

To: Madelyn Dickey, Rebecca Geiyer, Erin Lindau, Taylor Price, Andrea Stanke, Maggie Weiland, and Jay Welson

From: David Roloff

Date: November 4, 2022

Subject: **STUDENT TEACHING MANDATORY MEETING – Wednesday, December 21<sup>st</sup> from 2:30-3:30 – Encore Room, DUC**

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

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

## *Student Teaching* (ENED 398)

### **University Supervisor**

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

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

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

School: 715-346-4341

**Cell: 715-498-5984**

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

### **Scheduled Visits\***

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

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

- **Mondays, Wednesdays, and Fridays:** I don't have any regularly scheduled classes through the day and am therefore available to visit at nearly any point; **Mondays** I *do* have a 4:00 evening class on campus, however, something for us to consider with any “end of day” visits.
- **Tuesdays and Thursdays:** Although I *do* teach ENGL 202 from 8:00-9:15 I am otherwise available throughout the day; I'm happy to arrange a visit after accounting for travel time.

## Needed Communication

**(1) As soon as you know**, but **definitely** by **Friday, January 6th**, please send me your **basic information**.

Please include information for each item listed below.

### Contact information

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

### School information

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

### Placement Information

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

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

Also, you may need to be in school **several days before** the semester begins, getting oriented and planning for the time ahead; if there are planning days or in-services before the start of the semester for which teachers need to be at school, **you should be there too**. You also might consider gathering information for some of the **ELA Student Teaching Capstone Assessment** requirements **prior to starting your placement**; while there is some flexibility here, gathering background information on your district, school and students prior to the start of the semester gives you one less step to have to address later as the demands of student teaching begin in earnest **plus it's just good teaching practice as you start by learning about your school and students** (i.e. skills you *practiced* in your CULPA that now have *real* application and will impact how effectively you teach *real* students)!

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

- At least one **journal entry** from sometime **earlier in the week (M-W)**.
- A **journal entry from the day of the report**, looking over the week behind you. Comment on what *went well*, what *concerned* you, what you *learned*, and how you have *been feeling about* the work you're doing. If we agree you should work on certain areas, please make a point of reflecting on how that work is going. I expect reflections to include thoughts, stories, and reflections on the stories. Take time to develop entries; developing a reflective mindset is a key aspect of teaching.
- Your **detailed daily lesson plans for the week ahead**. For the classes in which you are lead teaching, the course **requirement** is that you to tell me, **in CULPA-style outline detail**, what you will be doing. Consider using the *optional* **Daily Outlining Template** (see page 9/Canvas); **regardless, planning must include each of the following**:
  - ✓ Learning *objectives*
  - ✓ Materials list

- ✓ Detailed *procedures* (think CULPA daily planning /ENED 396 learning segment > **detailed**)
- ✓ *Assessments*, both formative and summative (how will know students met daily/unit LOs?)
- ✓ A genuine *extra activity* related to daily objectives/unit learning goals you can use if needed
- ✓ Any *handouts or other resources* which you will give your students (slides, rubrics, etc.)
- ✓ Brief *explanations of why* you've made these decisions (reveal thinking and scaffolding)

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

**(3) Additionally, planning on days that I visit** and for those days related to your ELA Student Teaching Capstone Assessment **learning segment** you should prepare thorough lesson plans by utilizing the **Lesson Plan Template** used during the Methods semester (see page 10/Canvas).

