

To: Kylee Anderson, Amanda Greenthal, Alex Kampmeyer, and Alec MacWilliams

From: David Roloff

Date: November 8, 2019

Subject: STUDENT TEACHING MANDATORY MEETING – Tuesday, December 17<sup>th</sup> from 3:30-4:30 p.m. –  
DUC Encore

Congratulations! After having sailed through the Methods semester your work and experiences in multiple classes have shown that you think deeply about English, education, and the needs of your students *and* that you are more than ready to take the lead in a classroom. Student teaching is the transitional semester between student life and professional life, and I expect you to make this transition with grace and pleasure.

The following information is meant to help that transition happen smoothly. **Please read all of this information carefully.** It answers the questions which people most often have; as always, I've tried to be thorough!

## ***Student Teaching*** (ENED 398)

### ***University Supervisor***

I will be supervising your English student teaching and I will also lead English Education 400, Student Teaching Seminar. This means that I will visit you, expect to hear from you weekly, record your grade, and **serve as your “professional person” in any way that may be helpful to you.**

As your supervisor I expect and look forward to *lots* of contact with you; I take all of my teaching responsibilities seriously, of course, but your needs throughout this semester move *immediately* to the top of my list. Please do not hesitate to contact me if you have a question, find yourself in a tangle, need any sort of help, just want to talk about a good or a bad day, or feel like saying hello. Leave a message anytime at school, or call until 9:00 p.m. on my home or cell phones. E-mail me frequently; I will answer right away.

### **David's Contact Information:**

School: 715-346-4341

Cell: 715-498-5984

Home: 715-344-8264

E-mail: [droloff@uwsp.edu](mailto:droloff@uwsp.edu)

### ***Scheduled Visits***

I will plan to visit each of you at least **once a month** during your English student teaching, and more often if it is helpful. The purpose of these visits is to talk over the experience with you and your cooperating teacher(s), respond to any concerns which arise, and give you an outsider's view of the class. As always, you can expect me to offer helpful and constructive feedback and support. Please see **Needed Communication note # 3 explaining planning expectations on visit days.**

I would like to set up my **first visit** to your classroom sometime very soon in the semester so that you, your cooperating teacher(s) and I can talk over what your beginning needs are and make plans together. The ideal time for a visit is on a class day when you are teaching part or all of the class to be visited, and in a class hour when you are free to talk with me during the next hour. My general availability for the fall is as follows:

- **Mondays, Wednesdays and Fridays: *nearly any time.*** I don't have any regularly scheduled classes on these days and will therefore be generally available. On Mondays I do need to be back to UWSP by 4:00 to finalize preparations for a 5:00 evening class; this is a relatively minor consideration.
- **Tuesdays and Thursday: *early mornings and midday.*** On these days I have classes that run 9:30-10:45 and (potentially) 3:30-4:45. As I we can meet the requirements of a visit and I can travel to/from campus in enough time to meet my teaching responsibilities these days will work just fine as well.

## Needed Communication

**(1) As soon as you know**, but **definitely** by **Friday, January 10th**, please send me your **basic information**.

Please include information for each item listed below.

### Contact information

- ✓ your address during student teaching
- ✓ phone numbers at home *and* at school
- ✓ an e-mail address that you plan to check frequently (UWSP or otherwise)

### School information

- ✓ School(s) you are working in; please include name and address
- ✓ Date the semester starts for *teachers*
- ✓ First day with *students*
- ✓ Dates of “irregular” days (planned in-services during the semester, breaks or other days off)

### Placement Information

- ✓ Name(s) of the teacher(s) with whom you are working
- ✓ a way for me to get in touch with your cooperating teacher(s) (telephone number *and* email)
- ✓ their/your **full schedule** with **class/course names** *and* **clock times**
- ✓ **room number(s)** for each class

When you send me this information please *also* let me know about your **communication with your cooperating teacher(s)** and about the **preparation** you have done for the semester ahead to date. Now or in the immediate future, you should be talking with your cooperating teacher(s); you should have class books which you are reading and lesson plans which you are designing **over the winter break**; and you should **know the responsibilities with which you will begin the semester**. If you don't either know these things or have an appointment set up to meet with your cooperating teacher(s), then you should get to work at once to contact your teacher(s) and begin this work.

