

ENGLISH 381: READING FOR THE ENGLISH TEACHER

Who are you as a teacher and classroom leader?

Why teach reading and analysis of text?

Spring 2019

Class: Tuesday and Thursday 4:00-5:15; CCC 323

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Office hours: 11:00 to 1:00 Tuesday and Wednesday, or by appointment, frequently, and whenever the lights are on :) Come talk to me! I'm friendly!

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

COURSE INTRO/STANDARDS

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

InTASC Teacher Standards	Our Learning Goals	Assessments
<p>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 design and implements developmentally appropriate and challenging learning experiences.</p>	<p>A: Learners: The teacher understands how learners grow and develop, including patterns of development, individual learning differences and differences based on culture, and applies that knowledge to create inclusive, appropriate, and challenging instruction and learning environments.</p>	<p>Literacy Journey Connections x 2</p>
<p>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</p>		
<p>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</p>		

motivation.		
<p>4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>B: Content: The teacher understands the central concepts, tools of inquiry, and structures of English Language Arts; combines and contrasts content to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>Annotated Bib Connections x 2</p>
<p>5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>		
<p>6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p>	<p>C: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p>	<p>Annotated Bib Connections x 2</p>
<p>7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>D. Instruction: The teacher plans and implements instruction that uses a variety of instructional strategies to support every student in meeting rigorous learning goals and build meaningful connections.</p>	<p>Annotated Bib Reader’s Notebook Connections x 2</p>
<p>8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>		
<p>9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>E: Reflection and Professionalism: The teacher engaged in continuous reflection to evaluate their practice and collaborates with others to ensure learner growth and advance their own skills.</p>	<p>Literacy Journey Annotated Bib Reader’s Notebook Connections x 2 Final Exam x 2</p>
<p>10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community</p>		

members to ensure learner growth, and to advance the profession.		
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COURSE WORK/ASSESSMENTS

℘ Reading Postings & Compilation – 10%

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

℘ Literacy Journey Paper – 10%

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

℘ Annotated Bibliography – 20%

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

℘ UWSP Connections Project – 50%

All of our early work this semester (the readings, writing, annotated bibliography and novel meetings), will prepare us for and be applied in real ways during the UWSP Connections Project. A collaboration between English 381 students and teachers and students from various high schools around the state, you will work as a member of a teaching team to lead on-line literature circles, interact with students and respond to their work and guide them through projects you develop; in addition, you will also visit your students in their physical classrooms, host them during their **May 3rd all-day visit** to the UWSP campus and, of course, reflect on this entire process. Participating in the UWSP Connections Project puts you in the role of teacher and gives you real-world experience in working with your own students on the actual, messy, unpredictable, exciting, and joyful enterprise of reading and discussing literature; it provides you with critical interactions that will help you develop the foundational skills needed for goal-oriented planning and assessment, work which best transpires in functional teaching teams.

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

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

REQUIRED TEXTS/MATERIALS

⌘ **Purchase Texts:**

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

⌘ **Other Materials/Needs:**

- A notebook devoted solely to English 381 work
- Loose-leaf paper for in-class writing and assignments
- Regular access to Canvas for postings, updates, etc.
- Google Drive account