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

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

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

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

- First, you should probably begin **lead teaching** in at least one class *as soon as possible*, even from the first day of the semester, if both you and your cooperating teacher feel comfortable with your taking on this responsibility. (This is not a requirement; it is a suggestion for maximizing your growth during this experience, but only if it works).
- Second, you should probably be doing **independent planning** for at least one of your classes by the end of the *first month*, at the *latest* (this too you could start from day one, if both you and your cooperating teacher so desire). This means that, while your cooperating teacher may have definite curricular goals or texts in place, whatever is not firmly fixed should be considered, created, and decided by you, with your cooperating teacher serving as coach only.
- Third, your **overall work load should add up to about half** of what a contracted teacher does. You can accomplish this by taking half the classes for the entire time you are there, or by using the bell curve approach where you carry the full load in the middle, or by any other process that works well for you and your cooperating teacher. This is the DPI standard for student teaching.
  - *From my perspective*, a model that works well is for you to lead teach for most of the semester in *about three classes*. This means that you should do most or all of the planning for these classes, most or all of the teaching, and most or all of the grading. Then you can work a little with other classes, to broaden your experience, or carry the entire load for a brief period, to see how that feels, or otherwise vary the design so that you learn the things you most want to learn.

- Fourth, you should **never take on more work** than you feel you can **successfully accomplish**. If you find yourself struggling to do *good* work or to balance expectations please discuss this with your cooperating teacher and bring it to my attention if you would like specific advice on how to proceed.

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

### **Attendance**

You must meet professional standards of attendance in order to successfully complete English Education 398/498. You **absolutely must** be at school during all the times required of all contracted teachers at your school(s) and as expected by your cooperating teacher. **If you must be absent**, report your absence at the earliest possible time at **your school** according to the procedure suggested to you by your **cooperating teacher**. In addition, **report your absence to me**, also *immediately*, via my office telephone number, by texting my cell phone number or by email. Be aware that **even excused absences must be very few**, and an excessive number could result in a grade of incomplete.

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

### **ELA Student Teaching Capstone Assessment - Preparation & General Considerations**

Much like we did with your ENED 396 Learning Segment, this work examines how effectively you are able to plan for, teach, assess, and reflect upon your teaching practice. While we have introduced and reinforced these skills during the Methods semester, and while we included some flexibility and leeway there (especially given our COVID environment) as you completed this work, this time, it is essential that you learn from those experiences and fully meet all of the requirements to demonstrate final proficiency here. The **due date** for the *slightly enhanced* (vs. Learning Segment) requirements of the ELA Student Teaching Capstone Assessment is **Monday, April 24<sup>th</sup> @ midnight**.

While I have provided as much flexibility as is possible with the timeline for this work, I would simply once again like to encourage you to be as proactive as is possible given the **rigor of this assessment** when added to the **serious time demands of learning to be a full-time ELA educator** during your student teaching placement. Reviewing materials in advance, thinking about your students and their needs, and having early conversations with your cooperating teacher about this work will help you decide upon the best possible learning segment and leave you with plenty of time to thoughtfully reflect on the learning of your students as well as your own personal growth as a teacher.

Given that you're familiar with the process, then, I've chosen to *quickly* recap it below. **The templates guiding this work will be available in our Canvas ENED400 site ASAP**; they will be *almost identical* to your ENED 396 work, and I would suggest that you review your learning from that first experience as an entrypoint into this semester.

#### **I advise you to take the following approach to your ELA Student Teaching Capstone Assessment work:**

1. **Review:** Begin by reviewing your files from your ENED 396 Learning Segment work
  - Recall what you had originally *planned*
  - Reflect on *how well you met the official requirements* related to the necessary learning objectives, language demands, etc.
  - Review your *closing statements* on final take-aways and how to improve in the future, making notes to help you build upon that prior learning this semester
2. **Understand:** Much as you did with your ENED 396 Learning Segment, you are still progressing through the same steps of:
  - **Class Context:** Learning to research and describe your teaching situation, outline the materials relevant to the learning segment, and work to understand, identify, and meet the learning needs of all of your students including those with identified learning needs