Also, you may need to be in school **several days before** the semester begins, getting oriented and planning for the time ahead. If there are planning days or in-services before the start of the semester for which teachers need to be at school, **you should be there too**. You also will later note that it is suggested you **begin some components of your edTPA prior to starting your placement**; those who needed to complete these requirements in the past **cannot stress this point strongly enough and, given that for you the edTPA is consequential (i.e. you will not be licensed as an educator if you do not successfully pass the assessment) you will want to heed this advice**. Knowing the **serious ramifications** of this work makes it all the more important that you plan to meet with, potentially observe, and discuss some of these issues with your cooperating teacher before officially beginning your placement in the fall.

**(2) Every Friday during the semester** you need to **email me a report**. This weekly report **must include**:

- At least one **journal entry** from sometime **earlier in the week (M-W)**.
- A **journal entry from the day of the report**, looking over the week behind you. Comment on what *went well*, what *concerned* you, what you *learned*, and how you have *been feeling about* the work you're doing. If we agree you should work on certain areas, please make a point of reflecting on how that work is going. I expect reflections to include thoughts, stories, and reflections on the stories. Take time to develop entries; developing a reflective mindset is a key aspect of teaching.
- Your **detailed daily lesson plans for the week ahead**. For the classes in which you are lead teaching, the course **requirement** is that you to tell me, **in CULPA-style detail**, what you will be doing. **Include each** of the following:
  - ✓ Learning objectives
  - ✓ Materials
  - ✓ Detailed procedures (think your CULPA daily planning and edTPA prep work)
  - ✓ Assessments, both formative and summative (how will know students met daily/unit LOs?)
  - ✓ A genuine extra activity you might productively do
  - ✓ Any handouts which you will give your students
  - ✓ Brief explanations of why you've made these decisions (reveal thinking and scaffolding)



If you are team teaching and are not actually designing all of your lessons (early on in your placement), please give me an idea of what you are doing in the class, if you know, and if you don't know in advance, don't worry; *however*, if this is the case you should send me a clearer picture of what has transpired in your weekly journals/reflection. When sending these updates please make distinctions between what *you* have developed and what materials may belong to *your cooperating teacher(s)*.

**(3) Additionally, planning on days that I visit** and for those days related to your edTPA "Learning Segment" you should prepare thorough lesson plans that mirror the **lesson plan template** used during the Methods semester (the **English** version, **not SOE** format); you will find this template at the end of this document.

You must complete this preparation and reporting **thoroughly, regularly and conscientiously** in order to continue your student teaching placement and to earn a passing grade in English Ed. 398/498 and 400.

### **Creating a Statement of Expectations**

First, while student teaching has often used a bell curve approach of easing in/easing out, it is *completely acceptable* for you and your cooperating teacher to use a **co-teaching model** throughout your placement. While the following suggestions will make it clear that you should take on increasing responsibilities for the planning and teaching of lessons, my expectation is *not* that your cooperating teacher needs to sit quietly in the back of the room while you teach. Your students will benefit from having both of you helping them learn and grow. I will send your cooperating teacher(s) basic information on co-teaching and will encourage both of you to consider how it applies to your situation as you create your Statement of Expectations.

