

Promoting Learning Development Across the Lifespan

EDCI 669

Advanced Methods of Teaching Secondary English

Fall Semester, 2013

Instructor: Dr. Leslie Lipovski Date and Time: Tuesdays 4:30 – 7:20 Class Location: ENG Email: <u>llipovsk@gmu.edu</u> Office: Thompson Hall 1803 Office Hours: After class and by appointment

Course Materials Online The Blackboard site can be found at <u>http://courses.gmu.edu</u> Use the same login as your GMU email

Blackboard

Blackboard 9.1 will be used or the course. Access Blackboard 9.1 by following these steps:

- 1. Go to <u>http://mymason.gmu.edu</u>.
- 2. Login using your NETID and password,
- 3. Click on the 'Courses" tab.
- 4. Double-click on our course number under the "Blackboard 9.1 Course" heading.

Course Description

Prerequisite: EDCI 569. This is the second course in a two-part sequence of courses for preservice English teachers. This course guides students in working effectively with national and local standards for teaching secondary English.

Goals:

A strong focus on literature and the role of essay writing in teaching literature Innovation, Collaboration, SPA standards 3.0, 3.2.3

Examination of literary interpretations and essay rhetoric Innovation, Social Justice SPA standards 3.2.3, 3.3.3

Consideration of English language arts instruction with a broad focus on literacy and literacy skills

Research-Based Practice, SPA standards 3.4, 3.5

Inquiry based research and discussions using multiple literacies and multi-modal lenses

Research-Based Practice. SPAA standards 3.5, 3.7

Examination of questions for inquiry such as:

What does it mean to interpret a literary text in middle or high school? How can English teachers invite and work with a variety of perspectives when shaping literary interpretation?

What is an essay? What role does essay writing play in helping students interpret literature texts?

What other modes of writing can foster and shape literary interpretation?

How can English teachers differentiate reading and writing for students with various aptitudes for reading and in various stages of English language acquisition?

Relationship to Program Goals and Professional Organizations

EDCI 669 is designed to encompass a critical exploration and analysis of current developments in the teaching of secondary English with an emphasis on student-centered methods that encourage integrated study of the language arts. Areas of study include reading and writing development, the writing process, the processes involved in reading literary texts, reader-response theories and research, oral language and listening skill development, as well as formative and summative techniques for assessing pupil progress. EDCI 669 also focuses on the use of technology in the classroom and the needs of diverse learners as called for by the *Standards of Learning for Virginia Public Schools* and *National English Education Standards* and as outlined by the National Council for Accreditation of Teacher Education (NCATE), the National Council of Teachers of English (NCTE) and the International Reading Association (IRA).

College Expectations and University Honor Code

The Graduate School of Education (GSE) expects that all students abide by the following: Students are expected to exhibit professional behavior and dispositions.

Commitment to the profession

Promoting exemplary practice
Excellence in teaching and learning
Advancing the profession
Engagement in partnerships
Commitment to honoring professional ethical standards
Fairness
Honesty
Integrity
Trustworthiness
Confidentiality
Respect for colleagues and students
Commitment to key elements of professional practice
Belief that all individuals have the potential for growth and learning
Persistence in helping individuals succeed
High standards
Safe and supportive learning environments
Systematic planning
Intrinsic motivation
Reciprocal, active learning
Continuous, integrated assessment
Critical thinking
Thoughtful, responsive listening
Active, supportive interactions
Technology-supported learning

Research-based practice Respect for diverse talents, abilities, and perspectives Authentic and relevant learning *Commitment to being a member of a learning community* Professional dialogue Self-improvement Collective improvement Reflective practice Responsibility Flexibility Collaboration Continuous, lifelong learning Commitment to democratic values and social justice Understanding systemic issues that prevent full participation Awareness of practices that sustain unequal treatment or unequal voice Advocate for practices that promote equity and access Respects the opinion and dignity of others Sensitive to community and cultural norms Appreciates and integrates multiple perspectives

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See <u>http://universitypolicy.gmu.edu/1301gen.html</u>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Please note that:

- o "Plagiarism encompasses the following:
 - 1. Presenting as one's own the words, the work, or the opinions of someone else
 - without proper acknowledgment.

2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of

thought of someone else without proper acknowledgment."

(from Mason Honor Code online at

http://mason.gmu.edu/~montecin/plagiarism.htm)

o Paraphrasing involves taking someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source.

o When material is copied word for word from a source, it is a direct quotation. You must

use quotation marks (or block indent the text) and cite the source.

o Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.

o Plagiarism and other forms of academic misconduct are treated seriously and may result in

disciplinary actions.

• Students must agree to abide by the university policy for Responsible Use of Computing. See

http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html. Click on responsible Use of Computing Policy at the bottom of the screen.

• Students with disabilities who seek accommodations in a course must be registered with the

GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See http://www2.gmu.edu/dpt/unilife/ods/ or call 703-993-2474 to

access the ODS.

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Required Texts

- 1. Appleman, D. (2009). *Critical encounters in high school English: Teaching literary theory to adolescents* (2nd ed.). New York: Teachers College Press.
- Herrington, A.; Hodgson, K. & Moran, C. (2009). *Teaching the new writing: Technology, change, and assessment in the 21st century classroom*. New York: Teachers College Press.
- 3. Herrell, A. & Jordan, M. (2007). *Fifty strategies for training English language learners*. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
- 4. Holden, J. & Schmidt, J. (2002). *Inquiry and the literary text: Constructing discussions in the English classroom.* Urbana, IL: National Council of Teachers of English.
- 5. Two young adult literature selections of your choice. We will be incorporating these into our lesson plan and unit plan assignment.