POLICIES

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

Dispositions and Policies for English Education

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

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

Diversity / Inclusive Excellence

Junior Methods Block

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

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

Senior Methods Block

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

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

Responsibility for Self, and Teamwork

Junior Methods Block

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

Senior Methods Block

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

Reflection

Junior Methods Block

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

Senior Methods Block

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

Creativity and Critical Thinking

Junior Methods Block

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

Senior Methods Block

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

Perseverance for Excellence

Junior Methods Block

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

Senior Methods Block

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

Professionalism

Junior Methods Block

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

Senior Methods Block

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

Policies

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

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

381 Schedule

		Tuesday	Thursday	Friday/Saturday
Week 1	Reading, Writing and Other Work Due (start of class unless otherwise noted):	January 22	January 24 <i>Reading:</i> <ul style="list-style-type: none"> • Burke, “Establish a Reading Culture,” pp. 1-28, and “Teach and Support Students,” pp. 29-42 • Tovani, Chapters 1 and 2 <i>Other:</i> Posting #1 <ul style="list-style-type: none"> • <i>Note:</i> today, as for any day when you have a reading assignment, you also have a Canvas posting on the dropbox due before class 	
	In class activities:	Introductions Literacy Journeys: discuss/prewrite Select UWSP Connections novels Syllabus	CCSS & Essential Questions – An Introduction Burke/Tovani Activities Get UWSP Connections books, and decide on reading assignments.	
Week 2	Reading, Writing and Other Work Due (start of class unless otherwise noted):	January 29 <i>Reading:</i> <ul style="list-style-type: none"> • Burke, “Teach and Support Students,” pp. 29-82 • Tovani, Chapter 3 <i>Other:</i> <ul style="list-style-type: none"> • First draft, Literacy Journeys essay. (Bring two copies to class) • Posting #2 	January 31 <i>Reading:</i> <ul style="list-style-type: none"> • Burke, “Evaluate Your Own Teaching,” pp. 83-102, and “Evaluate Your Students,” pp. 103-126 • Tovani, Chapter 4 • Read 1/4 of Connections novel <i>Other:</i> <ul style="list-style-type: none"> • Posting #3 • 1/4 Connections novel chapter summaries 	
	In class activities:	CCSS & Essential Questions Burke/Tovani Activities	Learning Goals and Bloom’s Taxonomy Burke/Tovani Activities	

		Workshop Literacy Journeys essay	UWSP Connections meeting # 1	
Week 3	Reading, Writing and Other Work Due (start of class unless otherwise noted):	<p style="text-align: center;">February 5</p> <p>Reading:</p> <ul style="list-style-type: none"> Burke, "Read a Variety of Texts for Different Purposes," pp. 127-172 Tovani, Chapter 5 Read 2/4 of Connections novel <p>Other:</p> <ul style="list-style-type: none"> Final draft, Literacy Journeys Essay, due on Canvas discussion board and assignment anytime today Posting #4 2/4 Connections novel chapter summaries 	<p style="text-align: center;">February 7</p> <p>Reading:</p> <ul style="list-style-type: none"> Burke, "Use Various Strategies," pp. 173-212. Tovani, Chapter 6 Read 3/4 of Connections novel Read Literacy Journeys essays. We will discuss these in class, so note at least two passages you wish to discuss <p>Other:</p> <ul style="list-style-type: none"> Posting #5 3/4 Connections novel chapter summaries Canvas discussion posting in response to Literacy Journeys essays 	
	In class activities:	<p>Multiple Intelligences</p> <p>Burke/Tovani Activities</p> <p>Begin Annotated Bibliography assignment: choose partners, topics, and conference time</p> <p>UWSP Connections meeting # 2</p>	<p>Literacy Journeys Essays Discussion</p> <p>Annotated Bibliography – Check-in</p> <p>UWSP Connections meeting # 3</p> <p>Note: this is a reminder to have a look at the final exam assignment, last page of syllabus, and to be making occasional notes towards it.</p>	
Week 4	Reading, Writing and Other Work Due (start of class unless otherwise noted):	<p style="text-align: center;">February 12</p> <p>Reading:</p> <ul style="list-style-type: none"> Burke, "Use Various Strategies," pp. 212-232, and "Develop Their Own Reading Capacity," pp. 233-253 Tovani, Chapter 7 Read 4/4 (finish) Connections novel <p>Other:</p> <ul style="list-style-type: none"> Posting #6 4/7 (final) Connections novel chapter summaries 	<p style="text-align: center;">February 14</p> <p>Reading:</p> <ul style="list-style-type: none"> Burke, "Develop Their Own Reading Capacity," pp. 253-294 Tovani, Chapter 8 <p>Other:</p> <ul style="list-style-type: none"> Posting #7 	