That said, the Statement of Expectations is an outline of the work you and your cooperating teacher plan for you to do over the course of the placement. Though the Student Teaching Handbook offers examples, the pattern you choose is completely up to the two of you, with input from your university supervisor. Also, it is a **working document**, and the two of you are free to modify it at any time. Its purpose is to talk over direction and to arrive at some clarity about what you will do when. You **will need to formalize and submit** a draft copy of this document **either in person or to Canvas by the first seminar**. With all these ideas in mind, some suggestions:

- First, you should probably begin **lead teaching** in at least one class *as soon as possible*, even from the first day of the semester, if both you and your cooperating teacher feel comfortable with your taking on this responsibility. (This is not a requirement; it is a suggestion for maximizing your growth during this experience, but only if it works).
- Second, you should probably be doing **independent planning** for at least one of your classes by the end of the *first month*, at the *latest* (this too you could start from day one, if both you and your cooperating teacher so desire). This means that, while your cooperating teacher may have definite curricular goals or texts in place, whatever is not firmly fixed should be considered, created, and decided by you, with your cooperating teacher serving as coach only.
- Third, your **overall work load should add up to about half of what a contracted teacher does**. You can accomplish this by taking half the classes for the entire time you are there, or by using the bell curve where you carry the full load in the middle, or by any other process that works well for you and your cooperating teacher. This is the DPI standard for student teaching.
  - From my perspective, a model that works well is for you to lead teach for most of the semester in about three classes. This means that you should do most or all of the planning for these classes, most or all of the teaching, and most or all of the grading. Then you can work a little with other classes, to broaden your experience, or carry the entire load for a brief period, to see how that feels, or otherwise vary the design so that you learn the things you most want to learn.
- Fourth, you should **never take on more work** than you feel you can **successfully accomplish**. If you find yourself struggling to do *good* work or to balance expectations please discuss this with your cooperating teacher and bring it to my attention if you would like specific advice on how to proceed.

Please share these suggestions with your cooperating teacher as you design your statement of expectations, and have the **typed, agreed-on document printed, signed and ready to be discussed** by the time of my **first visit**.



## Attendance

You must meet professional standards of attendance in order to successfully complete English Education 398/498. Be at school during all the times required of teachers under contract for the entire semester of your public school and as expected by your cooperating teacher. **If you must be absent**, report your absence at the earliest possible time at **your school** according to the procedure suggested to you by your cooperating teacher. In addition, **report your absence to me**, also immediately, via my office telephone number or by email (not on our cells unless you need our immediate help). Be aware that even excused absences must be very few, and an excessive number could result in a grade of incomplete.

- At the end of the semester, after you graduate, you will continue in your placement until the end of the semester, which will probably be **in the second or third week of June**.

## edTPA Preparation & General Considerations **\*\* Look for late summer updates to videos and handbook**

As a part of your licensing process you will be required to successfully complete the edTPA. This assessment takes place during your student teaching placement (**DUE: April 9, 2020**); I strongly encourage you to **use some of your time over the winter break** to prepare for these tasks.

While you will be supported throughout this process, both at a distance through videos and in person during seminars, you **should not underestimate the rigor** of this assessment; as noted earlier, those who have gone before have **exhorted me to almost require** this work before your placement begins, though those responsibilities truly rest with you.