RESOURCES

George Mason University Library: http://library.gmu.edu/

What Kids Can Do: www.whatkidscando.org

Greater Washington Reading Council: www.gwrc.net

Virginia State Reading Association: <u>www.vsra.org</u>

International Reading Association (IRA): www.reading.org

National Reading Conference (NRC): www.nrconline.org

National Council of Teachers of English (NCTE): <u>www.ncte.org</u>

TED website: http://www.ted.com/talks

Course Requirements

Attendance and Participation. Attendance at each class session and field experience is critical. Your attendance, thoughtfulness, clarity, and active sharing of responsibility for our classroom community will affect your grade. You are expected to read and keep notes on class material, complete all assignments, and contribute as both a listener and speaker in class discussions. Absences and tardies, both in class and fieldwork will impact your grade. Two tardies are equal to one absence. Each student is allowed one absence, no explanation required. For each session you are absent beyond this one session, points will be deducted from your attendance and class participation points. Students are responsible for obtaining information given during class discussions despite

attendance. Please turn off all cell phones, computers, and pagers when you enter class or your fieldwork setting.

Story of Injustice Persuasive Narrative

One of the primary ways we develop as citizens is to participate in activities in our classes where we consider issues of justice. We will combine separate activities that teacher and author Jessica Singer (in her book *Stirring Up Justice*) describes to create these narratives in class. The goal in this assignment is to get to know yourselves as writers and explore issues that matter in your classroom and will guide your practice. You are urged to use this assignment in your own class as well. **DUE: 2/05 opportunity to peer edit on 1/29, if desired.**

Exploratory Essay and Lesson Plan

Given our focus on teaching and writing, we are going to discuss the question, "What is an essay?" You will bring an essay to class that you think could serve as an exemplar piece for your students. This essay may be found in any source – newspaper, magazine, an anthology, or online source. It is up to you to use your judgment to decide if the piece qualifies as an essay. Based on your chosen essay, you will design a lesson plan that introduces students to writing an exploratory essay. The lesson plan (again, use the format in the Secondary Program Handbook) must include objectives, standards, instructional plan, and assessment. The lesson plan must address at least two NCTE standards and the INTASC standards addressed in a rubric I will provide to you. Include all written materials that would be given to students as part of the lesson. Include all assessments and accompanying rubrics to be used for the lesson. The assessment of this lesson plan and its implementation must include self, peer, mentor teacher, student, and instructor evaluations and feedback. The lesson must include differentiation of instruction for students of varying levels. When presenting points for discussion, include your expected responses to teacher-student interaction and alternative discussion plans depending on student responses. Include a narrative that outlines your justification for the instructional decisions you make through the lesson. Essay examples due: 2/12 Lesson plan due: 2/26

*This lesson plan may be used as part of your unit plan.

"Best Of ... " Strategy Presentation

Each of several weeks across our semester two members of our class will be responsible for sharing a "best of…" teaching strategy with our class. This should be a **writing instruction-focused strategy that** we might use with middle/high school students. Find a teacher-friendly article related to the subject of your presentation and provide electronic copies for the entire class. Please treat each workshop as if you are planning for a 60minute lesson in a middle/high school setting. (use the format you used for your lesson plan in methods 1. Provide materials that you would use in your classroom and facilitate us in testing out the activities and tools you have developed. Also, be sure to describe how you might modify these strategies for serving reluctant learners, struggling students, and diverse students. Please note that you can draw this strategy from our readings, your fieldwork mentor's practices, or other resources. **DUE: (one group per week, see sign-up sheet)**

Turn in:

- 1. Lesson plan and handouts
- 2. Article you found as research supporting your lesson
- 3. Modifications listed on bottom of lesson plan

Interview of English Language Arts Teacher

Students will conduct a minimum 10-question interview with an English teacher in a school setting. Ideally this will occur in your fieldwork setting for the semester. Based on your interview, write a summary report of the interview and be ready to share your findings with the class. The purpose of this interview is to begin to learn from a professional educator whom you trust and respect. In a maximum three-page document, the report must include the name of the person interviewed, their position in the school, the grade/grades with whom this individual works, the questions asked, and a summary of their transcribed responses. Possible questions to ask during the interview include the following:

- What are the primary literacy challenges your students are facing?
- Describe the English curricula utilized in your classroom/the school
- Describe an English lesson you have used to serve the needs of your students
- Describe other literary activities that you utilize in your classroom to serve students' needs
- What do you believe are the assets of your school or classroom English curricula/programs?
- What do you believe are the limitations of your school or classroom English curricula/program?
- How do you and your school colleagues support parents and families to promote students' engagement and achievement within school or out of school literary activities?
- What do you consider a successful English lesson?
- What approaches to classroom management do you prefer?
- How do you measure your effectiveness at reaching your objectives as an English teacher?

Teacher Scavenger Hunt

For this assignment, you will locate various items that new teachers need to have access to during the internship and beyond. The purpose of this assignment is to become familiar with terms and items that you will be expected to know upon entering the profession. For this scavenger hunt you will locate in your field experience school the following items:

- VGLA
 - Pacing Guide
- POS
- WIDA Scores
- Lexile Framework

- IEP/504 forms
- CLT/PLC philosophy

In addition, you will write a brief paper explaining how you went about discovering both what the items were and where they were located/used in your school. Discuss challenges, discoveries, and surprises.

For both assignments, be prepared to share your journey with the class. **DUE: Both written work and presentation 3/19**

Unit Plan. As a culminating project for this course, each student will use the "backwards design" process to develop a plan for teaching a literature-based unit which actively involves students in meaningful learning; carefully individualizes to accommodate the diverse strengths and needs of students; effectively integrates reading, writing, oral language, and language study; and provides for authentic assessment. The unit can revolve around a particular literary work, a theme, a writer, a period or genre, as long as the unit builds on the strengths and meets the needs of a diverse student population. Long-range plans will include:

- 1. a narrative overview of the unit, its overall goals and objectives, the basic time frame, general procedures, a description of the intended learners, planned assessment techniques. The unit's organization and methodological approaches should reflect current research and practice in the teaching of English/language arts.
- 2. unit calendar.
- **3.** Specific daily lesson plans, including all support materials, should be included for any five block-length lessons or ten period-length lessons from the unit; each lesson plan should make clear connections between stated objectives and planned assessment.