- **Planning for and Recording Instruction:** *Based on what you have learned about your students and their unique needs in the Class Context section*, take a backwards design approach to planning for and recording your learning segment; your learning segment should still utilize our lesson plan template and **must still** meet the same general *reading, analysis and writing* requirements
    - Ensure that your learning segment provides students with opportunities to “**comprehend, construct meaning from, interpret or respond to complex text**”
    - Develop an assessment that, *in full or in part*, includes a “**written product in which students are interpreting or responding to complex features of a text** that are just beyond your students’ current skill levels.”
    - Consider the **associated academic language and additional language demands** (*both Bloom’s taxonomy objective verbs and ELA academic vocabulary*) and ensure that they are **explicitly taught in your lessons** and that you later make sure that **feedback is tied** to these terms as well.
    - **UNLIKE your ENED 396 work** where you selected a *single* video, for the ELA Student Teaching Capstone Assessment work you will select and reflect upon **two videos**
      - ✓ **Video #1:** **You must** be a part of the first video. In Video #1 you should be *facilitating a discussion* with a group of *five or more* (i.e. small groups, multiple small groups, or up to the whole class) of students as they “comprehend, construct meaning from, interpret, or respond to a complex text”
      - ✓ **Video #2:** **You may** be a part of the second video, though it might also focus exclusively on students as they engage in work that you have set in motion (e.g. after a mini-lesson as small groups get to work in a small group discussion, or work to discuss and complete a graphic organizer, etc.). In Video #2 the focus should be on *student use/application of the academic vocabulary* (some or all of the terms chosen for your learning segment) in relation to a complex text
  - **Video, Assessment, and Reflection Prompts:** Having taught your learning segment, you will **1)** select and reflect upon your two chosen videos; **2)** will provide your students with feedback related to your chosen learning objectives and the associated academic language; **3)** will analyze class learning trends and next steps; and **4)** will reflect upon what this process has further helped you learn about your students, about your strengths as a teacher, and about the goals you should set in the near term to continually improve as an ELA educator.
3. **Discuss:** Have a conversation with your cooperating teacher about these requirements. Develop *tentative* plans **early on in the semester**, but stay open to modifying them once you begin working with real students. Generally consider:
- How many days/weeks do you think it will take to get comfortable? How long will opening activities and units take? When will you move from using materials generated by your cooperating teacher to materials more of your own design? You will want to be sure that you are comfortable and have some control during the ELA Student Teaching Capstone Assessment process.
  - As students move into subsequent units what opening ideas, terms and/or background do you want them to learn and understand? Is it better to have your learning segment focus on the beginning, middle or end of a unit? When will students be most engaged? What **text(s)** might best support **comprehension, meaning-making and interpretation** activities? Connect the best to the “Additional Language Demands” that you’ll be teaching?
    - Ensure that activities help **students develop their understanding of a text**; avoid lessons that are lecture. Carefully considering how you can scaffold activity prior to a whole group discussion or small group activity is key (write > partner > small > whole group).

- Ensure that the **academic language and additional language functions** are **explicitly taught and assessed** (both Bloom's taxonomy objective verbs and ELA academic vocabulary) in your lessons; consider what terms will be necessary to help them successfully meet the learning objectives you have established, **identify and teach this language on handouts and/or presentations slides that you can later submit**, and be sure that these terms are part of what you are **looking for and provide feedback on** as you assess their learning. That is to say, *clearly align this learning*.
      - Again, have these *opening ideas* and *tentative plans* at the start of your placement, though you can (and often should) modify as the reality of your student teaching context unfolds.
- 4. **Settle:** Get comfortable with your students as the semester begins. Being a good teacher means connecting with your students, understanding their needs, and then planning accordingly; spend time simply settling in so that this future planning can be effective.
- 5. **Begin:** Review the recap above and the requirements and prompts found in our **templates**, then begin making **concrete plans**. Plan for a **3-5 day learning segment**.
  - Distribute and collect the **"Teacher Candidate Letter Home"** and **"Video/Audio Permission Form"**; log responses in the "Student Record Database" (**all in our ENED 400 Canvas Site**).
  - Complete the "Class Context" form & develop your formal plans, rubrics, etc.
  - Prepare for, then teach and record your learning segment
    - **Test technical equipment**, get students comfortable with having a camera in the classroom, etc. **Sound quality is critical** in this final assessment.
    - **After each lesson, I highly recommend journaling** immediately after to help you remember key details.
      - ✓ What worked and what didn't? What student responses were you most pleased by? Disappointed in? How well did they understand the academic language? If you could redo the day what would you change? How should you modify subsequent class periods based on how effectively students have understood the **learning objectives for the lesson/segment**?
  - Identify your videos, provide students with feedback, and complete the "Learning Segment Video, Assessment, and Reflection Prompts"
  - Upload all forms, prompts, and videos (or video links) to Canvas no later than **Monday, April 24<sup>th</sup> @ midnight**.