### I advise you to take the following approach to your edTPA work:

1. We have started familiarizing ourselves with the edTPA, during the Methods semester; you might first revisit that work and the reflections that you completed, complete with reminders for yourself as you looked forward to this moment.
2. **Make use of the support videos** located in our **ENED 400 Canvas** site; watching these videos **before you begin the process** can help reinforce and build upon what you already know as well as **help you see and ask questions about the whole process**.
  - **In Canvas you will find videos for:**
    - "Our Advice: Recommendations from Former English Ed. Students on the edTPA"
    - "Preparing for the edTPA: Considerations as you Transition to Student Teaching"
    - "edTPA Task #1: Overviews and Reminders"
    - "edTPA Task #2: Instructing and Engaging Students in Learning"
    - "edTPA Task #3: Assessing Student Learning"
  - Videos will walk you through the handbook, examine each requirement/answer associated questions, and present tips (to *do* and to *avoid*) based on the experiences of past students
3. As and *after* you watch the videos **take time to fully understand the edTPA by carefully reviewing the handbook; it is your ultimate guide and outlines everything that you will need to do**.
  - Begin by reading the "Introduction to edTPA: Secondary ELA" (see pages 1-7) in the *Secondary English Language Arts Assessment Handbook* (see Canvas ENED 400 site)
    - Spend time **continuing to familiarize yourself** with the **vocabulary** of the edTPA; mouse over terms so that you are clearly understanding their terminology and expectations; misunderstanding terms can lead to **large problems** in planning.
      - ✓ Remember, too, that **we worked with these terms in ENED 396 and throughout the Methods semester**; I've left the course open to you in case you want to return to those familiar phrasings as you refresh yourself with the vocabulary and the examples that we used in our lead-up to this work.
  - Review "**Task 1: Planning for Instruction and Assessment**" (page 8) and consider ways to collect context/background information on your school and students (class in which you will begin lead teaching). You might be able to gather some of this information in meetings with your cooperating teacher and/or through observations **prior to the start of the semester**.
    - **AGAIN:** Portions of the "Secondary ELA Context for Learning Information" form (page 8) may be **begun before you begin your placement**; past students would **SERIOUSLY** encourage you to start this work ASAP. Starting now means you can revise vs. starting from scratch during the opening weeks of your student teaching.





- Task 1 Review continued...

- **CRITICAL Considerations:**

- ✓ As the “Overview of the Assessment” (currently page 1-8) makes perfectly clear, your learning segment **MUST** have you working with students **on a complex text**.
  - It notes that “a learning segment prepared for this assessment should provide opportunities for students to **comprehend, construct meaning from, interpret or respond to complex text** AND create a **written product** in which students are interpreting or responding to complex features of a text that are just beyond your students’ current skill levels.”
- ✓ You also **MUST** be clear with the **associated academic language and additional language demands** (“Supporting ELA Development Through Language” - currently bottom page 11), ensure that they are **explicitly taught in your lessons** and that you later make sure that **feedback is tied** to these terms as well.
  - This means making the **Language Function + Vocabulary + either Discourse or Syntax** and **explicit** part of your **planning and assessment** in your learning segment.



- 4. Discuss **what text(s) you might use and** what you might teach as your “**Learning Segment**” early on; have spoken about these possibilities **with your cooperating teacher** and **have created tentative plans by the start of the semester**, but stay open to modifying them once you begin working with real students. As you plan consider the following:
  - How many days/weeks do you think it will take to get comfortable? How long will opening activities and units take? When will you move from using materials generated by your cooperating teacher to materials more of your own design? You will want to be sure that you are comfortable and have some control during the edTPA process.
  - As students move into subsequent units what opening ideas, terms and/or background do you want them to learn and understand? Is it better to have your learning segment focus on the beginning, middle or end of a unit? When will students be most engaged? What **text(s)** might best support **comprehension, meaning-making and interpretation** activities? Connect the best to the “Additional Language Demands” that you’ll be teaching?
    - You will **need** students to be involved in **large group discussion** and in **interactive small group activities**. When will your activities in a whole class discussion engage students most? When and how might you involve them with a group of peers?
    - Ensure that activities help **students develop their understanding of a text**; avoid lessons that are lecture. Carefully considering how you can **scaffold activity prior to a whole group discussion** or small group activity is key (write > partner > small > whole group).
    - **Ensure** that the **academic language and additional language functions** are **explicitly taught and assessed** in your lessons; consider what terms will be necessary to help them successfully meet the learning objectives you have established, **identify and teach this language on handouts and/or presentations slides that you can later submit**, and be sure that these terms are part of what you are **looking for and provide feedback on** as you assess their learning.
      - Again, have these *opening ideas* and *tentative plans* at the start of your placement, though you can (and often should) modify as the reality of your student teaching context unfolds.
- 5. **Settle in as the semester begins.** If you have proactively planned for the edTPA then you should be able to focus *more* on the opening week than on the edTPA. Everything that follows depends on knowing your students, the context of the classroom, what *real* students do and do not know and how to best reach and teach them; get comfortable with your students, learn about them as individuals, assess their needs and consider how your early edTPA planning might need adjusting.