To evaluate how well these unit plans meet the NCTE standards for effective planning, the EDCI 479/669 instructors score the unit plans using an evaluation rubric based on the standards; a rubric follows the description of this unit plan. The unit plan assignment is aimed at helping English education candidates consider how their students' varied uses of language and non-print media can be related to the study of literature and visual and written composition. As such, the English evaluation rubric focuses on NCTE Standards 2.4, 2.5, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7 4.1, 4.2 and 4.8. The unit plan must also include a rationale in which the candidates use theory and research to argue for an approach to instruction that focuses on students' varied uses of language, oral and written. (will be part of the narrative overview above) Therefore, the English evaluation rubric also includes attention to NCTE Standard 3.7.

WORK NOT COMPLETED OR FAILURE TO UPLOAD TO TASKSTREAM WILL RESULT IN AN "F" IN THE COURSE.

- 1. You will turn in items in stages full calendar forthcoming.
- 2. The final product is due via Taskstream on 4/23

3. Presentations will be 4/23 and 4/30 (format to be discussed later)

*The lesson plan from Methods 1 and the essay lesson plan above may be included in this unit plan.

Field Experience Critical Incidents Reflections and Images/Pilot Teaching Project This course has a required field experience component. You are required to have 15 contact hours in a classroom. This opportunity is an invaluable way to connect course content to what is going on in actual high school and middle school classrooms as well as promoting critical self-reflection about the practice of teaching and the culture of schools. You cannot earn a passing grade for the course if you do not complete your field experience. When you participate in your field experience, be sure to take general notes and notes on anything that relates to what we are discussing in class. Relevant handouts are posted on Bb under "assignments" tab. DUE: 5/07 (last class night) Both the written fieldwork assignment and a signed copy of documentation of hours should be turned in.

Course Evaluation

The grading system f	or graduate courses at	GMU is as follows:
A+= 97-100	B + = 87 - 89	C = 70=79
A = 94-96	B= 84-86	F = 70 and below
A- = 90-93	B- = 80-83	

All assignments must be turned in on time. Late and/or incomplete assignments will not be given full credit; in the case of extenuating circumstances, approval must be granted in advance by the instructor.

Attendance and Participation	12 pts
Story of Injustice Persuasive Narrative	12 pts
Exploratory Essay and Lesson Plan	15 pts
"Best Of" Strategy Presentation	12 pts
Interview of English Language Arts Teacher	6 pts
Teacher Scavenger Hunt	6 pts
Unit Plan	25 pts
Field Experience Critical Incidents Reflections and Images /Pilot Teaching Project	12 pts

EDCI 479/669, "Advanced Methods of Teaching English in the Secondary School" Unit Plan Description and Assessment Aligned with NCTE Standards

As a culminating project for this course, each student will use the "backwards design" process to develop a plan for teaching a literature-based unit which actively involves students in meaningful learning; carefully individualizes to accommodate the diverse strengths and needs of students; effectively integrates reading, writing, oral language, and language study; and provides for authentic assessment. The unit can revolve around a particular literary work, a theme, a writer, a period or genre, as long as the unit builds on the strengths and meets the needs of a diverse student population. Long-range plans will include a narrative overview of the unit, its overall goals and objectives, the basic time frame, general procedures, a description of the intended learners, planned assessment techniques, the backwards planning chart, and a unit calendar. Specific daily lesson plans, including all support materials, should be included for any five block-length lessons or ten period-length lessons from the unit; each lesson plan should make clear connections between stated objectives and planned assessment. The unit's organization and methodological approaches should reflect current research and practice in the teaching of English/language arts.

To evaluate how well these unit plans meet the NCTE standards for effective planning, the EDCI 479/669 instructors score the unit plans using an evaluation rubric based on the standards; a rubric follows the description of this unit plan. The unit plan assignment is aimed at helping English education candidates consider how their students' varied uses of language and non-print media can be related to the study of literature and visual and written composition. As such, the English evaluation rubric focuses on NCTE Standards 2.4, 2.5, 3.1, 3.2, 3.4, 3.6, 4.1, 4.2, and 4.8. The unit plan must also include a rationale in which the candidates use theory and research to argue for an approach to instruction that focuses on students' varied uses of language (oral and written). It also introduces candidates to NCTE Standards 2.1, 2.2, 2.6, 3.3, 3.5, 4.4, 4.5, 4.6, 4.7, and 4.9, but these are formally evaluated with other assessments in the licensure program.

<u>Unit Plan Format</u>

- Overview of Unit (an posted on Blackboard)
- Unit Plan Pre-Organizer/Backwards Planning Chart (handwritten notes are fine)
- Unit Calendar (word-processed, with enough detail that a substitute teacher could understand purposes, daily plans, and connections; five daily plans highlighted in some way)
- Five block-length or ten period-length lesson plans from the unit, which must include all of the following elements:
 - connection of daily lesson plan with larger unit
 - instructional objective(s) in learner terms
 - inclusion of a specific Virginia Standards of Learning benchmark
 - planned assessment(s)—including both informal (formative) and formal (summative)
 - lesson procedures, detailed enough for a substitute teacher to teach from
 - follow-up plans (homework or summary of next day's plan)

- list of lesson materials, resources, and equipment
- all support materials attached

Suggestions for Planning the Unit

Follow these suggested steps:

- 1. Select a focus: Begin by selecting a focus for your unit plan, which must revolve in some way around the teaching of literature. Consider your own knowledge of and passions for literature; in addition, take a look at the literature curriculum for local-area public schools. Some possible ways to organize a literature-based unit:
 - Theme: A thematic unit often includes multiple works of literature with similar themes (i.e. a novel supplemented with a couple of short stories and some poetry). Examples of theme-organized units: "Surviving Against the Odds," "The Search for Self," or "The Power of Place" (which could be used with *The House on Mango Street*, combined with short stories, personal narratives, and poetry in which place, home, and/or setting are key elements).
 - Work of Literature: Some units revolve around the study of a specific work of literature; examples might include *Hamlet, Of Mice and Men, The House on Mango Street.*
 - Genre: Some units introduce students to a particular genre and its characteristics. Examples might include a short story unit, a unit on science fiction, or a unit on vignettes/personal narratives.
 - Author: Major authors sometimes become the focus of a unit of study; authorbased units include the study of the author's background and multiple examples of the author's work. Examples might include Toni Morrison, Ernest Hemingway, Sandra Cisneros.
 - Historical and/or Literary Period: Sometimes the literature curriculum is organized around historical developments in literature. Examples might include the Harlem Renaissance, Romantic Poetry, Contemporary Latino American Writers.
 - Element of Literature: State and national standards require the teaching of various elements of literature, and units of study can also be organized around these. In these units, the teacher carefully selects literature that provides strong examples of the literary element under study. Examples might include Conflict and Climax in Short Stories, Symbolism, or Imagery in Personal Narrative.
- 2. Select a target student population: Browse the Virginia SOLs, and select what you believe to be an appropriate grade level for your unit. An example might include focusing your unit on the study of American literature (so you select a grade level which specifically has SOLs for American literature) or focusing your unit on metaphor (so you find metaphor on the list of SOL's for a specific grade level). *Note: In "real life" teaching, you would, of course,* begin with this step, as you would want to base your instructional planning on your knowledge of actual students and the required curriculum/SOLs for those students.
- 3. Develop a set of essential questions and enduring understandings, knowledge, and skills for the unit: What are the major learnings to be gained from your unit? What will you expect your students to know and be able to do at the end of the unit? How will your unit create a learning environment in which all students can engage in the learning? In what ways will you use the pieces of your unit to help students become familiar with

their own and others' cultures, and understand the role of arts and the humanities on their lives? Examples that could be used in connection with units revolving in some way around *The House on Mango Street*: What is the role of "place" in our lives? Why is it that humans often experience the conflicting desires to escape their pasts and yet also be drawn back home? Who is Esperanza? What are her key experiences, feelings, and goals as she moves through her early adolescence? How does her development parallel the development of adolescents in general? What is a vignette? Who is Sandra Cisneros, and how would you describe her writing style? What is imagery? How does Cisneros use imagery in *The House on Mango Street*, and how can I incorporate imagery in my own writing?

- 4. Consider possible ways to assess student learning: Once you have identified essential questions/enduring understandings and key knowledge and skills for your unit, try to generate possible ways of assessing what your students have learned. Based on the suggested understandings listed above in #3, examples might include a literary analysis essay on the writing style of Sandra Cisneros, a final project that asks small groups of students to discuss the role of place in literature and life, or the writing of a personal narrative containing strong imagery.
- 5. Work with the backwards planning unit pre-organizer chart: Now, begin to get more detailed in your thinking. Try filling out the unit plan pre-organizer chart with possible essential questions, enduring knowledge and skills, instructional goals in multiple strands of the language arts, SOL's, benchmarks, and assessments that might become the basis of the unit. List more than you will need/use in the end. Remember that once you identify planned assessments, you will need to do some *task analysis* to consider what knowledge and skills students will need in order to successfully complete your assessments. *Note: The term "benchmarks" refers to the bulleted lists that appear under the larger, more holistic SOL statements*.
- 6. Generate a long list of possible teaching ideas that will support your students' learning of your unit's key goals and their successful achievement on your unit's major assessments: Here's where you can begin to really think about the details of instruction. Get online for some lesson plan ideas. Observe your fieldwork teachers carefully for model lessons. Look back on course notes for activities we've talked about or actually done during class sessions. Remember your own best experiences from school. Be creative! List all sorts of possible ideas for instructional activities, ways to adapt instruction to meet the needs of your targeted age group and ability level, methods for incorporating media and technology, etc. You'll probably end up with many more ideas and possibilities on this pre-planning chart than you will ever be able to use in your unit.
- 7. Create a unit calendar: Once you've done lots of idea generation, it's time to try and see how it can all fit together in an organized way. Here's a hint for an approach to preliminary calendar planning: (a) create a generic Monday through Friday monthly calendar on a large piece of paper, (b) write possible ideas for daily activities and assessments on small "stickies," (c) move your stickies around on your calendar until you begin to get a sense of a workable plan. You will almost certainly end up abandoning some of the ideas on your stickies; remember that it is far more important to teach for understanding than to teach for coverage.