		<ul style="list-style-type: none"> Approximately a third of your Annotated Bibliography is due to the Canvas dropbox 		
	In class activities:	<p>Maslow's Hierarchy of Needs</p> <p>Burke/Tovani Activities</p> <p>Annotated Bib Check and Example</p> <p>UWSP Connections meeting # 4</p>	<p>Formative, Benchmark, and Summative Assessments</p> <p>Burke/Tovani Activities</p> <p>Connections groups create learning goals and essential questions</p>	
Week 5	Reading, Writing and Other Work Due (start of class unless otherwise noted):	<p style="text-align: center;">February 19</p> <p>Reading:</p> <ul style="list-style-type: none"> Burke, "Develop Their Own Reading Capacity," pp. 295-312, and "Evaluate and Monitor Their Understanding, Performance, and Progress," pp. 313-327 Tovani, Chapter 9 <p>Other:</p> <ul style="list-style-type: none"> Posting #8 Approximately 2/3 of Annotated Bibliography due to Canvas dropbox 	<p style="text-align: center;">February 21</p> <p>Reading:</p> <ul style="list-style-type: none"> Burke, "Appendices": browse through them, and select five that look useful to you. Tovani, "Access Tools": browse through them, and select a few that look useful to you <p>Other:</p> <ul style="list-style-type: none"> Posting #9 	
	In class activities:	<p>Backwards Design</p> <p>Assessment Types match to Learning Goals</p>	<p>Burke and Tovani Activities</p> <p>Annotated Bib Check-in and Progress</p> <p>Start Connections Forum 0</p> <p>Note: in the weeks ahead, we will sometimes have the company of our Connections cooperating teachers, teaching assistants, and adviser.</p>	
Week 6	Keurigside Chats with Erica this week. Sign up for a time. Meet in Erica's Office.			
	Reading, Writing and Other Work Due	<p style="text-align: center;">February 26</p> <p>Reading:</p> <ul style="list-style-type: none"> Readings on vocabulary (found in Canvas) <p>Other:</p> <ul style="list-style-type: none"> Posting #10 	<p style="text-align: center;">February 28</p> <p>Reading:</p> <ul style="list-style-type: none"> None <p>Other:</p>	<p style="text-align: center;">Saturday, March 2</p> <p>Other:</p> <ul style="list-style-type: none"> Final draft of Forum 0, the introduction / frontloading, is due at 10:00 am

	(start of class unless otherwise noted):	<ul style="list-style-type: none"> • <i>Final draft of Annotated Bibliography</i> is due both on the Canvas dropbox and in Canvas discussion folder 	<ul style="list-style-type: none"> • Posting Compilation Due to Canvas dropbox • From now through Week 15, we will be working on our UWSP Connections Project. You'll have regular drafts and postings to put up for your students, as well as reflections to post. The first of these postings (Forum 0) is due today in or after class. • Your first draft of Forum 0 (your introduction to yourself and frontloading of your novel for your students), is due 	
	In class activities:	Dispositions Backwards Design and Designing Curriculum Connections work time Note: Conversation with Two Teachers posting, due April 19	Connections Teachers Visit Sign up to visit schools. Reflection 2 due when you complete these visits.	
Week 7	Reading, Writing and Other Work Due (start of class unless otherwise noted):	<p style="text-align: center;">March 5</p> Reading: <ul style="list-style-type: none"> • Read through annotated bibliographies of other groups. Bring questions and comments to discuss Other: <ul style="list-style-type: none"> • By the end of today, respond to your students' postings for Forum 0. Begin work on Forum 1 	<p style="text-align: center;">March 7</p> Other: <ul style="list-style-type: none"> • First draft of Forum 1, the first segment of the reading, is due today, <i>in or after class</i>. Begin work on Forums 2 and 3 	<p style="text-align: center;">Saturday, March 9</p> Other: <ul style="list-style-type: none"> • Final draft of Forum 1, the first segment of the reading, is due at 10:00 am
	In class activities:	Annotated Bib Discussion How to give Feedback Connections business & follow-up activities	Growth Mindset How to write strong questions Connections Work time	
Week 8	Reading, Writing	<p style="text-align: center;">March 12</p> Other: <ul style="list-style-type: none"> • By the end of today, respond to your students' postings for Forum 1 	<p style="text-align: center;">March 14</p> Other:	<p style="text-align: center;">Saturday, March 16</p> Other: <ul style="list-style-type: none"> • Final draft of Forums 2 and 3, second and third

	and Other Work Due (start of class unless otherwise noted):		<ul style="list-style-type: none"> Draft of Forums 2 and 3, the second and third segments of the reading, is due today in class 	segments of the reading, is due by 10:00 today
	In class activities:	Review Backwards Design and plan learning arc Professionalism Introduction to Projects	Intro to Rubrics	
Week 9	Reading, Writing and Other Work Due (start of class unless noted):	Spring Break - Tuesday, March 19, and Thursday, March 21 During spring break, your students will respond to Forum #2. You have a choice: if you don't wish to respond to your students' postings, a teacher or TA will.		
Week 10	Reading, Writing and Other Work Due (start of class unless otherwise noted):	<p style="text-align: center;">March 26</p> <i>Other:</i> <ul style="list-style-type: none"> Respond to your students' Forum 3, the second segment of the reading, by the end of today First drafts of Forum 4, the fourth segment of the reading, is due today in or after class 	<p style="text-align: center;">March 28</p> <i>Other:</i> <ul style="list-style-type: none"> Final drafts of Forums 4, the fourth segments of the reading, are due by the end of today Proposal for Forum 6 is due today 	<p style="text-align: center;">March 30</p> <i>Other:</i> <ul style="list-style-type: none"> Final draft of Forums 4, the fourth segment of the reading, is due by 10:00 today
	In class activities:	Introduction to Checklists Culturally Relevant Pedagogy	Discussion: responding to and responses from student posts	
Week 11	Reading, Writing and Other Work Due	<p style="text-align: center;">April 2</p> <i>Other:</i> <ul style="list-style-type: none"> Respond to your students' Forum 4, fourth segment of the reading, by the end of today 	<p style="text-align: center;">April 4</p> <i>Other:</i> <ul style="list-style-type: none"> First drafts of Forum 5, response to last section of reading, and Forum 6, project assignments, are due today 	<p style="text-align: center;">Saturday, April 6</p> <i>Other:</i> <ul style="list-style-type: none"> Final draft of Forum 5, response to last section of reading, is due at 10:00 am