6. **Finish Task #1 & understand its relationship to Task #2.** Return to your tentative plans, finish the contextual information if you have not yet done so and then look to the weeks ahead and **make concrete plans**. Plan for a **5 day learning segment**; you can always drop out days later if needed.
- Distribute and collect the “**Teacher Candidate Letter Home**” and “**Video/Audio Permission Form**” (check SOE edTPA page for newest versions/updates).
    - As students turn in forms enter them into the “**edTPA Student Record Database**”; submit this form **as directed by SOE** when finished.
    - Past candidates suggest giving points to improve the likelihood of the form’s return or bribing students with treats; the choice is yours.
  - **Be as thorough as possible** when thinking about your students and their needs; reviewers expect you to make good (if not complete) use of the page limits.
  - **Use the ELA lesson plan template** to prepare the lessons of your learning segment and **make absolutely certain that EVERYthing ties to, reinforces, and teaches the language demands associated with your objectives and learning focus**.
    - Be very clear about the **assessments** that you will use to demonstrate student learning during the learning segment. Ensure that they are **clearly aligned** to the relevant **standards and learning objectives** in these lessons.
      - ✓ Consider assessments that are **a bit more substantial** and that will give you plenty of opportunities to offer feedback; this will help in future tasks.
        - Students **MUST** be able **to use your feedback to keep making progress** toward your objectives/learning focus.
      - ✓ Ensure that at least some of the formative assessments help you see how well students are or are not learning the academic language and demands
    - **With the template: List** rationale and theory/research *quickly* in the columns; you will later **explain and elaborate** on these ideas in part of the “**Planning Commentary**” during questions **3a-c** (currently page 11).
  - **Review Task #2 in detail**. Consider which portions of the class might provide your best whole class and small group video clips, how you will collect, copy for your own records and return student assessments so that you can continue to modify your instruction, etc.
    - **Prepare to record**. As the days of your learning segment near **make reservations for, test** and **discuss how you will use video recording equipment**. Consider what you learned from your E Ed. 396 experience of taping and reviewing your lessons!
      - ✓ **Sound quality is critical**. You won’t be able to analyze lessons you can’t hear; this will necessitate planning for and re-recording a **completely new learning segment**. Test out different cameras and microphone options, consider redundant audio/video systems, see what it looks like when the camera is placed in various locations (corners, front/back/side, high/low).
      - ✓ Discuss whether the room should be rearranged or if it is better to teach a day of your learning segment in a different *self-contained* (quite) space.
        - If possible, help students prepare for these changes *prior* to filming.
        - **Talk to them about behavior on film** and get them comfortable with the camera in the classroom **prior to** actually recording.
      - ✓ Consider, during segments, if your cooperating teacher should operate the camera and/or move it around the room. If so, *practice this* prior.
      - ✓ Have necessary microphone batteries, cameras charged, **enough space on the hard drive**, etc. prior to the big day.
      - ✓ When the time comes, **be sure you turn the camera and any mics on!**
7. **Teach and record** your learning segment **no later than weeks 4-5** of your English placement. Although you *may* record later, those who have come before **implored me** to tell you that **you want 3+ weeks after recording** to work on the analysis, so balance out the “get comfortable” with “don’t put it off” needs of this assessment.
- **Back up video ASAP; make copies of most student assessments** before returning them.





- **Journal** informally on these classes **as soon as is possible** to help you remember key details.
  - What worked and what didn't? What student responses were you most pleased by? Disappointed in? How well did they understand the academic language? If you could redo the day what would you change? How should you modify subsequent class periods based on how effectively students have understood the **learning objectives for the lesson/segment**?
- You will be busy with your regular student teaching demands as you select evidence and analyze work in Tasks #2 and #3; recording that immediate response will be very helpful!

