focused are acceptable and encouraged! As a general guideline your outline should look something like the following:

- Introductory Unit: Theme \_\_\_\_ ( \_\_\_\_ Weeks) – Name all partners
- Unit #2: Theme \_\_\_\_ ( \_\_\_\_ Weeks) – Partner \_\_\_\_
- Unit #3: Theme \_\_\_\_ ( \_\_\_\_ Weeks) – Partner \_\_\_\_
- Unit #4: Theme \_\_\_\_ ( \_\_\_\_ Weeks) – Partner \_\_\_\_
- Etc. as necessary

(3) Now that you have decided which **individual unit** each partner will be responsible for when the time comes for more detailed planning, it's initially helpful to get a beginning sense of how you each see your focal unit unfolding. **As a general rule/requirement**, all units should **integrate both reading and writing** (as well as multiple intelligences) to help students achieve unit and course goals; **the readings and assessments/projects in your English/ESL/hybrid course, and thus in each unit**, should help your students make sense of and respond to the various texts of their lives. You will **each** ultimately need to meet the requirements from both the literature and composition checklists (**see pages 34-35**), so the combined and individual components of your units need to be able to stretch to do this.

⌘ Please **each** take some time to explain how you envision "your" focal unit. Please *label your response with your name* in the proposal.

- Again, which unit and theme will **you** focus on? How will the unit be organized? What do you envision students doing over the course of the unit? Why does this approach interest you?
  - What do you know at this point about the **readings, assessments, and writing components** you'd like to use in your focal unit?
  - How will the ideas, readings and assessments in your focal unit either **lay the foundation** for and/or **build off of** the unit(s) that precede/follow it? How can you work with your partner(s) to ensure that concepts and skills flow smoothly from one unit to another and help students continually progress?
- (4) When you consider the plan that is taking shape please explain why you and your partner(s) are interested in the particular approach you are proposing. How will it draw on your combined strengths and interests? How will it work well for students? How will it be realistic for the actual situation in which you are all likely to student teach or to teach?
- (5) When you consider the plan taking shape what difficulties do you and your partner(s) anticipate in the work before you? What problems? What areas in need of research? Are there ways in which I can help? Do you see a clear plan for solving issues as they arise? How can you ensure that you will be able to effectively collaborate on this major assessment?

### **Update on ECDP Proposal**

After you and your partner(s) submit your initial proposal we will schedule a meeting to review your plan and discuss how to proceed. *If necessary*, you may be required to update/revise your proposal; in this way we will all know the target that we are aiming for moving forward. In addition, as you continue to collaborate and make modifications over the course of the semester you should be sure to discuss **first with your partners and then with me**, any MAJOR changes to the proposal seeing as it impacts the rest of the work in the ECDP. You may do this via e-mail or by making an appointment. If you and your partner(s) would like me to look at materials you have prepared in advance of installment deadlines you may submit those at any time. Ask for the sort of feedback which you will find most valuable to help you and your partner(s) move ahead in your shared work.

### **DEADLINES AND CONFERENCES**

- February 3:** ECDP proposal (**print copy**) due. Conference on your proposal over the next week.
- February 14:** Update on proposal due (*if necessary*)
- February 23:** ECDP Workshop Meeting Prompt & Resources Post (Sunday by 5:00)
- March 2:** ECDP Workshop Introductory Unit and Sharing
- March 9:** First installment due – e-mail. Turn in checklist for # 1 and Partner Check comments.
- March 30:** Second installment due – e-mail. Turn in checklist for # 2 and Partner Check comments.
- April 13:** Third installment due – e-mail. Turn in checklist for # 3 and Partner Check comments.
- April 27:** Fourth Installment due – e-mail. Turn in checklist for # 4 and Partner Check comments.
- May 4:** Final Copy of ECDP due – e-mail (with additional requirements) and Canvas Assignment space upload.



## ECDP PARTNER CHECKS

Throughout the ECDP process you will need to work closely with your partner(s) and will also serve as a “critical reviewer” of your shared and individual work. Shared components should be jointly written, reviewed and revised prior to submission; individual components should likewise be completed ahead of class deadlines so that your ECDP *partner(s)* have the opportunity to review your work and provide meaningful feedback and *you* have time to revise prior to officially compiling and submitting the installment to David.

As you submit **each installment** partners should complete and **provide proof** (a list of notes; a copy of the files containing feedback comments, etc.) of the following tasks. Be sure it is clear which partner has provided what feedback:

1. **First**, check work against the **checklist**; note what is complete and what is not yet complete.
2. **Second**, add evaluative comments/constructive **suggestions** for all work.
3. **Third**, make a note about **how much time** you have spent conferencing with your ECDP partner about your comments (you should spend at least an hour per installment in conference) and **what you generally talked about** during your meeting.
4. **Finally**, write a brief note about what you worked on (collectively or individually) **after your conference** and *prior to* submitting this installment to David.

## ECDP Workshop

(Partner Activities)

### Meeting Prompt & Resources Post

(DUE: Posted to Canvas Discussion space by 5:00, Sunday, Feb. 23)

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### Introductory Unit

(Begun during workshop; DUE: Monday, March 2)

Having already worked with your partner(s) to propose a course and consider shared requirements, we will take time in class for you to **work through your introductory unit**; this work will introduce you to the skills necessary to successfully complete the remaining shared and individual components of your ECDP. You will have a week “off” to work with your partner(s); use this time to locate resources, create writing and literature activities and create brief annotations for the required materials (outlined below). Afterwards you and your partner(s) will work together to create a Canvas Discussion post that shares your compiled findings with others; this will be helpful as each group continues to work on their ECDPs.

#### *What Goes in the Write-up*

First, include a response to the **Meeting Prompts** below and include the specifics listed. Next, move on to finding the required resources and creating the **Resources Post** using the provided sections and letters. Post this **combined document** (Meeting Prompt responses and Resources) to our Canvas Discussion space; uploading as a .pdf or .doc is preferred.

#### **Meeting Prompts**

- A) When, where, and for how long did you and your partner(s) meet? (I expect you to meet *in person* so that you can actually talk over the materials and consider what will work best for your opening unit).
- B) What sub-theme have you chosen for your introductory unit? (Likely the same sub-theme you originally outlined in your proposal; just include so other groups know!) How many weeks have you allotted for this unit?
- C) How did you and your partner(s) divide up the work? Comment on how the group process went: what worked well? How might you improve the process as you continue to collaborate on future parts of your ECDP?