	(start of class unless otherwise noted):	<ul style="list-style-type: none"> Draft 0 of Forum 6 is due today Reflection 1 is due 		
	In class activities:	Collaborative Scoring of Assessments	Our cooperating teacher may visit to discuss creating effective projects and rubrics.	
Week 12	Food-share Party before class on Tuesday in a nearby classroom. Bring something to share if you want!			
	Reading, Writing and Other Work Due (start of class unless otherwise noted):	<p style="text-align: center;">April 9</p> <p><i>Other:</i></p> <ul style="list-style-type: none"> Respond to your students' Forum # 5 by the end of today 	<p style="text-align: center;">April 11</p> <p><i>Other:</i></p> <ul style="list-style-type: none"> Final draft of Forum 6, project assignment, is due by the start of class today 	
	In class activities:	Forum 6 Peer Feedback	Executive Function	
Week 13	Reading, Writing and Other Work Due (start of class unless otherwise noted):	<p style="text-align: center;">April 16</p> <p><i>Other:</i></p> <ul style="list-style-type: none"> Respond to your students' Forum # 6 by the end of today 	<p style="text-align: center;">April 18</p> <p><i>Other:</i></p> <ul style="list-style-type: none"> Your first draft of Forum # 7, project early draft work, is due today Conversation with Two Teachers Posting is due before class today <p><i>Note:</i> from this point on, the forums are available to use, but in fact, you should respond to your students' in-progress work as you see fit, as helpfully and efficiently as possible</p>	<p style="text-align: center;">Saturday, April 20</p> <p><i>Other:</i></p> <ul style="list-style-type: none"> Your final draft of Forum 7, project early draft work, is due today (or otherwise respond to student work)
	In class activities:	<p>Group Dynamics</p> <p>Roles during campus visit</p> <p>Pre-writing # 1 for final exam assignment: What have you learned about teaching reading?</p>	<p>Discussion: Conversation with Two Teachers postings</p> <p>Prewriting for final exam: What have you learned about teaching reading?</p>	

Week 14	Reading, Writing and Other Work Due (start of class unless otherwise noted):	<p style="text-align: center;">April 23</p> <p><i>Other:</i></p> <ul style="list-style-type: none"> Respond to your students' work 	<p style="text-align: center;">April 25</p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> Read assigned material on grading projects, writing 	
	In class activities:	Feedback on Field Trip Group Responsibilities	How do you assess student work? Group Dynamics Review	
Week 15	Reading, Writing and Other Work Due (start of class unless otherwise noted):	April 30	May 2	Friday, May 3
	In class activities:	Prewriting # 2 for final exam assignment: What have you learned about teaching reading? Prepare for campus visit	Prepare for campus visit	<i>Campus visit! We will spend the day with our UWSP Connections students, from 8:00 a.m. until 2:30 p.m.</i>
Week 16	Reading, Writing and Other Work Due (start of class unless otherwise noted):	<p style="text-align: center;">May 7</p> <p><i>Other:</i></p> <ul style="list-style-type: none"> Reflection 3 is due today 	<p style="text-align: center;">May 9</p> <p><i>Other:</i></p> <ul style="list-style-type: none"> Early draft or outline of final exam assignment. Be ready to workshop your plan or draft 	

	otherwise noted):			
	In class activities:	Respond to students' projects and presentations	Workshop for final exam assignment: what have you learned about teaching reading? Continue with responding to students' projects and presentations in class	
FINAL EXAM Tuesday, May 14 5:00-7:00 p.m., in 323 CCC	Email to Erica by Monday: (1) Five questions of fact from the semester's reading, with correct answer noted for each one, and source and page number. (2) Two powerful quotations from the reading or the class. Final exam assignment is due: What have you learned about teaching reading?		We'll review, and we'll present our final exam assignments to each other	