**8. Work on Tasks #2 and #3. BE SPECIFIC** as you analyze video and review and reflect on student work.

- **Consider the page limits and the message these limits send. Maximize these possibilities.**
  - How detailed should your response and reflection be?
  - How might you **quote yourself** and the responses/work of your students?
  - Have you simply mentioned materials and data or have you **made clear and detailed connections** and carefully reflected on each piece in its entirety?
  - **Use time codes, quote yourself and your students, both in recorded and written work, etc.**
- **Be good English students!** Carefully consider the **keywords that each prompt utilizes** and be sure that your response **focuses on this terminology and related learning**. Tasks 2-3 are where other English Ed. students have struggled, largely because their responses weren't as closely aligned to the prompts or as detailed as they might otherwise have been.
  - Those who have come before have suggested making an outline of the questions for yourself to **really pick apart the nuances of each question**. The questions *are not* asking you for the same thing over and over again; if you think they are **you're missing something**. Know *exactly* what you need to do and how to do it before you launch into a full-scale response to/reflection on the question.
- **Review, revise and edit** as necessary, and then **COMPARE YOUR WORK TO THE RUBRICS**.
  - The **ONLY EVIDENCE** reviewers have to see how carefully you analyze and reflect upon your instruction and student learning is your materials and written reflection. Have you done **all that you can** to help them see you as someone who plans, delivers and carefully reflects upon their teaching? **PUT IT ON THE PAGE!**
  - At this point I *know* you want to be done, but it is now **CRITICAL that you review the "Understanding Rubric Level Progressions" and highlight document** you have been provided with.
    - ✓ **Ensure you haven't done anything that results in an automatic 1 score seeing as this will almost certainly lead to not being licensed.**
    - ✓ **Ensure that you *have* stressed the key learnings in the appropriate areas of your work and that *EVERYTHING ties back to your learning segment focus/objectives.***

**9. Submit your work** through Chalk & Wire **no later than midnight on April 9<sup>th</sup>.**

- **Know that there are additional steps and transfer times** as you move your work from Chalk & Wire to Pearson. **Follow SOE instructions** here seeing as they will have the latest information.



## Seminars (ENED 400)

I will be leading English Education 400, Student Teaching Seminar, throughout the semester. You will find the dates of each seminar (ignore SOE EDUC 400 dates!) as well as the materials you are required to bring outlined below. Attending the English Education seminars is another of the basic requirements necessary in order to earn a passing grade in student teaching. Please complete the following **prior to each** seminar:

- **REQUIRED:** *Post* (to the ENED 400 Canvas discussion board) one **lesson plan, unit plan, or project design**, created or revised by you, which worked well. You'll informally share this material during each meeting.
- **OPTIONAL:** Physically bring along one example (or several) of **student work** done under your leadership (copies not needed). Again, this is ***optional but it's fun to see what other people's students have done!***

Seminars are considered by the Office of Field Experiences to be part of your required class work; the days on which you attend seminars should not count as days of personal leave from your school obligations.

**Seminar Dates, Times, and Place:** February 14, March 13, April 17 (these three in CCC 323 – the room!) and May 15 (this final in DUC 211) from 9 to 3, to work as follows:

**Friday, February 14:** We will begin with a brief Q&A on the edTPA followed by work time; bring your laptop and anything else you need to make this time productive. We will also discuss resume and cover letter how-to's. Around noon we will transition to lunch; either bring a lunch or plan to make a quick lunch purchase. We will eat and talk together, then discuss our teaching and share the materials everyone has brought; be sure to have your materials posted on the ENED 400 Canvas discussion board before you come to this seminar.