## **Resources Post**

### **UNIT GOALS**

- A) The most important part in planning a course, and thus a unit, is having clear goals. While you and your partner(s) will later create a *progression* of goals for the entire course, here you should simply create a list of **three to four major goals** for this **introductory unit**.
- These goals should express both your **academic and philosophical** aspirations for your students and explain what you want students to *learn and be able to do* as a result of your instruction in *this* unit. Use **both** your own words **and** language from the **Common Core State Standards (CCSS)** for Language Arts as you create goals.
    - ESL minors will want to use the CCSS for ELA *and* the **WIDA** English Language Development Standards. See the following websites to look at these standards in detail:
      - **English Language Arts** - <http://www.corestandards.org/ELA-Literacy>
      - English Language Development Standards (ESL) - <https://wida.wisc.edu/teach/standards/eld>

When listing your **three to four major goals** for your opening unit please:

1. Identify relevant standards in parentheses.
  - *For example:* **(L.8.1)** at the end of your sentence aligned with Language, grade 8, standard 1, **(W.7.2)** for Writing, grade 7, standard 2, or **(ELD 9-10.2)** for English Language Development, grade 9-10, standard 2.
2. **ALSO for each**, add a quick bulleted list of those sub-skills (subsumed in each of your goals) that you will address in *this* unit.
  - *For example*, if one of the goals chosen for this unit was related to CCSS W.7.2 (informative writing/organization within writing) you might decide that in *this opening unit* that meant teaching the following sub-skills: effective intro paragraphs; thesis statements; topic sentences; transitional phrases; concluding paragraphs

**ALL** ADDITIONAL MATERIALS BELOW SHOULD HELP YOU PREPARE A UNIT THAT ASSISTS STUDENTS IN MEETING THE ACADEMIC AND PHILOSOPHICAL GOALS YOU HAVE **JUST ESTABLISHED ABOVE**

**LITERARY SOURCES** (matched to your course, *here* addressing the sub-theme of the *introductory unit*)

\*\*You are reminded that, with the exception of the poems, only the **annotations** for sources need to appear in the write-up/ Canvas Discussion posting. **However, you do want to bring copies of the other sources with you to the next class for use in the upcoming ECDP Workshop.**

- A) First, provide **five poems, full text**, centered on your unit theme. Poems must have some range: some more difficult, some easier; some by men, some by women; some by people of different ethnicities; focus on different concerns. For each one, include the author, title, and MLA source citation. Also include a comment on why you chose the poem for your students.
- B) Next, **include annotations for three short stories** which would work for your chosen opening unit theme and which you and your partner would enjoy teaching in your English classes. As above, be sure you have a range of gender, ethnicity, topic, and level of challenge. For each story, include publication and location information. Also include two or three sentences summarizing each story, add two sentences of evaluation and close with a short comment on why you chose the story and would want to teach it.

- C) Third, **include annotations for two novels** in which your unit theme is a dominant part of the novel's plot. As above, be sure you have a range of gender, ethnicity, topic, and level of challenge. For each novel, include all the publication and location information. Also include five to six sentences of summary for each novel, add three to four sentences of evaluation and close with a short comment on why you chose the novel and would want to teach it.
- D) Finally, **include two annotations for genres not yet covered (essays, plays, myths, memoir)**. Include only pieces which you would enjoy teaching in your English/ESL classes. As above, be sure you have a range of gender, ethnicity, topic, and level of challenge. For each piece, include all the publication and location information, a sentence or two of summary, a short evaluation and a comment as to why you chose the piece and would want to teach it.

### **TEACHING ACTIVITIES** (general)

- E) First, include **two literature discussion activities**. Be sure the activities are primarily discussion; save activities which rely on drama or art, or which use a lot of writing, for later in the post. Yes, some activities are provided in your texts, however I want you to investigate further. The point is to find ways to organize discussion which involve students, and which move the teacher out of the role of dominant speaker in discussion.
- 1) For each activity, explain how to do it clearly enough that anyone who reads your explanation could immediately implement the activity. Also, specify your source for each activity. If you or your partner invented it, please say so. If you adapted it from a teacher's work or got it from a class, say that. If it's from a book or web site, give us enough information that we could locate the source.
- F) Second, **include two activities for teaching literature through writing**. As above, be sure to make writing the primary tool; be sure to make teaching literature (not just teaching writing) the central focus; be sure to explain clearly enough so that another teacher could put the activity to immediate use; and be sure to give the source for each activity.
- G) Thirdly, **include three activities for teaching literature using art, graphics, drama, and/or film**, being sure to make each medium the primary tool. Ensure students respond to/interact with or create (rather than simply "view") films. Be sure to explain clearly enough so that another teacher could put the activity to immediate use; be sure to source for each activity.
- H) Finally, make a list of **researchers and/or theories** that could be used to justify the activities (E-G) that you have chosen; rely on your past SOE coursework as well as the graphic organizer linked in our Canvas Announcement. Please **concretely** connect the research/theory to the activities; though justifications should be brief (2-3 sentences) they must still make a clear connection.
- 1) You may choose to address this requirement by **either A)** composing *multiple short paragraphs* in logical groupings where researchers/theories overlap; **or B)** choosing to simply add a bullet point to each of your activities listed above (E-G) noting the research and connection. As the example below demonstrates you should **be specific** in tying a researcher/author to a specific source.
    - a. E.G. If you include an activity in which students were drawing a storyboard based on a portion of the day's reading to help them recall key aspects of the plot, you might note that Daniels, Zemelman and Steineke (2007) describe such an activity and that they (and others!) note that requiring students to express their learning in a different modality helps them better notice and understand key aspects of their learning. You might also reference Gardner (2006) and his theory of multiple intelligences, noting that such an activity will build on the linguistic intelligences inherent in an English/ESL classroom while at the same time addressing the needs of visually/spatially intelligent learners and encouraging all students to develop these skills.

## ECDP Workshop Introductory Unit

(completed as a part of and after the workshop, and prepared for the following week > week 7)

During the workshop and over the next week you are expected to work with your partner(s) and polish the materials for your introductory unit, items which you began during the ECDP Workshop and are to now finish. This shared unit lays the groundwork for both the partner and individual components that will follow in future installments. You will also **share** this work with the class so that we can collectively review these skills help everyone master them.

Work with your partner(s) to create and be prepared to informally present (week 7):

- \_\_\_\_\_ A **unit handout for students** which: **1)** overviews your introductory unit (short paragraph); **2)** lists unit goals (philosophical and those based off of relevant CCSS/WIDA) and hints at their connection to assessments; and **3)** contains a brief description of the major assessments including point values for each. *Use the model distributed during the workshop as a general guide.*
  
- \_\_\_\_\_ A **unit calendar for students** which generally lays out the schedule for readings, assessments (at least one major) and relevant due dates (see model)
  
- \_\_\_\_\_ **Outlined (but thorough) plans** for your “week in detail”. Begin each day by listing 1-2 learning objectives (specific measurable outcomes noting the **learning** for the day – “Students will be able to...” – and not simply daily *activity*) and then explain how daily objectives assist in meeting unit goals. Next, outline the daily activities (varied reading and writing) you’ve included in the week, being sure that they are written with enough detail that a colleague or substitute could successfully run the class in your absence. **Ensure** that the *activity* successfully teaches the listed *learning objectives* for the day.
  