Literacy Journey Essay

(10%)

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

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

Learning Goals for this Assessment:

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

Basic Requirements:

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

Literacy Journey Essay Rubric

	Exemplary (10-9)	Acceptable (8-7)	In Need of Improvement (6-0)
Learners	<p>The writing focuses on a small number of highly relevant examples; these specifics come to life on the page, help readers appreciate the importance of each event and reveal who the writer is because of each unique experience.</p> <p>The examples chosen enhance your ability to describe your literacy journey; their role in your development as a literate individual is obvious.</p> <p>Reflections are insightful, specific, and applicable.</p>	<p>The writing is focused on small number relevant examples; details are developed, engaging, and helpful in seeing the importance of each event and its relevance to the author’s literacy journey.</p> <p>Examples are predominantly related to your literacy journey and the ways in which they tie to your development are clear.</p> <p>Reflections are worth considering.</p>	<p>Examples are too general or undeveloped.</p> <p>The audience struggles to understand the importance of each example.</p> <p>Readers may have only a vague sense of who the writer is and/or why examples matter.</p>
Professionalism	<p>The writing itself is clear and fluid; word choice is exact, sentences are varied, and the piece has been carefully edited so as to enhance the message. Graphics and/or other visual flourishes enhance the writing and visual appeal of the piece.</p>	<p>Writing is generally clear, fluid and varied. Editing errors are small and infrequent and therefore do not interfere with the author’s overall message. Attempts at incorporating visuals have been made; both generally work well.</p>	<p>The writing includes awkward constructions and/or grammatical and mechanical errors; these issues are frequent and may make it difficult to follow the author’s writing. Visuals distract from the intended message.</p>

Reader's Notebook Compilation and Reflection (10%)

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

Learning Goals for this Assessment:

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

Basic Requirements:

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

Grading:

This assignment will be graded on completion. If your posts are complete, on time and thoroughly respond to the provided prompts your postings will receive full credit. If your postings are late, they will lose 25% of the available points. If your compilation is complete and includes the reflection, you will receive full credit. I'll evenly split the total points you earn between the two learning goal categories.

Annotated Bibliography

(20%)

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

- **If** you choose to work with a partner:
 1. The length requirements are the same, but your additional commitment is to meet with your partner **at least three times** for an **hour each time** to talk over or work on the research and the writing for this project.
 2. You and your partner will **keep a general record** of your meetings; you will also **each** write note reflecting on what you have individually learned as a result of each meeting.
 3. You cannot be Annotated Bibliography partners with your Connections partner. Go learn from someone else.

Learning Goals for this Assessment:

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

Individual/Partner Requirements:

1. **Choose an essential question, and a grade level, and three learning goals.** Choose an essential question and learning goals which you believe you may want to use for a unit in your CULPA in your fall Methods block, or at least that you would enjoy teaching in the next few years.
 - For example, your essential question could be: *What is true love? This could be a set-up for a unit using Romeo and Juliet.*
 - Your learning goals might zoom in on a specific literary device or analysis skill, compare and contrast interpretations of works, or practice non-fiction interpretation. Use the Apply level or above Bloom's verbs.

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

<ul style="list-style-type: none">✓ ___ Five novels which you could use for literature circles✓ ___ One full-length, quality, nonfiction text✓ ___ One play✓ ___ Five poems✓ ___ One short story	<ul style="list-style-type: none">✓ ___ Three articles✓ ___ Three songs✓ ___ Three short videos, video clips, or podcasts✓ ___ One film✓ ___ Three images, whether photographs, paintings, or propaganda
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 - **Note:** You should actually **look at every item** you include to ensure that it is an appropriate selection; you can request books and other materials through the Portage County Public Library and the UWSP library or reading summaries and/or reviews for major texts on websites such as www.commonsensemedia.org or even www.amazon.com may be helpful, although you do not need to read or view each item fully.