## Seminars (ENED 400)

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

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

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

**Seminar Dates, Times, and Place:** February 17, March 17, April 21 (CCC 305), and May 19 (DUC 378) from **9 to 3**, to work as follows

**Friday, February 17:** We will begin with a brief Q&A on the ELA Student Teaching Capstone Assessment requirements followed by work time; bring your laptop and anything else you need to make this time productive. We will also discuss resume and cover letter how-to's. Around noon we will transition to lunch; either bring a lunch or plan to make a quick lunch purchase. We will eat and talk together, then discuss our teaching and share the materials everyone has brought; be sure to have your materials posted on the ENED 400 Canvas discussion board before you come to this seminar.

**Friday, March 17:** The early morning will once again be spent primarily on your ELA Student Teaching Capstone Assessment work; we'll be sure to answer questions and might even workshop materials. Again, bring what is needed in terms of materials, student work, etc. Post your strong lessons/activities/units to share on Canvas. Bring your drafts of your resume and cover letter, with print copies to workshop; feel free to also post these materials to the "Job Search Materials – Sharing Space" discussion in Canvas. We also will begin talking about job searches and marketing portfolios with the help of Sue Kissinger from the Academic and Career Advising Center.

**Friday, April 21:** The morning will begin with an overview of the presentation which you will each give during our *final* meeting; after this you'll have time to devote to further developing job search materials, so bring anything that you might need. In the afternoon we'll briefly share and review these materials, both updated cover letters and resumes *and* the hard copy of your marketing portfolio in it's in-progress condition; you should plan to post items to the "Job Search Materials" discussion in Canvas. As always, you will *also* post the strong lessons/activities/units you will share in the afternoon. We will end the afternoon by spending some time discussing and practicing interviewing.

**Friday, May 19:** First, you **must bring along a printed and signed copy** of the **summative evaluation** completed by your cooperating teacher; I'll collect these copies, then forward them on to SOE. We will begin our morning with presentations as each of you discusses two or three of the major things that you've realized about *what you have learned and who you have become as a teacher because of your work this semester*; it's a wonderful way to reflect on just how far you've all come as we celebrate your accomplishments. After presentations there will (likely) be time for you to put your marketing materials to use during the SOE Job Fair; we'll give you time to circulate and network before returning for lunch. As always, post your strong lessons/activities/units on Canvas to share with others. We end *our* time together with some English Ed. traditions! Finally, you'll head to a meeting with SOE where Maggie Beeber will walk you through the process of applying for your teaching license; please have reviewed these directions (e-mailed the week before seminar) so you're prepared and can ask questions.

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

2/17/23 Room: CCC 305	Lessons/ units/ Activities (post)	Lunch or \$	ELA Student Teaching Capstone Assessment materials		
3/17/23 Room: CCC 305	Lessons/ units/ Activities (post)	Lunch or \$	ELA Student Teaching Capstone Assessment materials	Drafts of resume and cover letter (print copies and upload to Canvas)	
4/21/23 Room: CCC 305	Lessons/ units/ Activities (post)	Lunch or \$	Job search materials to work with – resume, cover letter, marketing portfolio	Updated resume and cover letter (print copies and upload to Canvas)	Hard copy of your marketing portfolio (in progress)
5/19/23 DUC 378	Lessons/ units/ Activities (post)	Lunch or \$	Whatever is necessary for your final presentation on your growth as a professional educator; materials for SOE job fair; Maggie’s directions on licensing	* <b>“Signed”</b> copy of the summative evaluation, by your co-operating teacher(s) and by you	