- \_\_\_\_\_ A student-centered **rubric** for the major assessment (**rubric only**, though model contains elaborated detail on the assignment, which you *will* create when working in “your” individual units). Categories on the rubric should be tied to relevant CCSS/WIDA and the goals you have chosen for this opening unit.

**\*Assignment:** Please **bring a print copy** of the completed items listed above to class on week 7 for David to grade. Please **also e-mail the entire class** (David included) a copy of your work *prior* to the start of our week 7 class.

## Installment # 1

### (ALL Partner Components)

#### – Single Electronic File\* –

\* While it may seem “convenient” to work in a shared Google Doc for your ECDP process, past students have **strongly urged me** to suggest that you instead **use MS Word** as you *start* this work. As past groups have moved into the final compilation of the ECDP, started to bring together work from various programs, started to get concerned with the *look* of the work and not just the content, they’ve experienced **lots of Google problems**, especially given the **magnitude and complexity of this project**. These problems add **unnecessary stress** when you are already faced with the pressures of completing this work. Please consider heeding their advice to save yourself future time/headaches; use share and individual **MS Word** files instead of Google Docs.  
[MS Word is a free download through UWSP’s IT Services.](#)

It is important to have your school, students and situation in mind as you make teaching decisions, thus for Installment # 1 **you and your partner(s)** will set up the overall course context and design; you will also select readings for your students based on your course *and* this context. This installment helps establish a clear framework for all of the work that lies ahead. You should focus on **an administrator as your audience for the pieces in *this entire* installment.**

\_\_\_\_\_ **Population Description (3 brief paragraphs):** Compose a clear, detailed description of: **1)** the student population at the *school* (grade levels, demographics, SES and minority populations); **2)** other relevant information regarding the school itself (building set-up, room and school access to technology, etc.); and **3)** how this information comes together in your individual classroom (number of students with gender, ethnic and SES breakdowns, technology/resources available to you and students, etc.). Choose an actual school as a starting point or make up your own information for an imagined school.

\_\_\_\_\_ **Course Title, with a themed focus** (e.g. English 8: Relationships and How They Work; Composition and Literature for English Language Learners – Grade 7; Integrated English 9: Just Like Us – The Life and Literature of Diverse Americans).

\_\_\_\_\_ **Course Description (1-2 paragraphs):** A brief summary of the course format, content, and purpose. Help **an administrator** have a beginning understanding of what your course is about.

\_\_\_\_\_ **Complete Course Goals and Charting/Outlining** (see ECDP Workshop **handout!**): Work with your partner(s) to create a **chart or list** identifying **10-15 major goals** you have for the **entire** course; be sure to include those goals already created for your **opening unit**. As you create your chart or list keep the following in mind:

- **Be sure to include** reading, writing, speaking/listening and language goals as you establish the overall academic learning goals for your course.
- Goals express both **academic and philosophical** aspirations for students and explain what students will learn and be able to do as a result of instruction. As in the past, use **both** your own words **and** language from the **Common Core State Standards** for ELA/WIDA.
  - **English Language Arts** - <http://www.corestandards.org/ELA-Literacy>
  - **ESL/ELD** - <https://wida.wisc.edu/teach/standards/eld>
  - Identify relevant standards in parentheses - **(L.8.1) (W.7.2), (ELD 9-10.2)** etc.
- Your chart/list should clearly match each goal to the units in which they will be addressed.
  - **Goals should be repeated in multiple units** as students are **introduced** to these skills, as skills are **reinforced** in future units, and as students ultimately demonstrate **proficiency**. Create a chart/list that notes goals, units and this scaffolding of relevant skills.

\_\_\_\_\_ **Texts/Readings:** *Thinking of the community, school and students outlined earlier in this installment, generate a **complete** list of books, short stories, poems, films or on-line videos, podcasts, non-fiction texts, etc. that you will use in the *entire* course. Include choice books for literature circles and reader's workshop, etc. Also, be sure that selections are appropriate for your students; using a resource such as [www.commonsemmedia.org](http://www.commonsemmedia.org) (among others) might be useful.*

\_\_\_\_\_ **Organize:** Please arrange materials by unit

\_\_\_\_\_ **Justify:** For each unit, **list** texts and then **write a brief paragraph** explaining your selections.

- Start with a short (2-3 sentence) summary.
- Compose a few sentences explaining how each text/group of texts *help you* accomplish your unit/course goals.
- End with a few sentences describing how each particular text/group of texts *help students* learn and connect with the ideas in the reading/unit (Varied reading level? Diversity of topics that will interest certain students? Diversity of authors to show varied contributions? Texts to help students with special learning needs? ).

\_\_\_\_\_ **Bibliography** updated to this point. Include MLA citation for all texts listed above.

- Use Purdue's On-Line Writing Lab as a resource - <http://owl.english.purdue.edu/owl/resource/747/01/>
- **\*\* OPTIONAL \*\*** List of sources for methods, lesson plans, graphics, rubrics, and so on, including print sources, web sources, and informal sources (classes, teachers, peers). As you're looking for texts, if you run into a great lesson, keep track of it; you'll want it for future installments.

\_\_\_\_\_ **ECDP Partners Check** (see page 17).

\_\_\_\_\_ This checklist for Installment # 1.

**Installment # 2**  
 (SPLIT Partner / Individual Components)  
 – Single Electronic File –

In Installment # 2 **you and your partner(s)** will: **1)** add more specific details to your unit outline; **2)** work together to create handouts and rubrics for any *ongoing* assessments; and **3)** create an overall course evaluation plan (mathematical breakdown of each/all assessments).

Additionally, you will work **individually** to create the unit handout for students **for your focal unit\*** as well as handouts for **each** of **your unit's** major summative and benchmark assessments *and* the accompanying rubrics. You will also be responsible for adding any new materials referenced to your combined Bibliography.

**\* NOTE:** *If* you have chosen to include an **additional/concluding unit** in your plans the individual(s) responsible for this work should also submit the unit, assessment, and rubric handouts as a part of this installment.

**The audience for this installment varies;** it is *administrative* in the *outline* portion, but handouts should be designed and written for direct distribution to students.

\_\_\_\_\_ **Outline of Course Units (Partner):** *Building off of your proposal/updated thinking*, work with your partner(s) to update your outline so that it more completely introduces your course to an **administrator**. Briefly overview each unit in your ECDP (including introductory unit) **and** use the overview to help reveal the thinking behind the choices you have made; **explicitly describing the scaffolding/connections** between units is a critical (and impressive!) step.