3. **Using professional voice and style, write five things:**
 - (1) Full **bibliographic information**, in fairly correct MLA style, for **each** item.
 - Help @ <https://owl.english.purdue.edu> > MLA
 - (2) A concise **annotation** for **each** item. (One paragraph)
 - (3) An explanation of **how each item might be used in teaching**; this means that you should include a *strategy or activity* that you will use to teach the item. Do use strategies and activities from Burke and Tovani or other resources, or create your own. (One paragraph.)
 - **At least five** times, create a lesson plan sequence where you A) have multiple activities that work with one item, to analyze that one text in more depth, or B) have a set of strategies or activities that juxtapose texts against each other (Perhaps multiple paragraphs)
 - (4) **Three possible benchmark assessment strategies** for your text set (one paragraph each), each focusing on a different multiple intelligence or assessment style.
 - (5) **A final reflection** on what you have learned about finding texts for your students to read, matching strategies with texts, and creating lesson plan sequences. (Multiple paragraphs)

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

Annotated Bibliography Checklist

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

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

3. Do you have:
 - Five novels which you could use for literature circles?
 - ✓ Do the novels fit the Lexile level of your grade? Or, do they provide a variety of appropriate Lexile levels for effective differentiation?
 - ✓ If it's hard to determine the Lexile level, do you have good reason to think the novels fit the reading level of your grade?
 - One full-length, quality, nonfiction text?
 - One play?
 - Five poems?
 - One short story?
 - Three articles?
 - Three songs?
 - Three short videos, video clips, or podcasts?
 - One film?
 - Three images, whether photographs, paintings, or propaganda?

4. For the selections above:
 - Have *you* reviewed each item individually?
 - Did you check other reviews to ensure that every piece is school appropriate?
 - Do the selections overall represent a variety of voices and include authors from a variety of backgrounds?
 - Is every piece purposeful and engaging for students at your grade level?

- ___ Did you write a concise annotation for each item (approximately 50 words) explaining how it fits your unit purpose and why you think it's strong?
 - ___ Did you make sure to put every annotation in your own words and not to copy any language off an internet site?
 - ___ Did you comment on how every item might be used in the classroom?
 - ✓ ___ With your comment on how each item might be used in the classroom, did you briefly explain a Burke, Tovani, or other strategy or activity you might use to teach it?
 - ✓ ___ At least five times, did you write a longer comment, explaining the lesson plan sequence you might use to A) have multiple activities that work with one item, to analyze that one text in more depth, or B) have a set of strategies or activities that juxtapose texts against each other?
 - ___ Did you create three possible benchmark assessments for your learning goals and explain how each one will work with your texts and essential questions, including what students will do and how that will show their learning around the goals?
 - ___ Did you write a complete bibliography in correct or fairly correct MLA style?
 - ___ Did you write in a professional voice and style, like you're talking to an administrator or parent at your school?
5. ___ Have you reviewed Erica's feedback and made revisions based on it?
6. ___ Have you checked the rubric, self-assessed, and made revisions based on that self-assessment?
7. ___ Did you write an overall reflection on what you have learned about finding texts for your students to read and creating activities and assessments for them to think and learn ?
8. ___ Did you complete and submit each stage of this project on time?

Final Annotated Bibliography Rubric

	Exemplary (10)	Proficient (9-8)	Acceptable (7)	Unacceptable (6-0)
<p>Content: From your work and from your reflection, it's evident that you understand how to locate a variety of strong and appropriate texts for your students to read.</p>	<p>All texts clearly connect to the theme and essential question, are developmentally appropriate for students at this grade level, and fall into a Lexile range appropriate for students at this grade level.</p> <p>Texts purposefully include a wide variety of voices and authors from various backgrounds.</p>	<p>All texts clearly connect to the theme and essential question, are developmentally appropriate for students at this grade level, and fall into a Lexile range appropriate for this grade level.</p> <p>Texts include some variety in voices and author backgrounds.</p>	<p>Texts generally connect to the theme and essential question. Some texts are developmentally appropriate for this grade level, while students might struggle engaging with other texts. Some texts fall into a Lexile range appropriate for this grade level.</p> <p>Texts speak mostly from one voice, with a few other-voiced pieces sporadically.</p>	<p>Texts seem unconnected to the theme and essential question. Many texts are developmentally inappropriate for this grade level or are in a Lexile range inappropriate for this grade level.</p> <p>Texts speak from only one voice.</p>
<p>Instruction: From your applications of the strategies we've read about in Burke and Tovani, it's evident that you can apply in some detail a range of effective strategies to help students understand and engage with reading and meet the learning goals.</p>	<p>Texts are purposefully matched with a strategy or activity that works the best for them to meet the specific learning goals.</p> <p>When appropriate, texts or activities are combined insightfully to dig deeper into the specific learning goals or to analyze one text through multiple learning goals.</p>	<p>Texts use a range of strategies to help students analyze, evaluate, and synthesize them around specific learning goals.</p> <p>When appropriate, texts or activities are combined thoughtfully to reveal a deeper level of interpretation, or to analyze one text through multiple learning goals.</p>	<p>Texts use a range of strategies to help students analyze them that vaguely link to the specific learning goals.</p> <p>When appropriate, texts or activities are combined matter-of-factly to provide more practice around one learning goal in the same text.</p>	<p>The learning goals seem unconnected to the texts.</p> <p>Texts or activities seem to be combined randomly, with little thought to how they could work together to reveal new learning.</p>