- 8. Write the required Overview of the Unit (format available on Blackboard): Once your calendar is done, follow the steps below to write a brief overview of the unit. Note: No section below needs to be longer than five sentences, and you can just *list* elements and examples where appropriate.
 - Unit Focus: Identify the broad focus of your unit (i.e. Author Study of Sandra Cisneros, Genre Study: Drama); see #1above.
 - Intended Grade Level: Identify the grade level or course for which you have geared your unit.
 - Narrative Overview of Unit: Provide a 3-5 sentence overview describing your unit plan; assume that your reader is another teacher who needs a quick summary of the key components of your unit.
 - Essential Questions/Enduring Understandings: List your unit's essential question(s) and enduring knowledge and skills; what are the most important learnings your students will gain from this unit? Provide a picture of why this unit is important; see #3 above.
 - Major Goals and Objectives: List the major instructional goals/objectives; include the key Standards of Learning addressed in your unit.
 - Major Unit Assessments: List the major assessments planned for your unit; these major assessments should provide a way of assessing whether your students met the unit's major instructional objectives.
 - Task Analysis for Major Assessments: Think carefully about the knowledge and skills your students will need in order to perform satisfactorily on your major assessments. List the knowledge/skills required here; and then keep in mind that the identified knowledge/skills must be *taught* as part of the unit or have been previously taught and learned.
 - List of Planned Instructional Procedures: List the major instructional procedures and activities planned for your unit. Check to make sure that your list represents multiple strands of the language arts and various teaching methodologies.
 - Description of Intended (or Imagined) Students: Here, describe your target students for the unit. Again, grade level and/or course? Characteristics of your learners? Background knowledge of your learners?
 - Possible Unit Adaptations to Meet Strengths and Needs of Learners: In this section, describe some ways in which you could adapt your unit to meet the needs of your students. Consider factors related to motivation, culture, language, special needs, literacy issues, etc.
- 9. Write lesson plans: By now, you've got a good overall sense of your unit represented in both your Unit Overview and your Unit Calendar. Now it's time to begin working on more detailed plans for daily lessons (using the format we've been using for written microteaching lesson plans). Peruse your unit calendar, and select days for which you will now develop detailed plans. You must submit the equivalent of two weeks of fully-developed daily plans. If you are planning for a teaching schedule that is on the traditional format of 45-60 minutes of daily class periods, then please write up ten lesson plans. If you are planning for a teaching schedule based on 90-120 minute block periods that meet every other day, then please write up five lesson plans. (If you are planning for a combination traditional/block schedule, then you will need to determine an appropriate number of plans based on the above guidelines.) *Please put an asterisk on each day of your unit calendar for which you develop a specific daily lesson plan.* Of the required lesson plans, at least one fully articulated plan must include activities designed to help students with language-related knowledge and/or skills integrated in such a way as to demonstrate your understanding of best practice methodology.

Overview of the Unit

Unit Focus:

Intended Grade Level:

Narrative Overview of Unit:

Essential Question(s)/Enduring Understanding(s):

Major Goals and Objectives (including reference to key SOLs):

Major Unit Assessments:

Task Analysis for Major Assessments:

List of Planned Instructional Procedures:

Estimated Time Frame for Unit:

Description of Intended (or Imagined) Learners:

Possible Unit Adaptations to Meet Strengths and Needs of Learners:

EDCI 479/669, "Advanced Methods in Teaching English in the Secondary English"

Unit Plan Evaluation Rubric

Aligned with NCTE Standards for Initial Preparation of Teachers of Secondary English Language Arts (Grades 7–12)

Name of candidate _____ Date _____

This English rubric is supplemental to the Secondary Education Program's Pre-Service General Evaluation Rubric. These guidelines and rubric describe the planning performance standards in the College of Education and Human Development at George Mason University that secondary school pre-service teachers need to meet before proceeding to their internship/student teaching. During "Advanced Methods in Teaching English in the Secondary School" (EDCI 479/669), each pre-service teacher will design a two to four week unit plan for teaching. Two rubrics will be used to assess planning: a general rubric and subject specific rubric (for English, this is the NCTE rubric). If the average score for any standard is less than a one (1), materials must be re-submitted per instructions from your instructor.

	Rating	Description
NA	Not	Given the nature of the assessment, the candidate cannot reasonably
	Assessable/	demonstrate complete understanding or mastery of the given
	Initial	standard. The standard is included in this rubric in order to introduce
	Assessment	candidates to its relevance and to provide them with an initial,
		formative self, peer, and/or instructor assessment of their proficiency
		with this standard. An "NA/IA" score does not count toward the
		calculation of the mean score for this assessment. Note: Standards to
		be assessed with NA/IA are indicated using italics.
0	Unacceptable	The candidate exhibits little, or irrelevant, evidence of meeting the
		standard for planning, teaching, and student learning. Specifically, a
		score of zero (0) is given when there is no evidence of the pre-
		service teacher's attempt to meet a particular NCTE standard,
		OR the attempt is Unacceptable, as defined by NCTE.
1	Marginal	The candidate exhibits insufficient evidence of performance in
		relation to essential knowledge, skills, dispositions required by the
		standard. Provides fundamental evidence of attainment but does
		not yet meet minimum expectations for planning, teaching, and
		student learning. Specifically, a score of one (1) is given when the
		pre-service teacher meets the Acceptable level of criteria for a
		NCTE standard.
2	Meets	The candidate exhibits performance that meets the standard in
	Expectations	essential knowledge, skills and dispositions. Provides evidence of
		sound work, usually with multiple examples of achievement which
		substantially meet basic expectations for planning, teaching, and
		student learning. Specifically, a score of two (2) is given when the
		pre-service teacher meets the Target level of criteria for a NCTE
		standard.
3	Exceeds	The candidate exhibits mastery of the knowledge, skills and

]	Expectations	dispositions required by the standard. Achieves an exceptional level
		of performance in relation to expectations of the program and
		generally provides multiple examples of excellence in performance
		for planning, teaching, and student learning. Specifically, a score of
		three (3) is given when the pre-service teacher exceeds the
		Target level of criteria for a NCTE standard.