For each unit in your outline identify the **number of weeks** each is expected to take, followed by a brief description (one or two short paragraphs) of the **purposes** (your academic reading/writing goals *and* philosophical goals) of each unit **and** your **reasoning/** thinking behind and **scaffolding** between successive units. Create an **essential question** related to the unit theme that students will work to answer. Please also include a brief (can be bulleted) **list of the major assessments**, and the **texts** (readings, video, art, etc.) you plan to use per unit. Many students have found it helpful to use the following format, though this arrangement is not required:

- **Unit Title:** Title (\_\_\_ weeks)
- **Unit Description:** short paragraph(s) of detail **and** thinking/scaffolding
  - E.G. - Seeing as choice is an important part of interesting students in writing the first unit will integrate a writer's notebook, teaching them various ways to gather information; these activities assist students with brainstorming and pre-writing activities in future units.
  - Introduce initial scaffolding, note in middle and show how learning culminates as class ends.
- **Essential Question:** a question related to the unit's theme which students will be able to individually answer at the conclusion of the unit.
  - E.G. - Does someone have to be a "good person" to be considered heroic?
- **Major Assessment(s):** a simple list
- **Key Texts:** a simplified list of 3-5 central pieces (not the same as I#1 *complete* list)

\_\_\_\_\_ **Ongoing assessment handout(s) and rubric(s) (Partner).** Work with your partner(s) to create one **student-centered** handout and rubric for each ongoing assessment in your course. Writer's notebooks, extended portfolios, etc. fall into this category.

Continued >>>



\_\_\_\_\_ **Labeling:** Be sure that the author of each of the following individual components is clearly identified. Simply adding your name below the document title will suffice.

\_\_\_\_\_ **Unit Handouts for Students (Individual):** Create a unit handout for **your focal unit**, overviewing it for your **students**. Using student-friendly language, you should create a handout that introduces students to the general theme and ideas of the unit, outlines unit goals/what you're hoping to accomplish, includes short introductions to each major summative and benchmark assessment used in the unit and how (in very general terms using the major criteria used to assess as they'd later appear on rubrics) each will be graded, etc. (see ECDP Workshop models)

- **Reminder:** You *must* assess the **reading** in each unit and should also have some sort of **assessment where writing plays a major role**. Keep this in mind as you create the short descriptions here and as you develop the assessment expectations in the handouts described below.
- As you create unit handouts and the assessment handouts and rubrics that follow, continue to frequently refer back to your **goals/charting from I#1 with your partner(s)**. It's important that you **continue to collaborate** so that you create a **cohesive** course as goals, skills, and assessments build.

\_\_\_\_\_ **Assessment Handouts and Rubrics for your focal unit (Individual):** Create a *student handout and rubric* for **each major summative and benchmark assessment** in your unit. As you explain assessments to your students be sure to incorporate language and formatting which: **1)** generally *overviews* the assessment; **2)** helps students *understand why* you have chosen this assessment/what it helps them learn; **3)** uses language which *ties to the goals* of the unit and the descriptors on rubrics (being sure handouts/rubrics **align** is key); and **4)** clearly outlines the *steps in the process* (doing this in writing *and* with a **checklist** at the end of an assessment handout is often useful). (see ECDP Workshop model)

\_\_\_\_\_ **Overall course evaluation plan (Partner):** Work with your partner(s) to create a **mathematical** breakdown of the major summative and benchmark assessments, tests (if any) and other short/extended assignments (sometimes just noting "Formative Assessments" is enough here), and how much each is worth in determining the final **semester grade** for the course (see how I've done this on **page 7** of our syllabus). Students have often found it useful to simply *list each unit, followed by the assessment and the associated point value*. Discussing this information with your partner helps you ensure that the number of points assigned to each assessment is **consistent/proportionate** throughout the class (vs. each of you having a paper of the same length but of vastly different points). It also is meant to help you consider if you've thought about the amount of work each assessment takes and if that's evident in the way in which you've distributed the points throughout the semester.

- Be sure to include the points from your **Introductory Unit** *and* any potential Concluding Unit in this breakdown as well.

\_\_\_\_\_ **Bibliography** updated to this point

\_\_\_\_\_ **ECDP Partner Check** (see page **17**).

\_\_\_\_\_ **Checklist** for I# 2

### Installment # 3

(ALL Individual Components)

– each partner may send separate electronic files –

In Installment # 3 you will individually develop the detailed planning for your **focal unit**; the unit must (should already) include instruction on **both** reading and writing. For this installment you are to create a complete and **thorough daily outline** of what you will do in class (all prompts, questions on readings, activities, etc.) and note the duration of each; the outline should be **extremely detailed so that a substitute** teacher who majored in, say, physics, could easily follow the plan and effectively teach for a 50 minute period. As you generate this planning you will also need to **create/include all of the materials you need to teach the unit**.

\_\_\_\_\_ A **unit calendar for students** which generally lays out the schedule for *readings*, all major *assessments* and relevant *due dates* (recall opening unit work and ECDP Workshop model)

\_\_\_\_\_ **Daily outline of procedures.** For each 50-minute class include:

\_\_\_\_\_ Brief **title** for each day's lesson, and also the **one to three learning objectives** for the day. Please remember that learning objectives are measurable; they should **identify the learning** that students will walk away with after this specific period, not simply note/list activities they will engage in.

\_\_\_\_\_ A **very detailed** list of procedures, including such things as class openers or journal prompts, specific approaches/activities used to frame discussions or to guide small group work, **specific questions relevant to the reading(s) for the day** that you would be sure to ask, and steps in activities.

- **Please "time stamp" each portion of the class, as in: Discussion (20 minutes)**
- **See the example ECDPs in the Canvas Module and workshop materials for assistance and the level of detail expected in this installment**

\_\_\_\_\_ Assessment, whether it be formative, benchmark, or summative, that is **clearly tied** to the daily objective(s) ensuring that the day includes *meaningful* activity that builds student learning.

\_\_\_\_\_ Additional, purposeful activity, in case you have unexpected time at the end of class.

\_\_\_\_\_ **All handouts and rubrics** for your *focal* unit from Installment #2 (**updated** unit handout, assessment handouts and rubrics so your revised plan is clear) as well as copies of any in-class activities, peer response worksheets, literature circle role sheets, etc. Please also include copies of readings that are **easily accessible**; there's no need to scan pages and pages for this installment, **but if** it's easy to include a .pdf in your e-mail or copy and paste an article into your planning immediately after the day on which it is used then you should do so.

\_\_\_\_\_ **All quizzes (if included).**

\_\_\_\_\_ **Bibliography** updated to this point.

\_\_\_\_\_ **ECDP Partner Check** (see page 17).

**Note:** It would be wise for you and your partner(s) to review the checklists for the writing and literature components on **pages 34-35** if you have not yet done so.

\_\_\_\_\_ **Checklist** for Installment # 3.

**]Installment # 4**  
 (SPLIT Partner / Individual Components)  
 – Single Electronic File –

Much of Installment #4 involves the revision and final alignment of past work. **You and your partner(s)** will work to collectively revise the Partner Components from the previous installments; you will also **individually revise** the handouts and rubrics for **your focal unit** (small remaining updates) as well as the individual detailed daily planning in your focal unit.