**Friday, March 13:** The early morning will once again be spent primarily on your edTPA; we'll be sure to answer questions and might even workshop materials. Again, bring what is needed in terms of materials, student work, etc. Post your strong lessons/activities/units to share on Canvas. Bring your drafts of your resume and cover letter, with print copies to workshop; feel free to also post these materials to the "Job Search Materials – Sharing Space" discussion in Canvas. We also will begin talking about job searches and marketing portfolios with the help of Shelly Auer from the Academic and Career Advising Center.

**Friday, April 17:** The morning will begin with an overview of the presentation which you will each give during our *final* meeting; after this you'll have time to devote to further developing job search materials, so bring anything that you might need. In the afternoon we'll briefly share and review these materials, both updated cover letters and resumes *and* the hard copy of your marketing portfolio in it's in-progress condition; you should plan to post items to the "Job Search Materials" discussion in Canvas. As always, you will *also* post the strong lessons/activities/units you will share in the afternoon. We will end the afternoon by spending some time discussing and practicing interviewing.

**Friday, May 15:** First, you ***must bring along a printed and signed copy*** of the **summative evaluation** completed by your cooperating teacher; I'll collect these copies, then forward them on to SOE. We will begin our morning with presentations as each of you discusses two or three of the major things that you've realized about *what you have learned and who you have become as a teacher because of your work this semester*; it's a wonderful way to reflect on just how far you've all come as we celebrate your accomplishments. After presentations there will (likely) be time for you to put your marketing materials to use during the SOE Job Fair; we'll give you time to circulate and network before returning for lunch. As always, post your strong lessons/activities/units on Canvas to share with others. We end *our* time together with some English Ed. traditions! Finally, you'll head to a meeting with SOE where Maggie Beeber will walk you through the process of applying for your teaching license; please have reviewed these directions (e-mailed the week before seminar) so you're prepared and can ask questions.



## What to Bring (same information outlined above, in chart form)

2/14/20	Lessons/ units/ Activities (post)	Lunch or \$	edTPA materials		
3/13/20	Lessons/ units/ Activities (post)	Lunch or \$	edTPA materials	Drafts of resume and cover letter (print copies and upload to Canvas)	
4/17/20	Lessons/ units/ Activities (post)	Lunch or \$	Job search materials to work with – resume, cover letter, marketing portfolio	Updated resume and cover letter (print copies and upload to Canvas)	Hard copy of your marketing portfolio (in progress)
5/15/20	Lessons/ units/ Activities (post)	Lunch or \$	Whatever is necessary for your final presentation on your growth as a professional educator; materials for SOE job fair; Maggie's directions on licensing	*Hard copy of summative evaluation(s), signed by co-operating teacher(s) and by you	

**\*The signed, hard copy of your cooperating teacher's summative evaluation is due at the final seminar.**

### edTPA

All student/intern teachers must complete the Education Teacher Performance Assessment (edTPA) during student teaching. Students who have not passed the Education Teacher Performance Assessment may apply for an exception to this requirement if minimum standards set by the School of Education, in conjunction with the Department of Public Instruction are met.

- The number of exceptions granted cannot exceed 10% of the total number of students completing the professional education program leading to licensure in each graduation or program completion period and are not guaranteed. Deadlines for exception applications will be May 12 and December 12. If a deadline falls on a Saturday or Sunday, applications will be due the Friday prior to the deadline. Students must submit their edTPA to Pearson and post to the Professional Ed e-portfolio in order to graduate. A passing score on the edTPA is not required for graduation, however a passing score is required to be recommended for Wisconsin licensure.

### Grades

English Education 398, 498, and 400 are pass / fail classes.

### An Additional Resource (optional)

Although we will be communicating, visiting and meeting regularly you may find it helpful to secure a copy of Burke's *Letters to a New Teacher* (available in textbook rental). In it, Burke is corresponding with a young teacher he is informally mentoring, about all the concerns she has as a beginner in a challenging situation. You may find the insights and advice it provides useful as you set off on similar journeys of your own.