Levels	Exceeds	Meets	Marginal	Unacceptable	Not	Scor
Criteria	expectations 3	expectation 2	(not met) 1	0	assessable	е
	5	2	-	v	NA	
<u>NCTE</u> <u>Standard 2.1</u> Inclusive and supporting learning environments	Create and sustain an inclusive and supportive learning environment in which all students can creatively engage in learning	Create and sustain an inclusive and supportive learning environment in which all students can engage in learning	Create an inclusive and supportive learning environment in which all students can engage in learning	Show little evidence of creating an inclusive and supportive learning environment in which all students can engage in learning	Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score	
<u>NCTE</u> <u>Standard 2.2</u> Students' familiarity with cultures	Consistently and creatively use ELA to help their students become more familiar with their own and others' cultures	Use ELA extensively and creatively to help their students become more familiar with their own and others' cultures	Use ELA to help their students become familiar with their own and others' cultures	Show little evidence in using ELA for helping their students to become familiar with their own and others' cultures	Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score	
<u>NCTE</u> <u>Standard 2.4</u> Students' critical thinking	Design and implement instruction and assessment that assist students in developing habits of critical thinking and judgment	Design instruction and assessment that assist students in developing habits of critical thinking and judgment	Engage in few practices designed to assist students in developing habits of critical thinking and judgment	Engage in no practices designed to assist students in developing habits of critical thinking and judgment	Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score	
NCTE Standard 2.5 Connections between ELA curriculum and culture, society, and education	Make meaningful and creative connections between the ELA curriculum and developments in culture, society, and education	Make meaningful connections between the ELA curriculum and developments in culture, society, and education	Show little understanding of how the ELA curriculum, teachers, students, and education in general are influenced by culture, social events, and issues	Show no understanding of how ELA curriculum, teachers, students, and education in general are influenced by culture, social events, and issues	Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score	
<u>NCTE</u> <u>Standard 2.6</u> Integration of arts and humanities into daily	Plan and carry out frequent and extended learning experiences that creatively integrate arts and humanities into	Plan and carry out frequent and extended learning experiences that integrate arts and humanities into daily learning of	Engage their students in activities that demonstrate the role of arts and humanities in learning	Demonstrate little evidence of promoting the arts and humanities in the learning of their students	Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward	

learning of	daily learning of	students			mean score	
students	students	stuuents			mean score	
<u>NCTE</u>	Integrate	Integrate	Integrate limited	Fails to integrate	Candidate is not	
Standard 3.1	extensive	knowledge of	knowledge of	knowledge of	expected to	
Knowledge of,	knowledge of	language	language	language	demonstrate	
and skills in	language	acquisition and	acquisition and	acquisition and	mastery of	
	acquisition and	development into	development into	development into	standard; "NA"	
the use of, the	development into	instruction and	instruction and	instruction and	score does not	
English	instruction and	assessment, with	assessment; use	assessment;	count toward	
language.	assessment, with	focus on	limited knowledge	possesses no	mean score	
	complex focus on	interrelated	of theory and	knowledge of	incui score	
	interrelated	dimensions of	practice to help	theory and		
	dimensions of	ELA learning	students	practice and fails		
	ELA learning	experience; use	understand impact	to help students		
	experience; use	theory and	of cultural,	understand		
	theory and	practice to help	economic,	impact of cultural,		
	practice to help	students	political, and	economic,		
	students	understand	social	political, and		
	understand and	impact of	environments on	social		
	act on impact of	cultural,	language;	environments on		
	cultural,	economic,	demonstrate	language;		
	economic,	political, and	limited respect for	demonstrate no		
	political, and	social	language diversity	respect for		
	social	environments on	and evolution;	language diversity		
	environments on	language, while	occasionally	and evolution;		
	language, while	respecting	empower students	fails empower		
	respecting	language	to compose and	students to		
	language	diversity and	respond to	compose and		
	diversity and	evolution;	written, oral, and	respond to		
	evolution;	empower	other texts	written, oral, and		
	consistently	students to		other texts		
	empower	compose and				
	students to	respond				
	compose and	effectively to				
	respond	written, oral, and				
	effectively to	other texts				
	written, oral, and					
	other texts					
<u>NCTE</u>	Create	Create	Use understanding	Demonstrate lack	Candidate is not	
Standard 3.2	opportunities and	opportunities	of influence of	of understanding	expected to	
Knowledge of	develop strategies	and develop	language and	of influence that	demonstrate	
the practices	that permit	strategies that	visual images on	language and	mastery of	
of oral, visual,	students to	permit students	thinking and	visual images	standard; "NA"	
and written	demonstrate the	to demonstrate the influence of	composing in own work and in	have on thinking	score does not	
literacy	influence of language and	language and	teaching; use	and composing; show infrequent	count toward mean score	
	visual images on	visual images on	writing, speaking,	use of writing,	incan score	
	thinking and	thinking and	observing as	speaking, and		
	composing; create	composing;	major forms of	observing		
	opportunities and	create	inquiry, reflection,	throughout the		
	develop strategies	opportunities	and expression in	program as major		
	for enabling	and develop	coursework and	forms of inquiry,		
	students to	strategies for	teaching; use	reflection, and		
	demonstrate how	enabling students	composing	expression;		
	they integrate	to demonstrate	processes in	exhibit infrequent		
	writing, speaking,	how they	creating oral,	use of processes		
	observing in own	integrate writing,	visual, and written	of composing to		
			,.	F		

NCTE Consistently receiting and criticular and written suddents Iteracy forms and gage students ways to teach processes; that composing Iteracy forms and gage students ways to teach processes; that correation of oral, visual, and written result in creation of oral, visual, and written provide gapoptrumites for creating visual images for assist students in multiple purpose; use a variety of varys to assist students in multiple purpose; use a variety of varys to and morprint result in creating and critiquing and critiquing and critiquing and result in creating and critiquing and result in creating and purpose; use a variety of varys to and meaning provide monoprint test for multiple purpose; use a variety of varys to and meaning purpose; use a variety of varys to and meaning processes Fails to integrate texts and by variet videntes in ach activities Fails to integrate to demonstrate variety of varys to and meaning KICTE Standard 3.3 Knowledge of vide rong of readings students to demonstrate students to demonstrate students to demonstrate students to demonstrate students to demonstrate students to demonstrate students to demonstrate experiments to demonstrate students to demonstrate experiments deta to demonstrate experiments to demons		1		14			
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				complexity and	effectiveness of		
complexity and assess occasionally use helping students		varying	difficulty; use and	difficulty;	approaches for		
		complexity and	assess	occasionally use	helping students		
difficulty; effectiveness of and assess to draw upon past							
consistently use range of effectiveness of experiences,							
and assess approaches for approaches for backgrounds,							
effectiveness of helping students helping students to interests,					-		
range of to draw upon past draw upon past capabilities,							
approaches for experiences, experiences, understandings to		approaches for	experiences,	experiences,	understandings to		