Finally, you will **individually** take the detailed planning from two of the days in your focal unit, one focused on *literature* and the other on *writing*, and use them to create formal lesson plans. Lesson plans are written for an **administrative audience** and help them, as an infrequent visitor to the classroom, understand the **context** in which the lesson is placed as well as the planned learning objectives and activity for the day. Furthermore, it serves as evidence that you understand the discipline that you are teaching, the research and theory which informs and drives your practice and how these understandings intersect with real students to create meaningful instruction.

\_\_\_\_\_ **Lesson Plans (Individual):** You are to write a total of **two** lesson plans (using the template provided on **pg. 28**) that are extensions of the detailed daily planning in your focal unit. **One** of these lesson plans must focus on a day in which **helping students understand a piece of literature, its theme(s) and relevant academic language** is the primary work of the day selected; the other must focus on a day in which **helping students prepare for and/or make specific revisions to a piece of writing, as well as understanding relevant academic language** is the emphasis of the day (though days may have small elements of both).

- When selecting the lessons, you should **identify which plans are writing emphasis, which are literature emphasis** and where they fit within the context of your unit plans (e.g., Unit 3, Week 5, Day 4).
- Simply **COPY AND PASTE** the template below into your own files; use the electronic copy of the syllabus available in Canvas.

\_\_\_\_\_ **Revision of ECDP Installments # 1 through # 3 (Partner/Individual Components)**

- Ensure that you and your partner(s) have created a cohesive and clearly-aligned course as you complete these near-final revisions
- If you have been unable to complete all revisions please note, in the ECDP Partner Check, what you have completed for your final draft, what is still in progress and who is responsible for the remaining revisions.

\_\_\_\_\_ **Updated bibliography including the research and/or theory referenced in lesson plans.**

\_\_\_\_\_ **ECDP Partner Check** (see page 17).

\_\_\_\_\_ **Checklist for Installment # 4.**

## LESSON PLAN TEMPLATE

As you plan lessons, it is important that you plan in a way that aligns the content, strategies, and skills you will teach with the assessments you use. The following lesson plan format should be completed with the help of the “Guiding Questions” found immediately following this template (see [page 31](#)).

Your lesson plan should be laid out in the following format. We have carefully designed this template to align with the edTPA, an assessment that you will complete during the semester in which you student teach; you must receive a passing score on this assessment to be licensed by Wisconsin’s Department of Public Instruction (DPI). Being able to successfully address the included components will also help you as you continue to grow as a professional and are evaluated under Wisconsin’s Teacher Effectiveness law.

Please complete the overview information and grid below to assemble the pieces of your lesson plan; then follow with a step-by-step daily plan of what will occur in sequence, with time stamps for each step. This will allow you to show how the materials, technology, and assessments will be interlaced with the learning tasks.

### LESSON OVERVIEW INFORMATION

- Grade or Grade Range:
- Lesson Title/Focus:
- Unit/Learning Segment/ Day (in ECDP sequence):
- How lesson fits in with days surrounding it:

### Learning Focus

- Essential Question (and/or Big Idea):
- Common Core State Standards (CCSS):
- 
- Daily Learning Objectives for this Lesson (Content):
- 
- Learning Objectives for this Lesson (Academic Language – **note terms and definitions used**)
  - Language function (required):
  - Vocabulary (required):
  - Discourse or Syntax (at least *one* required):

Lesson Rationale:

### Prior Knowledge & Misconceptions

- Concepts related to this lesson students are already familiar with:
- Possible *misconceptions/misunderstandings* students might bring and how they will be addressed:

### I. INSTRUCTIONAL MATERIALS, RESOURCES, AND TECHNOLOGY

List materials and technologies necessary for this lesson. Attach copies of all handouts and other materials.

### RATIONALE

**EACH PORTION (I-IV) of your lesson should be grounded in relevant theory or research; be sure to include and balance support from both ELA and Ed. Psych.** In this “Rationale” column simply include the **name(s) of researchers and their theories**, ideas that support your various decisions.

**FOR EXAMPLE:**

- In the “Materials” section you might note the use of both a handout and related PowerPoint you’ve listed for this lesson and note **Howard Gardner: Multiple Intelligences**.
- Later in the “Learning Tasks” portion you might include a bullet for **Lev Vygotsky: ZPD and social**

	<p>constructivism next to a portion of the day including work in pre-selected groups <i>and/or</i> also add in Harvey Daniels, Steven Zemelman and Nancy Steineke: <i>Writing to Learn</i> when students compose a short reflection after the activity noting how their thinking has changed.</p> <p>So, you should include multiple bullets as appropriate; <b>you will elaborate on these connections at the end of the lesson plan template.</b></p>
<b>II. LEARNING TASKS</b>	<b>RATIONALE</b>
<p><b>Plan:</b> List learning tasks that help address your <b>chosen learning objective(s)</b>. Include the detailed directions which you will give students as sequenced instructions. Be sure to <b>1)</b> include specific questions and activities that guide students and elicit higher thinking; <b>2)</b> note key textual passages to which you might refer; <b>3)</b> create opportunities for <i>students to engage each other</i> in dialogue about their learning.</p> <p><b>NOTE:</b> These activities should include student-centered tasks, as well as those that are teacher-centered. For example, you might first introduce students to academic vocabulary and have them then apply it with a partner and then individually, might help guide your students to create their own questions as well as developing questions of your own to facilitate discussion, or help them plan how to integrate how what they have reviewed in a model text is applicable as they return to their own writing. <b>Think Gradual Release of Responsibility models in daily lessons and/or throughout the learning segment.</b></p>	
<b>III. ASSESSMENTS</b>	<b>RATIONALE</b>
<p><b>Plan:</b> While you may have mentioned them in your lesson, in this section please <b>1) list</b> the formative, benchmark and/or summative assessment(s) that are a part of the lesson and that help you and/or students monitor the day's learning; <b>2) identify which of your daily objective(s)</b> each assessment meets; and then <b>3) succinctly</b> explain what the assessment will help you learn about student progress toward the related objective(s).</p>	
<b>IV. LEARNING DIFFERENTIATION/ ADAPTATION</b>	<b>RATIONALE</b>
<p><b>Plan:</b> Please articulate the ways in which this lesson will be modified for the varied students in the course including your student with special needs and your two additional choice students, especially as these modifications relate to helping them better meet the <b>daily learning objective(s)</b>.</p> <p><b>NOTE: For this practice please pick two of the following types of students.</b> English language learners (must be English MN); struggling readers; underperforming students or those with gaps in academic knowledge; students with an emotional or behavioral disability; students with special mental health concerns (depression, eating disorder, anxiety, etc.); or gifted and talented students.</p> <p>Identify each choice and then <b>note modifications after conducting brief research</b> on how to best help students with these needs.</p> <ul style="list-style-type: none"> <li>• Choice 1 (define need): researched differentiation for lesson</li> <li>• Choice 2 (define need): researched differentiation for lesson</li> </ul>	

## V. CHRONOLOGICAL OVERVIEW OF MAJOR STEPS TIME STAMPS

*Simplify* the more detailed “Learning Tasks” section of your plans above, identifying the major stages of the day’s class and how long each will take.