**\*EITHER** a completed copy of the form which your cooperating teacher(s) sends in a *single* e-mail to the Office of Field Experience *and* in which they **CC** both you and your *university supervisor* (preferred)  
**\* OR** a printed *hard copy* signed by *both your cooperating teacher(s) and by you.*

### Grades

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

### An Additional Resource (optional)

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

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

- David

### Reminder: To Do Right Away



- (1) Get in touch with your cooperating teacher as soon as is possible to gather materials and consider planning.
- (2) Do what planning is possible in preparation for the start of the semester; **you cannot be too prepared.**
- (3) Refresh and familiarize yourself with the ELA Student Teaching Capstone Assessment and **consider working on the “Class Context” document**; begin collecting background/context data to guide planning.

### To Do Before the Semester Begins

Send me an e-mail that includes your **basic information**, your communication with your cooperating teacher, and details about the ways in which you have been planning for the semester to date.

Please send these to me **no later than Friday, January 6<sup>th</sup>.**



**Optional**

**Daily Outlining Template**

(does include ST daily planning requirements outlined on pg. 2 of our syllabus 😊)

**Unit X: Week Y**

**Day Z:**

**Detailed Daily Planning**

<p><b>Lesson Title/Focus:</b> Description (and brief reasoning)</p>
<ul style="list-style-type: none"><li>● <b>Daily Learning Objectives:</b> (1-3 daily &gt; tie to relevant unit goals)<ol style="list-style-type: none"><li>1. <b>Objective #1:</b> <i>Students will be able to...</i> language</li><li>2. <b>Objective #2:</b> Reminder &gt; learning objectives are measurable; they should <b>identify the learning</b> that students will walk away with after this specific period, <u>not</u> simply note/list <i>activities</i> they will engage in.</li><li>3. <b>Objective #3:</b> Example &gt; <i>Students will be able to</i> use keywords and Boolean operators to successfully navigate databases and locate relevant electronic and print resources.</li></ol></li></ul>
<ul style="list-style-type: none"><li>● <b>Detailed Learning Activities/Procedures</b><p><b>Reminder:</b> This should be a <b>very detailed</b> list of procedures, including such things as class openers or journal prompts, <b>specific details for approaches/activities</b> used to frame discussions or to guide small group work, <b>specific questions relevant to the reading(s) for the day</b> that you would be sure to ask with <i>answers</i> and/or <b>key bits of textual evidence</b> you would want to be sure students discussed, and thorough explanations/steps for all activities (in enough detail that a physics sub would effectively teach the lesson).</p><p><b>Note:</b> Some choose to include all of this information in the detailed outline below. Some choose to create a shorter outline and then include a (See "Title" Handout) tag <i>after which</i> they develop the slides or handouts and insert them <i>immediately after these plans</i> on the day on which they're used. Others mix and match these two approaches depending on the work. What is <i>most important</i> is that you provide detailed steps and explanations, regardless of what form they take, so that work is clear for students and an outsider reading these materials could successfully teach your lesson.</p><ol style="list-style-type: none"><li>1. <b>Opening bookending:</b> brief statement/note that help students understand what they <i>have done recently and/or are about to do</i> in the lesson ahead</li><li>2. <b>Title of Activity #1</b> (10 min.)<ul style="list-style-type: none"><li>▪ Include <i>detailed steps, directions, prompts, relevant textual evidence, etc.</i> necessarily to guide/complete this activity</li><li>▪ Make sure <b>alignment</b> to daily learning objectives is clear</li></ul></li><li>3. <b>Title of Activity #2</b> ( __ min.)<ul style="list-style-type: none"><li>▪ Include <i>detailed steps, directions, prompts, relevant textual evidence, etc.</i> necessarily to guide/complete this activity</li><li>▪ Make sure <b>alignment</b> to daily learning objectives is clear</li></ul></li><li>4. <b>Etc.</b> &gt; 50 Minute class period</li><li>5. <b>Homework:</b> Note, if any</li><li>6. <b>Closing bookending:</b> brief statement/note that help students recognize what they <i>have learned in the lesson and how they will use it in the near future</i> as the period concludes</li></ol></li></ul>
<ul style="list-style-type: none"><li>● <b>Assessment:</b><ol style="list-style-type: none"><li>1. List the formative assessment(s) used during the lesson that will help you gauge student learning and see if they have successfully met the daily learning objectives; include a small description to make the connection clear.</li><li>2. Example: <i>Gallery walk</i> – distinguishing between process and product approach to writing instruction</li></ol></li></ul>
<ul style="list-style-type: none"><li>● <b>Additional Purposeful Activity:</b><ol style="list-style-type: none"><li>1. If the planned activities do not take the entire 50 minutes what will you have them do that is a productive use of their time tied to daily/unit learning? Create a simple list.</li></ol></li></ul>
<ul style="list-style-type: none"><li>● <b>Links/Copies</b><ol style="list-style-type: none"><li>1. Please provide working links to any materials used/copies so that I can see the full extent of planning/details located in those materials vs. the outlining above.</li></ol></li></ul>