Many people find the semester of student teaching to be an extremely demanding time, as you are learning a new culture and creating a new identity for yourself. For the same reasons, many people find it one of the most exciting and rewarding times of their lives. I expect each of you to grow tremendously and to have a wonderful experience!

- David

### Reminder: To Do Right Away



- Get in touch with your cooperating teacher as soon as is possible to gather materials and consider planning.
- Do what planning is possible in preparation for the start of the semester; **you cannot be too prepared.**
- Refresh and familiarize yourself with the **edTPA requirements and begin working on Task #1 as ASAP**; **watch the support videos available in our ENED 400 Canvas site (as soon as it's available)** and then begin collecting background/context data to guide planning.

### To Do Before the Semester Begins

Send me your **basic information** and an email about your communication with your cooperating teacher and your planning for the semester. Please send these to me **no later than Friday, January 10<sup>th</sup>.**

# 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 tools attached as Appendix A.

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 CULPA sequence):

How lesson fits in with days surrounding it:

### Learning Focus

Essential Question (and/or Big Idea):

Common Core State Standards (CCSS):

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Daily Learning Objectives for this Lesson (Content):

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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 lessons students are already familiar with:

Possible *misconceptions/misunderstandings* students might bring and how they will be addressed:

I. INSTRUCTIONAL MATERIALS, RESOURCES, AND TECHNOLOGY	RATIONALE
<p>List materials and technologies necessary for this lesson. Attach copies of all handouts and other materials.</p>	<p><b>EACH PORTION</b> (I-IV) of your lesson should be grounded in relevant <b>theory or research</b>; be sure to include and <b>balance support from both ELA and Ed. Psych.</b> In this “Rationale” column simply include the <b>name(s) of researchers and their theories</b>, ideas that support your various decisions.</p> <p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>• In the “Materials” section you might note the use of both a</li> </ul>



	<p>handout and related PowerPoint you've listed for this lesson and note <b>Howard Gardner: Multiple Intelligences</b>.</p> <ul style="list-style-type: none"> <li>• Later in the "Learning Tasks" portion you might include a bullet for <b>Lev Vygotsky: ZPD and social constructivism</b> next to a portion of the day including work in pre-selected groups <i>and/or</i> also add in <b>Fecho: dialogical writing</b> when students compose a short reflection on how their thinking has changed.</li> </ul> <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>
<p><b>II. LEARNING TASKS</b></p>	<p><b>RATIONALE</b></p>
<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</i> to <i>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. Think <b>Gradual Release of Responsibility models in daily lessons and/or throughout the learning segment.</b></p>	
<p><b>III. ASSESSMENTS</b></p>	<p><b>RATIONALE</b></p>
<p><b>Plan:</b> While you may have mentioned them in your lesson, in this section please <b>1)</b> list 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)</b> identify which of your <i>daily objective(s)</i> each assessment meets; and then <b>3)</b> succinctly explain what the assessment will help you learn about student progress toward the related objective(s).</p>	
<p><b>IV. LEARNING DIFFERENTIATION/ ADAPTATION</b></p>	<p><b>RATIONALE</b></p>
<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> <ul style="list-style-type: none"> <li>• Student(s) with Special Needs:</li> <li>• Choice 1 (define need):</li> <li>• Choice 2 (define need)</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.

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### Bibliography



# APPENDIX A

## GUIDING QUESTIONS TO HELP PREPARE YOUR LESSON PLAN

### I. LEARNING OBJECTIVES

- How do the objectives relate to
  - the CCSS?
  - your classroom goals?
  - previous and future lessons?
- How do the objectives incorporate a multicultural perspective?
- Why are the objectives appropriate for all students in the class?

### II. 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 the varied students who inhabit your classroom to engage students in achieving the learning objectives?

### III. LEARNING TASKS

- How do the tasks relate to
  - learning objectives?
  - state standards?
  - 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?

### IV. 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?