## VI. THEORETICAL AND RESEARCHED-BASED CONNECTIONS TO THE LESSON

Using bulleted paragraphs (3-5 sentences *each*), please note the major **English Language Arts** and **Educational Psych.** research and/or theories which support your instructional decisions; as you do, make **explicit the connections** to the materials, learning tasks, assessments and differentiation you have planned. When possible, reference specific support and resources; include bibliographic information for all resources cited.

- 

### Bibliography

## GUIDING QUESTIONS TO HELP PREPARE YOUR LESSON PLAN

You are not required to address every question below related to each section of the template, though thinking your way through them will help you create a comprehensive lesson plan, one which helps you prepare for edTPA requirements and fulfill the learning objectives of this assessment

### OVERVIEW INFORMATION

- Who is your lesson intended for?
- When in the unit does this lesson take place?
  - What related skills and concepts have students already learned (course or unit)?
  - What activities have students completed prior to this day that help set up the activity?
  - How will students utilize the learning from the day (as measured by the objectives) later in *this* unit? As they complete a reading or assessment? In a *future* unit?
- What questions are students working to answer?
- What philosophical or CCSS goals does this day address?
- What “Academic Language” (the language/vocabulary of school and the discipline of English) do students need to understand to successfully access and participate in the day’s learning?
  - Why have you chosen this lesson as a focus for the day or at this point in the progression of the unit?

### I. INSTRUCTIONAL MATERIALS, RESOURCES, AND TECHNOLOGY

- What resources will you need to complete the lesson?
- What resources will students need to complete the lesson?
- How will the materials help to engage students in achieving the learning objectives?

### II. LEARNING TASKS

- How do the tasks relate to your learning objectives? The CCSS? The unit’s essential question and/or big idea?
- How do the experiences accommodate the student learning needs of individuals, of similar groups of students, and of the class as a whole?
- How do the tasks connect to students’ academic development, social/emotional development, experiences, and/or interests?
- How do the experiences stimulate student problem solving and critical thinking?
- How do the experiences create an inclusive and supportive learning community?
- How do the tasks build upon each other in ways that create a progression of learning through which students can monitor their own progress toward the learning objectives?

### III. ASSESSMENTS

- How will you measure prior knowledge and readiness for the lesson?
- How will you assess learning during the lesson?
- How will students demonstrate that they are working toward the lesson’s objectives?
- How will you use assessment to help plan the next steps of learning following this lesson?
- How does the assessment strategy accommodate diverse student needs?
- How are you using formative and summative assessment?

### IV. LEARNING DIFFERENTIATION/ADAPTATION

- How will students be different in *any* classroom? Traditional “labeled” ways? Non-labeled? How are *all* students different/unique?
- How will you adapt/modify *within the lesson* to meet these needs?
- How can you best get *each* student what they *individually* need to get the most out of the lesson?

**Installment # 5**  
**E-Mail and Canvas Assignment Upload**  
 (NEARLY ALL Partner Components/Compilation)

- \_\_\_\_\_ Revision and editing of entire ECDP
- \_\_\_\_\_ Professional cover page with your names, “English **OR** ESL Course Design Project”, and the date, all professionally displayed
- \_\_\_\_\_ Project Reflection: As a **group**, compose a short paragraph acknowledging the collaborative nature and shared work of the project (clear explanation for anyone reading your work), **and** then **individually compose a short reflection** on how this process worked for you and your partner(s).
- \_\_\_\_\_ (Optional) Acknowledgements paragraph(s). Paragraph(s) of acknowledgements for people who have helped you accomplish the work represented by this assessment.
- \_\_\_\_\_ Single-document copy of your finished ECDP in one file (Word or PDF) **e-mailed to David** (with other requirements – see below) **and submitted to the Canvas Assignment space** following the order specified below:
  - a. Cover
  - b. Project Reflection
    - i. Collaboration
    - ii. Individual Reflection on Processes
  - c. Acknowledgements (optional)
  - d. Table of Contents
    - i. Philosophy of Teaching English/ESL
      - 1. Partner A
      - 2. Partner B
      - 3. Partner C
    - ii. Course Background
      - 1. Course Title, Course Description and Population Target (I#1)
      - 2. Course Goals (I#1)
    - iii. Course Units
      - 1. Semester Outline (I#2)
      - 2. Semester-Long Ongoing Assessment Handouts (if applicable)
      - 3. Unit1: Unit Title (Collaborative Unit)
        - a. Unit Student Handout
        - b. Unit Calendar
        - c. Unit Assessment Handout(s)
        - d. Assessment Rubric(s)
      - 4. Unit 2: Unit Title (**person responsible**)
        - a. Unit Student Handout
        - b. Unit Assessment Handout(s)
        - c. Assessment Rubric(s)
        - d. Daily Procedural Planning
          - i. Board Work, Prompts, Questions and Activities (this just as a subheading so that they know what’s in the section)
          - ii. Literature Lesson Plan: “Title”
          - iii. Writing Lesson Plan: “Title”
      - e. Procedural Readings and Handouts
        - i. If you want to get more specific/organize them in some way, you may; otherwise, simply put them in chronological order



- ii. You do not, for me and this assessment, need to scan any pages and include them here IF YOU HAVEN'T ALREADY DONE SO. If you have, please include them. In an actual interview situation with a print copy, I would include them for effect.
  - 5. Unit 3 – Etc.
  - 6. Unit 4 – Etc.
  - 7. Unit 5 – *If applicable*
- iv. Course Evaluation Plan (I#2)
- v. Text Justifications (I#1 – make sure this is **fully updated** to include *all* final selections you've incorporated into focal units)
- vi. Bibliography (combine ALL sources in a final bibliography that's double-spaced and alphabetized)

- \_\_\_\_\_ **\*\* WITH the E-Mailed Copy of ECDP \*\* (Individual):** A typed document that includes
- \_\_\_\_\_ A summary of the most important 10-15 bits of feedback you received on the **individual components** of your ECDP (through ECDP Partner Checks) **from your partner as well as** from the **major suggestions I provided** on these pieces.
  - \_\_\_\_\_ A note (2-3 short paragraphs) commenting on **how you then generally addressed the suggestions** you've been provided with as you completed this final revision, how that process of final revision worked, and what you learned from the ECDP process.
  - \_\_\_\_\_ Two brief paragraphs justifying: **1)** the grade *you* deserve on this assessment; and **2)** the grade that your *partner(s)* deserve for their work. Please provide me with any information that will be helpful in the final scoring of both the shared and individual components of this assessment.