	Exemplary (10)	Proficient (9-8)	Acceptable (7)	Unacceptable (6-0)
Assessment: From your assessment strategies, it is evident that you can create a variety of assessments that effectively measure student learning while offering students choice	The assessments all focus on or use different multiple intelligences or assessment styles to offering students choices of meaningful ways to show and further their learning. Assessments are specifically targeted to the learning goals and allow students an opportunity to personally respond to the texts and ideas.	The assessments all focus on or use different multiple intelligences or assessment styles to offer students choice. Assessments are specifically targeted to the learning goals.	The assessments focus on limited multiple intelligences or assessment styles and lack choice of student response. Assessments evaluate some of the learning goals and evaluate some things that are not the learning goals.	Assessments rely on one multiple intelligence or assessment style, boxing students into showing their learning in only one way. Assessments evaluate things other than the learning goals.
Professionalism: From your overall writing, it is evident that you are writing in a professional voice and style, you've carefully tailored your message for an administrative or parent audience.	The writing itself is clear and fluid; word choice is exact, sentences are varied, and the piece has been carefully edited so as to not detract from the message. The tone is professional and formal. The annotations exactly conform to MLA formatting.	Writing is clear, and generally fluid and varied. Though there may be small editing errors they are infrequent and therefore do not interfere with the author's overall message. The tone is familiar while at the same time professional. The annotations generally conform to MLA formatting.	Writing is generally clear though it can be repetitive. A few editing errors get in the way of meaning. The tone leans informal. Annotations generally conform to MLA formatting.	The writing may include awkward constructions and/or grammatical and mechanical errors; these issues are frequent and make it difficult to follow the writing. The tone is informal, sloppy, and unprofessional. Annotations deviate from MLA formatting.
Only if you worked with a partner:				
Professionalism: <i>If you worked with a partner,</i> your record of your meetings and your comments on what you learned from them demonstrate your success or growth in teamwork	You thoughtfully reflected on what you learned about collaboration, professionalism, and teaching from your work with your partner. You comment on how you grew as a team member.	You thoughtfully reflected on what you learned about collaboration, professionalism, and teacher from your work with your partner.	You reflect on how you and your partner worked together and how that determined your outcomes.	You blame your partnership for your outcomes.

UWSP Connections Project (50%)

Mark Friday, May 3, on your calendar. We'll be with our students from 8:00 to 2:30.

For this project, you will work with a co-teacher (or co-teachers) to lead a group of students from Adams-Friendship High School and Menasha High School. A collaboration between UWSP professors, students, and the teachers and students of these Wisconsin high schools, you will work as a member of a teaching team to lead on-line literature circles based one of our class novel selections. Assuming the role of teachers in these on-line literature circles, you will interact with students, respond to their work and guide them through assessments that you and your partner(s) develop; in addition, you will also visit your students in their physical classrooms, host them during their **May 3th all-day visit** to the UWSP campus and, of course, reflect on this entire process. Participating in the UWSP Connections Project puts you in the role of teacher and gives you real-world experience in working with your own students on the actual, messy, unpredictable, exciting, and joyful enterprise of reading and discussing literature; it provides you with critical interactions that will help you develop the foundational skills needed for goal-oriented planning and assessment, work which best transpires in functional teaching teams.

Key History:

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

Learning Goals for this Project:

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

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

UWSP 381 Teachers – Steps/Requirements

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

1. Rank your top three choices of novels, get one, and join a reading group.
2. Plan your learning goals and read your chosen book with your English 381 reading group, considering how to teach your book to your high school students.
3. Reflect in a Canvas folder open to UWSP students, teaching assistants, and teachers throughout the project.
4. Provide discussion prompts for the high school student group which you and your partner(s) will lead. Before posting the prompts for the students, you must implement (or consider and decide against implementing) revision suggestions on the prompts from the project's various teachers:
 - o Erica Ringelspaugh, UWSP, professor
 - o Marissa Lukaszewski, Menasha High School, cooperating teacher
 - o Maddy Robinson, Menasha High School, student teacher
 - o Kim Etter, Adams Friendship High School, Spectrum Academy, cooperating teacher
 - o Adam Behl, Adams-Friendship High School, Spectrum Academy, cooperating teacher
 - o Kate Bumgart, Adams-Friendship High School, Spectrum Academy, cooperating teacher
 - o Kayla Kawlewski, Adams-Friendship High School, cooperating teacher
 - o Anna Strand, UWSP, teaching assistant
 - o Elizabeth Olson, UWSP, teaching assistant
5. Respond to your students' postings.
6. Develop and assign final assessment options and create the accompanying checklists and rubrics for your student groups. Before posting the assignment for your students you must implement revision suggestions for your directions, checklist, and rubric.
7. Respond and provide guidance online as students create their projects.
8. See the project presentations on campus, and respond to them.
9. With a partner or individually, visit your high school students in their home schools. You are expected to spend one full day at each of the schools.
 - **Note:** *You must work out any absences with the UWSP instructors of the classes you might miss with tact, diplomacy, and professionalism.*
10. Spend the day of Friday, May 3, from 8:00 a.m. until 2:30 p.m., with the visiting students.

LaFollette, Menasha and Adams-Friendship Students – Steps/Requirements

Here's what the high school students will do:

1. Consider the books among which they can choose, and rank their top three choices.
2. Be placed in a small group. Each group will include **both** schools, and conversation will concern the shared text as well as thematic connections to students' lives.
3. Respond to the prompts which their student coaches from English 381 (two or three of you per group) post, using Canvas.
4. Individually or in small groups at their own schools, create a final project for their book. Their student coaches will assign the project to the groups.
5. Visit UWSP on Friday, May 3rd. They will present their projects to you and to other students; they will do a variety of activities; and they will have lunch in Debot.

Rubric for UWSP Connections Project

Exemplary Evidence of meeting standards	Criteria	Concerns Areas for growth
	<p>Learners: You created strong relationships with your students, responding to them as individuals. In your forums, in your school visits, and during the field trip day, you created welcoming and inclusive environments through the use of the Small Group Development model and other methods.</p> <p>In your forums, your assessments, and your feedback to students, you differentiated instruction to students' individual and collective needs, tailoring each interaction to the student you were working with, offering thoughtful ways to review and build on previous concepts, creating opportunities for learners with various skills, preferences, and learning styles to engage with the text and learn the skills, and adjusting your instruction based on individual and whole group performance.</p>	
	<p>Content: You analyzed your text for higher-level literary devices and literary criticism modes, including connecting the text to broader local, national, and global events and issues, looking for the larger themes, commentary and advocacy.</p> <p>In your forums, your assessments, and your field trip lessons, you created learning opportunities for students to personally connect to and respond to the text with critical thinking.</p>	
	<p>Instruction: In your online work with your students, you wrote precise, rigorous learning goals and thoughtful essential questions, and you created excellent prompts which helped students grow in the learning goals you laid out for them.</p> <p>You used helpful open-ended, critical thinking questioning techniques to elicit student thinking and learning.</p>	

	<p>Assessment: Your project assignment used multiple intelligences, balanced the choices for equal levels of difficulty and exertion, and provided students with meaningful and feasible ways of responding to their reading. It both showed what students had learned and took them further in their knowledge and understanding of your learning goals.</p> <p>Your checklist and rubric was helpful, precise, easy to follow, and equitable.</p> <p>You gave helpful, individualized feedback that helped learners to grow and perform better on the postings and assessment.</p>	
	<p>Professionalism: You truly collaborated with your partner, using each other's ideas to keep creating better instruction and assessment. You kept commitments and worked through decisions together.</p> <p>You also worked well with the supervising teachers, communicating professionally, getting needed approvals and responding positively to constructive criticism.</p> <p>Your three reflections posts were timely and well developed, with insights and examples, and show that you have thought carefully about what the project has meant for both you and your high school students.</p> <p>You helped plan the campus visit, were present for the entire day, acted as a professional in your interactions with students and cooperating teachers, and generally helped make the day a success.</p>	
<p>Overall comments:</p>		

Final Exam Assignment: What Have You Learned About Teaching Reading?

(10%)

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

The Learning Goals for this Assessment are all part of our **Reflection and Professionalism** standard, but *truly encapsulate all that we have focused on this semester including:*

- Actively and purposefully reflect on your own and others' experiences as growing readers and to consider the implications of this information on your approach to teaching and your teaching persona.
- Develop approaches which help you better understand and meet the needs of your students and purposefully integrate these approaches into your instruction
- Effectively collaborate with other educators and to enjoy working together with others as part of a teaching team.

Basic Requirements:

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

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

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