<u>NCTE</u> Standard 3.4	helping students to draw upon past experiences, backgrounds, interests, capabilities, understandings to make meaning of texts Consistently and creatively develop	backgrounds, interests, capabilities, understandings to make meaning of texts Develop in students ability	backgrounds, interests, capabilities, understandings to make meaning of texts Use variety of writing strategies	make meaning of texts Use a limited number of writing	Candidate is not expected to	
Knowledge of different composing processes	in students ability to use wide variety of effective composing strategies to generate meaning and clarify understanding; consistently and creatively teach students to make appropriate selections from different forms of written discourse for variety of audiences and purposes and assess effectiveness of products in influencing thought and action	to use wide variety of effective composing strategies to generate meaning and clarify understanding; teach students to make appropriate selections from different forms of written discourse for variety of audiences and purposes and assess effectiveness of products in influencing thought and action	to generate meaning and clarify understanding and draw upon knowledge and skill in teaching; produce different forms of written discourse and understand how written discourse can influence thought and action	strategies to generate meaning and clarify understanding; produce very limited number of forms of written discourse and show little understanding of how written discourse influence thought and action	demonstrate mastery of standard; "NA" score does not count toward mean score	
<u>NCTE</u> <u>Standard 3.5</u> Knowledge of and uses for extensive range of literature	Consistently demonstrate in- depth knowledge of, and ability to use, varied and creative teaching applications for works representing broad historical and contemporary spectrum of United States, British, and world, including non- Western, literature; works from wide variety of genres and cultures, works by female authors, and works by	Demonstrate in- depth knowledge of, and ability to use, varied teaching applications for works representing broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature; works from wide variety of genres and cultures, works by female authors, and works by	Know and use variety of teaching applications for works representing broad historical and contemporary spectrum of United States, British, and world, including non- Western, literature; works from a wide variety of genres and cultures, works by female authors, and works by authors of color; numerous works specifically written for older children and younger	Show little knowledge of, or use of, a variety of teaching applications for works representing broad historical and contemporary spectrum of United States, British, and world, including non- Western, literature; works from a wide variety of genres and cultures, works by female authors, and works by authors of color; numerous	Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score	

	authors of color;	authors of color;	adults; and range	works specifically		
	numerous works	numerous works	of works of literary	written for older		
	specifically	specifically	theory and	children and		
	written for older children and	written for older children and	criticism	younger adults;		
	younger adults;	younger adults;		and range of works of literary		
	and range of	and range of		theory and		
	works of literary	works of literary		criticism		
	theory and	theory and		criticism		
	criticism and	criticism and				
	understanding of	understanding of				
	effect on reading	effect on reading				
	and interpretive	and interpretive				
	approaches	approaches				
<u>NCTE</u>	Consistently	Understand	Understand how	Exhibit lack of	Candidate is not	
Standard 3.6	understand	media's influence	media can	understanding of	expected to	
Knowledge of	media's influence	on culture and	influence	influence of media	demonstrate	
the range and	on culture and	people's actions	constructions of a	on culture and	mastery of	
influence of	people's actions	and	text's meaning, and how	people's actions	standard; "NA"	
print and non-	and communication,	communication, reflecting that	and now experiencing	and communication;	score does not count toward	
print media	reflecting that	knowledge not	various media can	show little	mean score	
and technology	knowledge not	only in own work	enhance students'	understanding of	incan score	
in	only in own work	but also in	composing	how to construct		
contemporary	but also	teaching; use	processes,	meaning from		
culture	consistently and	variety of	communication,	media and		
	creatively in	approaches for	and	nonprint texts;		
	teaching;	teaching students	learning; show an	demonstrate		
	consistently and	how to construct	ability to construct	limited		
	creatively use	meaning from	meaning from	knowledge of how		
	variety of	media and	media and	to incorporate		
	approaches for teaching students	nonprint texts and	nonprint texts, and to assist students	technology and print/nonprint		
	how to construct	integrate	in learning these	media into		
	meaning from	learning	processes;	instruction		
	media and	opportunities	incorporate	motruction		
	nonprint texts	into classroom	technology and			
	and integrate	experiences that	print/nonprint			
	learning	promote	media into own			
	opportunities into	composing and	work and			
	classroom	responding to	instruction			
	experiences that	such texts; help				
	promote composing and	students				
	responding to	compose and respond to film,				
	such texts;	video, graphic,				
	consistently and	photographic,				
	creatively help	audio, and				
	students compose	multimedia texts				
	and respond to	and use current				
	film, video,	technology to				
	graphic,	enhance own				
	photographic,	learning and				
	audio, and multimedia texts	reflection on learning				
	and use current	rearining				
	technology to					
	enhance own					
		L	I.	1	1	