**Required on Visit Days**  
**LESSON PLAN TEMPLATE**

(required on visits and for ELA Capstone)

As you plan lessons, it is important that you plan in a way that aligns the content, strategies, and skills you will teach with the assessments you use. The following lesson plan format should be completed with the help of the tools attached as Appendix A.

Your lesson plan should be laid out in the following format. We have carefully designed this template to help you integrate all that you have learned this semester. Being able to successfully address the included components will also help you as you continue to grow as a professional and are evaluated under Wisconsin’s Teacher Effectiveness law.

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

**LESSON OVERVIEW INFORMATION**

Grade or Grade Range:

Lesson Title/Focus:

Unit/Learning Segment/ Day (in CULPA sequence):

How lesson fits in with days surrounding it:

**Learning Focus**

Essential Question (and/or Big Idea):

Relevant WI Standard(s) for ELA:

Learning Objectives for this Lesson:

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Academic Language (terms and definitions)

- Bloom’s Taxonomy objective(s):
- ELA academic vocabulary:

Rationale for learning focus:

**Prior Knowledge, Misconceptions, & Culturally-Relevant/Sustaining Practices**

- Concepts related to this lesson students are already familiar with:
- Possible *misconceptions/misunderstandings* students might bring and how they will be addressed:
- Knowledge of BIPOC students as it relates to content, activities, and instructional steps taken to ensure culturally-relevant/sustaining practices in this lesson.

