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
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Office Hours: After class and by appointment

Course Materials Online
The Blackboard site can be found at http://courses.gmu.edu

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 http://mymason.gmu.edu.
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 http://universitypolicy.gmu.edu/1301gen.html].
- 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.

2. 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: www.vsra.org

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

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

National Council of Teachers of English (NCTE): www.ncte.org

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 60-minute 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 for 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.

Unit Plan Format
- *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; author-based 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.

<u>Overview of the Unit</u>

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:

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 Assessable/ Initial Assessment*	*Given the nature of the assessment, the candidate cannot reasonably demonstrate complete understanding or mastery of the given standard. The standard is included in this rubric in order to introduce 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 Expectations	The candidate exhibits performance that meets the standard in 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 / Criteria	Exceeds expectations 3	Meets expectation 2	Marginal (not met) 1	Unacceptable 0	Not assessable NA	Score
NCTE Standard 2.1 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*	
NCTE Standard 2.2 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*	
NCTE Standard 2.4 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	
NCTE Standard 2.6 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 students	*daily learning of students*	*students*			*mean score*	
NCTE Standard 3.1 Knowledge of, and skills in the use of, the English language.	Integrate extensive knowledge of language acquisition and development into instruction and assessment, with complex focus on interrelated dimensions of ELA learning experience; use theory and practice to help students understand and act on impact of cultural, economic, political, and social environments on language, while respecting language diversity and evolution; consistently empower students to compose and respond effectively to written, oral, and other texts	Integrate knowledge of language acquisition and development into instruction and assessment, with focus on interrelated dimensions of ELA learning experience; use theory and practice to help students understand impact of cultural, economic, political, and social environments on language, while respecting language diversity and evolution; empower students to compose and respond effectively to written, oral, and other texts	Integrate limited knowledge of language acquisition and development into instruction and assessment; use limited knowledge of theory and practice to help students understand impact of cultural, economic, political, and social environments on language; demonstrate limited respect for language diversity and evolution; occasionally empower students to compose and respond to written, oral, and other texts	Fails to integrate knowledge of language acquisition and development into instruction and assessment; possesses no knowledge of theory and practice and fails to help students understand impact of cultural, economic, political, and social environments on language; demonstrate no respect for language diversity and evolution; fails empower students to compose and respond to written, oral, and other texts	Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score	
NCTE Standard 3.2 Knowledge of the practices of oral, visual, and written literacy	Create opportunities and develop strategies that permit students to demonstrate the influence of language and visual images on thinking and composing; create opportunities and develop strategies for enabling students to demonstrate how they integrate writing, speaking, observing in own	Create opportunities and develop strategies that permit students to demonstrate the influence of language and visual images on thinking and composing; create opportunities and develop strategies for enabling students to demonstrate how they integrate writing,	Use understanding of influence of language and visual images on thinking and composing in own work and in teaching; use writing, speaking, observing as major forms of inquiry, reflection, and expression in coursework and teaching; use composing processes in creating oral, visual, and written	Demonstrate lack of understanding of influence that language and visual images have on thinking and composing; show infrequent use of writing, speaking, and observing throughout the program as major forms of inquiry, reflection, and expression; exhibit infrequent use of processes of composing to	Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score	

	learning processes; demonstrate ways to teach students composing processes that result in creation of oral, visual, and written literacy; engage students in activities that provide opportunities for demonstrating skills in writing, speaking, and creating visual images for variety of audiences and purposes; use a variety of ways to assist students in creating and critiquing a wide range of print and nonprint texts for multiple purposes and help students understand the relationship between symbols and meaning	speaking, observing in own learning processes; demonstrate ways to teach students composing processes that result in creation of oral, visual, and written literacy; engage students in activities that provide opportunities for demonstrating skills in writing, speaking, and creating visual images for variety of audiences and purposes; use a variety of ways to assist students in creating and critiquing a wide range of print and nonprint texts for multiple purposes and help students understand the relationship between symbols and meaning	literacy forms and engage students in these processes; demonstrate, through own learning and teaching, how writing, visual images, and speaking can effectively perform a variety of functions for varied audiences and purposes; demonstrate knowledge of language structure and conventions by creating and critiquing own print and nonprint texts and by assisting students in such activities	create oral, visual, and written literacy forms; use writing, visual images, and speaking for a variety of audiences and purposes; show little knowledge of language structure and conventions in creating and critiquing print and nonprint texts		
NCTE Standard 3.3 Knowledge of reading processes	*Consistently integrate into teaching use of wide range of learning experiences that encourage students to demonstrate ability to read/respond to range of texts of varying complexity and difficulty; consistently use and assess effectiveness of range of approaches for*	*Integrate into teaching use of learning experiences that encourage students to demonstrate ability to read/respond to range of texts of varying complexity and difficulty; use and assess effectiveness of range of approaches for helping students to draw upon past experiences,*	*Occasionally integrate into teaching use of learning experiences that encourage students to demonstrate ability to read/respond to limited range of texts of varying complexity and difficulty; occasionally use and assess effectiveness of approaches for helping students to draw upon past experiences,*	*Fails to integrate into teaching learning experiences that encourage students to demonstrate ability to read/respond to texts; fails to use or assess effectiveness of approaches for helping students to draw upon past experiences, backgrounds, interests, capabilities, understandings to*	*Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score*	