		r	r			
	learning and					
	reflection on					
	learning					
<u>NCTE</u>	Understand the	Examine and	Show limited	Show no	Candidate is not	
Standard 4.1	purposes and	select resources	experience in	experience in	expected to	
Curricula	characteristics of	for instruction	examining, and	examining, and	demonstrate	
	different kinds of	such as	selecting	selecting	mastery of	
	curricula and	textbooks, other	resources for	resources for	standard; "NA"	
	related teaching	print materials,	instruction, such	instruction, such	score does not	
	sources and select	videos, films,	as textbooks, other	as textbooks,	count toward	
	or create	records, and	print materials,	other print	mean score	
	instructional	software,	videos, films,	materials, videos,		
	materials that are	appropriate for	records, and	films, records, and		
	consistent with	supporting the	software,	software,		
	what is known	teaching of	appropriate for	appropriate for		
	about students	English language	supporting the	supporting the		
	learning in ELA	arts	teaching of ELA	teaching of ELA		
NCTE	Create literate	Align curriculum	Demonstrate	Demonstrate no	Candidate is not	
Standard 4.2	classroom	goals and	limited ability to	ability to design	expected to	
Differentiated	communities by	teaching	design instruction	instruction to	demonstrate	
candidate	presenting varied	strategies with	to meet the needs	meet the needs of	mastery of	
pedagogy	structures and	the organization	of all students and	all students and	standard; "NA"	
peuagogy	techniques for	of classroom	provide for	provide for	score does not	
	group	environments	students' progress	students'	count toward	
	interactions by	and learning	and success	progress and	mean score	
	employing	experiences to		success		
	effective	promote whole-				
	classroom	class, small-				
	management	group, and				
	strategies and by	individual work				
	providing					
	students with					
	opportunities for					
	feedback and					
	reflection					
NCTE	Create	Create and	Show limited	Show no ability to	Candidate is not	
Standard 4.4	opportunities for	sustain learning	ability to create	create learning	expected to	
Learning	students to	environments	learning	environments that	demonstrate	
environments	analyze how social	that promote	environments that	promote respect	mastery of	
chvironmentes	context affects	respect for, and	promote respect	for, and support	standard; "NA"	
	language and	support of,	for, and support of,	of, individual	score does not	
	monitor own	individual	individual	differences of	count toward	
	language use and	differences of	differences of	ethnicity, race,	mean score	
	behavior in terms	ethnicity, race,	ethnicity, race,	language, culture,		
	of demonstrating	language, culture,	language, culture,	gender, and		
	respect for	gender, and	gender, and ability	ability		
	individual	ability				
	differences of	-				
	ethnicity, race,					
	language, culture,					
	gender, ability					
<u>NCTE</u>	Help students to	Engage students	Demonstrate	Demonstrate no	Candidate is not	
Standard 4.5	participate in	often in	limited ability to	ability to engage	expected to	
Dispositions	dialogue within a	meaningful	engage students	students	demonstrate	
and skills	community of	discussions for the	effectively in	effectively in	mastery of	
needed to	learners by	purposes of	discussion for the	discussion for the	standard; "NA"	
integrate	making explicit for	interpreting and	purposes of	purposes of	score does not	
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knowledge of	all students the	evaluating ideas	interpreting and	interpreting and	count toward	
discussions	speech and related	presented	evaluating ideas	evaluating ideas	mean score	
skills, students,	behaviors	through oral,	presented through	presented through		
and teaching	appropriate for	written, and/or	oral, written,	oral, written,		
and total and	conversing about	visual forms	and/or visual	and/or visual		
	ideas presented		forms	forms		
	through oral,		·	·		
	written, and/or					
	visual forms					
NCTE	Consistently and	Engage students	Engage students in	Show limited	Candidate is not	
Standard 4.6	creatively engage	in critical analysis	critical analysis of	ability to enable	expected to	
	students in critical	of different media	different media	students to	demonstrate	
Media and	analysis of	and	and	respond critically	mastery of	
communication	different media	communications	communications	to different media	standard; "NA"	
s strategies	and			and	score does not	
		technologies and	technologies			
	communications	their effect on		communications	count toward	
	technologies and	students' learning		technologies	mean score	
	their effect on					
	students' learning	-				
<u>NCTE</u>	Consistently and	Integrate	Engage students in	Demonstrate	Candidate is not	
<u>Standard 4.7</u>	creatively	throughout the	learning	infrequent use of	expected to	
Dispositions	integrate	ELA curriculum	experiences that	instruction that	demonstrate	
and skills	throughout the	learning	consistently	promotes	mastery of	
needed to	ELA curriculum	opportunities in	emphasize varied	understanding of	standard; "NA"	
integrate	learning	which students	uses and purposes	varied uses and	score does not	
knowledge of	opportunities in	demonstrate	for language in	purposes for	count toward	
language in	which students	abilities to use	communication	language in	mean score	
communication	demonstrate	language for		communication		
	abilities to use	variety of				
, students, and	language for	purposes in				
teaching	variety of	communication				
	purposes in					
	communication					
NCTE	Engage students	Engage students	Demonstrate	Demonstrate	Candidate is not	
Standard 4.8	in discovering	in making	limited ability to	limited ability to	expected to	
Personal	their personal	meaning of texts	engage students in	engage students	demonstrate	
responses to	response to texts	through personal	making meaning	in making	mastery of	
texts	and ways to	response	of texts through	meaning of texts	standard; "NA"	
lexis	connect such	p	personal response	through personal	score does not	
	responses to		personarresponse	response	count toward	
	other larger				mean score	
	meanings and					
	critical stances					
NCTE	Consistently and	Demonstrate how	Demonstrate that	Demonstrate	Candidate is not	
<u>Standard 4.9</u>	creatively	reading	their students can	limited ability to	expected to	
	demonstrate how	comprehension	select appropriate	provide students	demonstrate	
Reading	reading	strategies are	reading strategies	with relevant	mastery of	
comprehension	comprehension	flexible for	that permit access	reading strategies	standard; "NA"	
and range of	strategies are	making and	to/understanding	that permit access	score does not	
texts	flexible for making	monitoring	of wide range of	to/understanding	count toward	
	and monitoring	meaning in both	print and nonprint	of wide range of	mean score	
		0	• •		meun score	
	meaning in both	print and	texts	print and nonprint		
	print and nonprint	nonprint texts		texts		
	texts and teach a	and teach a wide				
	wide variety of	variety of such				
	and also also what a star ha	ctratogies to all	1	1		
	such strategies to all students	strategies to all students				