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

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

**RATIONALE**

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

**FOR EXAMPLE:**

- In the “Materials” section you might note the use of both a handout and

	<p>related PowerPoint you've listed for this lesson and note <b>Howard Gardner: Multiple Intelligences</b>.</p> <ul style="list-style-type: none"> <li>• Later in the "Learning Tasks" portion you might include a bullet for <b>Lev Vygotsky: ZPD and social constructivism</b> next to a portion of the day including work in pre-selected groups <i>and/or</i> also add in <b>Fecho: dialogical writing</b> when students compose a short reflection on how their thinking has changed.</li> </ul> <p>So, you should include multiple bullets as appropriate; <b>you will elaborate on these connections at the end of the lesson plan template.</b></p>
<p><b>II. LEARNING TASKS</b></p>	<p><b>RATIONALE</b></p>
<p><b>Plan:</b> List learning tasks that help address your <b>chosen learning objective(s)</b>. Include the detailed directions which you will give students as sequenced instructions. Be sure to <b>1)</b> include specific questions and activities that guide students and elicit higher thinking; <b>2)</b> note key textual passages to which you might refer; <b>3)</b> create opportunities for <i>students to engage each other</i> in dialogue about their learning.</p> <p><b>NOTE:</b> These activities should include student-centered tasks, as well as those that are teacher-centered. For example, you might first introduce students to academic vocabulary and have them then apply it with a partner and then individually, might help guide your students to create their own questions as well as developing questions of your own to facilitate discussion, or help them plan how to integrate how what they have reviewed in a model text is applicable as they return to their own writing. <b>Think Gradual Release of Responsibility models in daily lessons and/or throughout the learning segment.</b></p>	
<p><b>III. ASSESSMENTS</b></p>	<p><b>RATIONALE</b></p>
<p><b>Plan:</b> While you may have mentioned them in your lesson, in this section please <b>1) list</b> the formative, benchmark and/or summative assessment(s) that are a part of the lesson and that help you and/or students monitor the day's learning; <b>2) identify which of your daily objective(s)</b> each assessment meets; and then <b>3) succinctly</b> explain what the assessment will help you learn about student progress toward the related objective(s).</p>	
<p><b>IV. LEARNING DIFFERENTIATION/ ADAPTATION</b></p>	<p><b>RATIONALE</b></p>
<p><b>Plan:</b> Please articulate the ways in which this lesson will be modified for the varied students in the course including your student with special needs and your two additional choice students, especially as these modifications relate to helping them better meet the <b>daily learning objective(s)</b>.</p> <ul style="list-style-type: none"> <li>• Student (need):</li> <li>• Student (need):</li> <li>• Student (need):</li> <li>• Etc. as needed for individual students or groups of students in your featured class</li> </ul>	

## V. CHRONOLOGICAL OVERVIEW OF MAJOR STEPS TIME STAMPS

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

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

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

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### Bibliography

# APPENDIX A

## GUIDING QUESTIONS TO HELP PREPARE YOUR LESSON PLAN

### I. LEARNING OBJECTIVES

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

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

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

### III. LEARNING TASKS

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

### IV. ASSESSMENTS

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

**University Supervisor Formative Assessment**  
**(What David fills in during a visit)**

Teacher Candidate		Coop Teacher		Supervisor	
Subject/Grade		School/City			
Date		Start Time		End Time	
<b>InTASC Standard</b>		<b>Observations</b>			
<b>The Learner and Learning</b>					
<b>1. Learner Development</b>	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	THROUGHOUT these sections I type quick bulleted notes or ideas from the lesson and/or our conversations and/or your recent journals that serve as evidence of your work in each of the InTASC Standards			
<b>2. Learning Differences</b>	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.				
<b>3. Learning Environment</b>	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.				
<b>Content</b>					
<b>4. Content Knowledge</b>	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.				
<b>5. Application of Content</b>	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.				
<b>Instructional Practice</b>					
<b>6. Assessment</b>	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.				
<b>7. Planning for Instruction</b>	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.				
<b>8. Instructional Strategies</b>	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.				

<b>Professional Responsibility</b>		
<b>9. Professional Learning &amp; Ethical Practice</b>	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of choices and actions on others, and adapts practice to meet the needs of each learner.	
<b>10. Leadership &amp; Collaboration</b>	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	

**Guidance/Feedback for Teacher Candidate and Recommendations for Teacher Candidate Growth:**

**Observations:**

- I type a play-by-play narrative of you teaching and other things I observe throughout the lesson.

**Suggestions:**

- Obviously, I'll have suggestions on how to help you grow into the next best version of you!

**Conference with your cooperating teacher(s):**

- We'll meet privately to discuss what you're doing, strengths and next steps, and generally how things are going.

**Conference with you:**

- The two of us will meet privately to discuss ideas similar to those above. I can also help navigate any issues/complications.

**Conference with all of us/concluding thoughts:**

- We regularly reinforce what has been said in private meetings, focus on strengths and next steps, and chart a general course forward prior to my next visit. We celebrate how much you're learning and growing.

The teacher candidate cooperating teacher university supervisor discussed the observation in a conference.

*\*\* Please underline conference participants\*\**

Prepared by university supervisor: David J. Roloff

Date:

*The university supervisor will send an electronic version of this evaluation to the teacher candidate for inclusion in the ePortfolio.*