### To simplify, during week 16 you will:

1. Work with your partner(s) to write the final short reflections and prepare your final ECDP document (as outlined above)
2. Upload this polished copy, in a single **Word** or **PDF** file, to the Canvas Assignment space
3. E-mail David:
  - a. A copy of your final ECDP
  - b. A document that: **1)** summarizes feedback; **2)** comments on how you have addressed this feedback in your final revisions; and **3)** reflects on the ECDP process and what you have learned from it.
  - c. Two brief paragraphs justifying grades for *you* and your ECDP *partner(s)*

## Criteria Specific to the Writing Component

- \_\_\_\_\_ Incorporates **writing in varied ways** over the duration of the course. This includes:
- \_\_\_1) various **timeframes** in which students are asked to complete writing (i.e. in a single sitting or over an extended timeframe);
  - \_\_\_2) requiring students to use writing in a **variety of ways** (i.e. paper-, project- and/or technology-based performances) and for a **variety of audiences** (many of which extend beyond the teacher);
  - \_\_\_3) **requiring and allowing** students to write in **varied genres** (e.g. narratives, analysis papers, argumentative pieces, research projects, multigenre creations, electronic mediums, etc.); and
  - \_\_\_4) writing in situations that are highly **structured** (topic, audience, genre, style and tone are established by the teacher) as well as in situations which **provide writers with choices** and require that they select these aspects of their writing themselves, requiring that they demonstrate an awareness of purpose, audience and genre.
- \_\_\_\_\_ Integrates **expressive writing** (e.g. writer's notebooks, journals, logs, focus writes, writing to learn activities, etc.) on a regular basis so as to help students clarify their own voice as well as think through processes. Such writing should be related to unit and course goals and support current class reading and writing activities.
- \_\_\_\_\_ Integrates the **writing process** (planning, drafting, revising, editing, and publishing) completely and meaningfully and supports structures which enhance feedback from both peers and the instructor. Instruction in the writing process moves beyond simple checkpoints and instead contains **scaffolded lessons** which are **modeled by the instructor** and which guide students at each stage of the process.
- \_\_\_\_\_ As the writing process is modeled activities are included which guide students through various aspects of writing including organizational and transition work, argumentative needs, issues of syntax, ways to ensure writing follows established grammar, usage and convention rules, etc.
- \_\_\_\_\_ Encourages students to engage in writings of various kinds (paper- and project-based) and of varied lengths and complexity over the duration of the **course directly related to research topics** of their own as well as of the teacher's choosing. Research makes use of **an authentic research process** (questioning, planning, gathering, sorting & sifting, synthesizing, evaluating and reporting) and guides students through a **scaffolded approach** which integrates the research skills most appropriate to the paper/assessment.
- \_\_\_\_\_ Contains **clear rubrics** used to assess student research and writing. Rubrics **contain categories and language** which **mirror** the language on **course handouts** and that which is used in **daily instruction** so as to consistently highlight and assess the unit's/writing's/assessment's essential skills and concepts. Rubrics focus only on those aspects of research and writing which have been **clearly taught** in the respective unit(s) and/or those skills which clearly extend concepts learned in previous units and thus represent part of the course's implemented writing program.

### Criteria Specific to the Literature Component

- \_\_\_\_\_ Includes contemporary young adult literature at the appropriate reading level and literature which is chosen to be particularly accessible to your students, along with more traditional pieces.
- \_\_\_\_\_ Includes related or literary nonfiction.
- \_\_\_\_\_ Includes literature written by a variety of people, including people of different genders, races, ethnicities, and nations, drawing on recent scholarship or strong recent collections to locate excellent quality pieces by diverse authors.
- \_\_\_\_\_ Gives students some choice in what they are to read.
- \_\_\_\_\_ Includes excellent literature which you will enjoy teaching, and which you have already read in whole or in part.
- \_\_\_\_\_ Takes approaches to teaching literature which **go beyond** basic comprehension, text-centered close reading and analysis of literary elements. Incorporates reader response approaches discussed in class to help students make personal connections with the literature.
- \_\_\_\_\_ At least for some part of the time, incorporates one of the student-determined approaches to teaching literature, such as reading workshop or literature circles.
- \_\_\_\_\_ Includes an assessment or assessments through which students will make sense of and respond to what they read. Assessments will probably incorporate multiple intelligence approaches and student choice.
- \_\_\_\_\_ Makes use of some of the discussion, writing, art / graphics, drama / game, and technology activities which we have worked on and read about in class.
- \_\_\_\_\_ Specifies **in detail** how each discussion will be prompted (perhaps by a brief activity), how it will be organized (student groups lead; popcorn; etc.), and how it will be closed (with writing; with partner discussion; etc.)
- \_\_\_\_\_ Includes a means of making students accountable for their reading.
- \_\_\_\_\_ Fulfills your own central purposes in teaching literature.

## Rubric for Evaluation for the Final Copy of ECDP

Individual Components (350 points)	Shared and Collaborative Components (200 Points)
<p style="text-align: center;"><b>A</b></p> <p>Individual components, including <u>your</u> unit and assessment handouts and the corresponding rubrics, are expertly done, meet all of the criteria listed on installment checklists and are firmly based in the research and theory of reader response and writing process. The texts and materials you have selected are appropriate for your students and assist them in meeting course goals. Your assessments are relevant to your chosen students and consistently address stated course goals in a logical progression; it is clear how students will be evaluated in each unit and assessments are appropriate, varied and fair.</p> <p>The daily planning in your focal unit uses an appropriate mix of activities including discussion, structured group work and individual responses. You clearly are aware of the diverse needs of students in your class, and your activities are likely to involve all students in meaningful learning. The two fully-developed lesson plans demonstrate a clear understanding of how to justify instructional choices and ground them in relevant research and theory; they help an outside evaluator understand the course context surrounding the day, how the planned learning activities help meet unit and course goals and why specific instructional choices have been made.</p> <p>The editing and proofreading of the individual portions of your final ECDP are exemplary and result in work which is polished and free of errors in mechanics and usage.</p> <p>Comments:</p>	<p style="text-align: center;"><b>A</b></p> <p>Shared components of your ECDP demonstrate a clear ability to design and develop long-term curriculum tailored to a specific educational context. Course goals are clearly articulated and present a scaffolded development of academic and philosophical aims. Subsequent course materials and assessments present instruction which introduces and reinforces these goals and helps students develop proficiency; the language of assessments and rubrics is consistently aligned, revealing the expected learning targets to students. Shared components are carefully edit and presented in a professional manner.</p> <p>Shared components have been developed in a highly collaborative environment; you have worked effectively with your partner(s) to plan, create, critique and revise shared elements. Throughout the process you have stayed flexible and worked to negotiate shared aims. You have served as a thoughtful and reliable critical reviewer of your partners' individual work.</p>
<p style="text-align: center;"><b>B</b></p> <p>Though solid in almost all areas, and not lacking any of the major components, the overall quality is not up to that of the A level. Specifically, you need to make improvements in the following area(s):</p>	<p style="text-align: center;"><b>B</b></p> <p>Though you have worked well with your partner(s) to develop shared components and have created materials which are mostly cohesive, the overall quality is not up to that of the A level. Specifically, you need to make improvements in the following area(s):</p>
<p style="text-align: center;"><b>C</b></p> <p>Your planning meets most but not all of the major criteria; your final project is given a C for the following reasons:</p>	<p style="text-align: center;"><b>C</b></p> <p>While you have worked with your partner(s) to create the shared components of your ECDP and to collaborate effectively on this assessment, the end result has met most but not all of the major criteria; your final project is given a C for the following reasons:</p>