	helping students to draw upon past experiences, backgrounds, interests, capabilities, understandings to make meaning of texts	*backgrounds, interests, capabilities, understandings to make meaning of texts*	*backgrounds, interests, capabilities, understandings to make meaning of texts*	*make meaning of texts*	
NCTE Standard 3.4 Knowledge of different composing processes	Consistently and creatively develop 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	Develop in students ability 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	Use variety of writing strategies 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	Use a limited number of writing 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	Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score
NCTE Standard 3.5 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; numerous works specifically written for older children and younger adults; and range of works of literary theory and criticism and understanding of effect on reading and interpretive approaches	*authors of color; numerous works specifically written for older children and younger adults; and range of works of literary theory and criticism and understanding of effect on reading and interpretive approaches*	*adults; and range of works of literary theory and criticism*	*works specifically written for older children and younger adults; and range of works of literary theory and criticism*	
NCTE Standard 3.6 Knowledge of the range and influence of print and non-print media and technology in contemporary culture	Consistently understand media's influence on culture and people's actions and communication, reflecting that knowledge not only in own work but also consistently and creatively in teaching; consistently and creatively use variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrate learning opportunities into classroom experiences that promote composing and responding to such texts; consistently and creatively help students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use current technology to enhance own	Understand media's influence on culture and people's actions and communication, reflecting that knowledge not only in own work but also in teaching; use variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrate learning opportunities into classroom experiences that promote composing and responding to such texts; help students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use current technology to enhance own learning and reflection on learning	Understand how media can influence constructions of a text's meaning, and how experiencing various media can enhance students' composing processes, communication, and learning; show an ability to construct meaning from media and nonprint texts, and to assist students in learning these processes; incorporate technology and print/nonprint media into own work and instruction	Exhibit lack of understanding of influence of media on culture and people's actions and communication; show little understanding of how to construct meaning from media and nonprint texts; demonstrate limited knowledge of how to incorporate technology and print/nonprint media into instruction	Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score

	learning and reflection on learning				
NCTE Standard 4.1 Curricula	Understand the purposes and characteristics of different kinds of curricula and related teaching sources and select or create instructional materials that are consistent with what is known about students learning in ELA	Examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts	Show limited experience in examining, and selecting resources for instruction, such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of ELA	Show no experience in examining, and selecting resources for instruction, such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of ELA	Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score
NCTE Standard 4.2 Differentiated candidate pedagogy	Create literate classroom communities by presenting varied structures and techniques for group interactions by employing effective classroom management strategies and by providing students with opportunities for feedback and reflection	Align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work	Demonstrate limited ability to design instruction to meet the needs of all students and provide for students' progress and success	Demonstrate no ability to design instruction to meet the needs of all students and provide for students' progress and success	Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score
NCTE Standard 4.4 Learning environments	*Create opportunities for students to analyze how social context affects language and monitor own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, ability*	*Create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability*	*Show limited ability to create learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability*	*Show no ability to create learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability*	*Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score*
NCTE Standard 4.5 Dispositions and skills needed to integrate	*Help students to participate in dialogue within a community of learners by making explicit for*	*Engage students often in meaningful discussions for the purposes of interpreting and*	*Demonstrate limited ability to engage students effectively in discussion for the purposes of*	*Demonstrate no ability to engage students effectively in discussion for the purposes of*	*Candidate is not expected to demonstrate mastery of standard; "NA" score does not*

knowledge of discussions skills, students, and teaching	all students the speech and related behaviors appropriate for conversing about ideas presented through oral, written, and/or visual forms	evaluating ideas presented through oral, written, and/or visual forms	interpreting and evaluating ideas presented through oral, written, and/or visual forms	interpreting and evaluating ideas presented through oral, written, and/or visual forms	count toward mean score	
NCTE Standard 4.6 Media and communications strategies	*Consistently and creatively engage students in critical analysis of different media and communications technologies and their effect on students' learning*	*Engage students in critical analysis of different media and communications technologies and their effect on students' learning*	*Engage students in critical analysis of different media and communications technologies*	*Show limited ability to enable students to respond critically to different media and communications technologies*	*Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score*	
NCTE Standard 4.7 Dispositions and skills needed to integrate knowledge of language in communication, students, and teaching	*Consistently and creatively integrate throughout the ELA curriculum learning opportunities in which students demonstrate abilities to use language for variety of purposes in communication*	*Integrate throughout the ELA curriculum learning opportunities in which students demonstrate abilities to use language for variety of purposes in communication*	*Engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication*	*Demonstrate infrequent use of instruction that promotes understanding of varied uses and purposes for language in communication*	*Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score*	
NCTE Standard 4.8 Personal responses to texts	Engage students in discovering their personal response to texts and ways to connect such responses to other larger meanings and critical stances	Engage students in making meaning of texts through personal response	Demonstrate limited ability to engage students in making meaning of texts through personal response	Demonstrate limited ability to engage students in making meaning of texts through personal response	Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score	
NCTE Standard 4.9 Reading comprehension and range of texts	*Consistently and creatively demonstrate how reading comprehension strategies are flexible for making and monitoring meaning in both print and nonprint texts and teach a wide variety of such strategies to all students*	*Demonstrate how reading comprehension strategies are flexible for making and monitoring meaning in both print and nonprint texts and teach a wide variety of such strategies to all students*	*Demonstrate that their students can select appropriate reading strategies that permit access to/understanding of wide range of print and nonprint texts*	*Demonstrate limited ability to provide students with relevant reading strategies that permit access to/understanding of wide range of print and nonprint texts*	*Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score*	