**Practicum Experience**  
**Methods of Teaching Composition and Literature**  
**for Non-English Majors**  
**(English 394 / 594)**

**Purposes**

- ❖ *To observe an English/ESL classroom in action*
- ❖ *To reflect on the values and ideas you're discussing in Methods classes in relation to the actual class you're observing*
- ❖ *To work as a teacher yourself, trying out the approaches you are designing*

**Requirements**

- ❖ Spend **25 hours** in the middle school and/or secondary classroom.
- ❖ Complete the activities listed below
  - i. Create a typed log of the time you spend in the classroom. Each entry should include both the length of time spent in the classroom and a brief (2-3 sentence) summary of the day.
  - ii. Keep a record of how you accomplish the activities below. **Label each entry with the underlined identification**, and complete assigned reflection writings starting in the ***back of your writer's notebooks***
  - iii. Receive two evaluations on your teaching from your cooperating teacher. The final evaluation must be positive.

***Teaching Activities***

Complete the following as freewrites in the **back** of your writer's notebook.

- ⌘ **TA#1 (A/B)** Work with individual students. In your writer's notebook please do a five-minute freewrite for at least **two** instances of this.
- ⌘ **TA#2 (A/B)** Work with small groups. Again in your writer's notebook, please do a five-minute freewrite for at least **two** instances of this.
- ⌘ **TA#3** Do **brief** segments of leading the whole class, such as reading aloud, taking attendance, leading Daily Oral Language, or giving a quiz. Free-write after at least **one** instance of this.
- ⌘ **TA#4 (A/B)** Present a complete lesson/mini-lesson (10+ minutes). Please record at least **two** instances. Freewrite on what you did, reflect on how the lesson went, and consider how you'd change the lesson the next time you taught it.

***Observation Activities***

Complete the following as lists, clusters or maps in the **back** of your writer's notebook.

- ⌘ **OA#1** Methods. What sorts of methods do you observe? What works especially well?
- ⌘ **OA#2** Texts and assignments. What do students read and write? What sorts of papers, assessments, tests do they do?

**CONTINUED>>**

- ⌘ **OA#3** Evaluation. How does the teacher grade student work?
- ⌘ **OA#4** Special needs students. How are special needs students accommodated? If you work with special needs students, what insights do you gain?

### *Reflection*

**Complete the following as lists, clusters, maps, drawings or freewrites in the back of your writer's notebook.**

- ⌘ **R#1** How do all the things which you observe, including those listed in the preceding section, affect your developing values, beliefs, and plans for teaching English or ESL? Consider specific areas of thought, such as timing on assessments, for example, or meting out consequences or praise, or using dramatic activities to teach a short story, and connect your observation with your own view of the specific area.
- ⌘ **R#2** Discoveries. What do you learn about yourself as an evolving teacher through this experience?

### *Evaluations*

Ask your cooperating teacher to fill out the evaluation form (distributed in class/available in Canvas) at **two points** during the semester: first, about midway, after you have worked with students and led for some brief periods; and second, near the end, after you have taught your mini-lessons. If there is any concern about your evaluations or about getting them done, please see me as soon as possible.

### *Additional Considerations/Reminders*

**Be sure you've completed at least the minimum number of required teaching activities.** The ideal for this placement is for you to jump in and be involved early on, and to begin teaching as soon as possible. These assignments outlined are minimums; many students have taught a great deal more than this. The more teaching you do at this point, the better prepared you will be to student teach later in your career.

**You must complete all of the teaching activities as outlined; failure to do so will result in your grade being lowered two full letter grades.** If you find that your cooperating teacher is not finding a way for you to engage in teaching, let me know right away, and I will help you work it out.

Professionalism is a key requirement, also, which includes things such as being on time, dressing appropriately, maintaining good relationships with school colleagues, and following through on commitments about work you undertake in the classroom.

**Practicum Log and Writer's Notebook Reflections on Field Experience**  
**Methods of Teaching Composition and Literature**  
**for Non-English Majors**  
**(English 394 / 594)**

**Performance Task: Practicum Log and Reflection Papers**

<b>Components</b>	<b>EXEMPLARY</b>	<b>ACCEPTABLE</b>	<b>UNACCEPTABLE</b>
<b>Required hours logged</b>	Required number of hours logged	Required hours logged	Fewer than required hours logged
<b>Completion of required tasks</b>	Log records completion of all required tasks and writer's notebook contains thorough responses to the assigned writings from the checklist	Log records completion of all required teaching tasks from the checklist, and writer's notebook contains responses to the assigned writings from the checklist	Not all required teaching tasks are complete/ logged; assigned writings in the writer's notebook are missing, incomplete, or poorly done
<b>Inclusion of two positive evaluations from cooperating teacher(s) or faculty</b>	Two or more extremely positive evaluations by cooperating teacher(s) or faculty, including final evaluation	Two positive evaluations by cooperating teacher(s) or faculty, including final evaluation	Does not include two positive evaluations, or last evaluation is not positive
<b>Thoughtfulness</b>	Written reflections in the writer's notebook demonstrate consistent, strong thoughtfulness about the student's learning and about ways in which real teaching situations relate to the ideal posed by the teaching standards	The writer's notebook contains frequently thoughtful Reflections	The writer's notebook contains little reflection, little awareness of students' learning or of the connection between the real situation and the ideal of the standards
<b>Professionalism</b>	Keeps commitments, has excellent colleague relationships and demonstrates integrity	Usually follows through, is on acceptable terms with colleagues, demonstrates integrity	Fails to follow through, has problematic relationships with colleagues, or has gaps in integrity

## ***InTASC Model Core Teaching Standards***

English 394: Methods of Teaching Literature and Composition is designed to prepare you to teach in the field of your minor. Regardless of whether you conduct your student teaching in the field of your major, your minor or both, as a student teacher and later as a teacher you will be evaluated in terms of the InTASC Model Core Teaching Standards, which concisely express core values for all teachers. Thus the work you do for the ECDP strengthens you in the areas laid out in these standards, and the edTPA correlates with them, as well. Below is a brief explanation of what you are learning, in terms of the InTASC Model Core Teaching Standards.

### **The Learner and Learning**

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.
2. *Learning Differences:* The teacher uses 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.

### **Content**

4. *Content Knowledge:* The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
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.

### **Instructional Practice**

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.
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.
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.

### **Professional Responsibility**

9. *Professional Learning & Ethical Practice:* The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of choices and actions on others, and adapts practice to meet the needs of each learner.
10. *Leadership & 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.