General Syllabus
Course Description/Expectations
& Tentative Schedule
UTL 640E Teaching In Secondary Schools – Spring 2017

Instructor  Julia Haug  E-mail  jhaug@austin.utexas.edu
Seminar  M/W  Phone  (512) 471-9216
Seminar Time  2:00-5:00PM  Office  BEL 224J
Location  UTC 4.120  Office Hrs  M/W 4:45-6:00PM
  T / Th 10:30AM-noon by appt.
  Th 4:00-5:00PM

Field  Pat Conquest pconquest91@gmail.com
Supervisors  Sara Gaetjens saragaetjens@gmail.com
  Beth Priem beth.priem@yahoo.com
  Kathryn Wahlers khepfner@yahoo.com

Prerequisites
- A grade of A, A-, B+ or B in UTL 101 and UTL202
- Grade point average minimum of 2.75 overall and 3.0 in your major
- Laptop computer with MS office programs – MAC or other

Required Texts:
- Teaching English By Design by Peter Smagorinsky
- Deeper Reading by Kelly Gallagher

Additional titles to consider based on your professional interests:
- The Literature Workshop by Sheridan Blau
- Reading Nonfiction: Notice and Note Stances, Signposts, and Strategies
- Language Learners in the English Classroom by Fisher, Rothenberg, & Frey
- Image Grammar, 2nd Edition: Teaching Grammar as Part of the Writing Process by Harry Noden
- Adolescents and Digital Literacies: Learning Alongside Our Students by Sara Kajder
**Course Description:** UTL 640 will provide students with early field experience and an in-depth study of the theory and practice that is necessary to design and deliver excellent instruction. Students attend a six-hour course on the UT campus as well as complete the field experience. Students will attend **thirty-six** observation hours as well as teach **nine** lessons (three may be repeated) to the students they are observing, for a **total of 45 hours in the field**. Field placements are selected both for the diversity of the student body and the quality of the classroom teacher who serves as a mentor. The mentor teachers will work with the UTeach-LA students to improve their teaching abilities as the semester progresses. The mentor teacher will remain in the classroom at all times and will provide immediate feedback on the quality of the UTeach-LA student’s instruction.

**Course Objectives:**
Students will

- implement instructional strategies that meet the needs of a diverse student population.
- address curricular issues such as vertical and horizontal alignment, organization of content, and development of skills.
- design and deliver interactive lessons that apply state and national standards for secondary ELAR courses.
- prepare and implement learner-centered instructional activities.
- focus on time-on-task issues during instruction.
- implement a successful classroom management strategy appropriate for high school students.
- serve as a role model by demonstrating clear communication, pleasant demeanor, interest in each individual student, and accurate content.
- demonstrate how and when to assess student performance.
- analyze their own personality and learning style as it relates to teaching.
- become reflective practitioners using course material and reflections to improve over time.
- utilize technology to communicate, collaborate, investigate, and instruct.
- begin preparing for state certification exams, professional learning opportunities, and appraisal systems.
- assemble a digital portfolio documenting the UTL 640 field and seminar experience.

**Field Experience:**

- **45 hours:** You are responsible for observation/participation and teaching nine lessons totaling **45 hours**. Specific guidelines for the fieldwork and evaluations of your work will be provided. An assessment by your mentor teacher will be turned in after each lesson, and your mentor teacher will complete both a midterm and final evaluation of your performance; you will also have a midterm conference with me about your progress.

  - **Observations & Reader Responses:** Students will
    - keep anecdotal notes from classroom observations;
    - produce written responses to assigned readings and observations, including reflections concerning the pedagogical issues raised during the observations; and
    - participate in class discussions concerning the various strategies and rationales learned from your reading and used by the mentor teacher during observations, as well as alternative options available in these situations.

  - **Lessons:** Students will
    - design and implement 6-9 original lesson plans based on the TEKS/SEs and TExES domains and criteria in order to teach a total of nine times (you may teach 3 lessons twice for credit);
    - reflect your content and textual knowledge through lesson planning, resource selection, and creation of materials;
§ submit plans both to me and your CT 48 hours in advance, excluding Saturdays/Sundays;
§ receive evaluative, constructive, and specific feedback from the mentor teacher over each of the lessons as well as an overall evaluation for the complete participation in the field experience;
§ participate in class discussions concerning your peers’ and your own performance and execution of the lesson plans with regard to both positives and negatives of the teaching event; and
§ record, reflect on within a written critique, and submit two unedited digital recordings of yourself teaching.

Notes of Clarification re: Lessons
  o Administration of a test is NOT a “teach.”
  o Meaningful incorporation of technology into your classroom is expected. A minimum of two of your lessons must use PowerPoint, Prezi, or comparable visual technological means, such as a digital infographic or digital blended learning tool, to deliver instruction and at least one lesson must incorporate an audio/video clip appropriate to the grade level and curricular material.
  o You must record and submit a rough digital copy of two of your lessons—1) your 2nd or 3rd teach (must be at least 30 minutes in length) and 2) your 7th or 8th teach (45-90 minutes)—via link submitted in Canvas or DVD.

Protocols:
  • Check in at the front office of the school each day you are there. For security reasons most schools require that you pick up a guest pass before walking through the school. Introduce yourself to the receptionist and to the principal if you see him or her. Learn their names!
  • Sign-in and out with your mentor teacher every time you are there.
  • Reflections are due after teaches 3 and 6 and at the end of the teaching experience (for a total of three). A reflection thoroughly describes your experience in the classroom during those series of lessons. Please submit your first and second reflection within 72 hours of your third and sixth teaches, respectively; your final reflection is due within 7 days of your ninth teach. If for any reason you will not be able to meet these required timelines for submission, email immediately to explain why you cannot do so and provide the projected date/time for submitting your reflection.
  • Use email to submit lesson plans; lesson reflections and other written assignments should be submitted through Canvas unless otherwise directed. Keep soft or hard copies of all assignments for yourself.
  • Lesson plans must be received at least 48 hours in advance for review and approval (excluding weekends). Therefore, if you plan to teach on Monday morning at 9:05am, your LP should arrive in my inbox by or before Thursday morning by 9:05. Please remember, I have several lesson plans to review and approve at any given time, so you must adhere to this policy. NOTE: Until you receive my review comments and approval of your lesson plan, you do not have permission to deliver it.
  • You must be evaluated by a UTeach-LA field supervisor two times to get credit in this course.
  • Be sure to email your lesson plan to your supervisor the day before your observation and have a hardcopy available for her use on your observation day.
  • Professional behavior is a must! Be on time and prepared. If you are unable to go to your school, follow the procedure prescribed for emergencies (top of the next page). If you are unable to attend the class, email the instructor beforehand.
  • Dress appropriately and professionally when going to schools. Follow the district or school’s dress code for teachers if one is available. Avoid t-shirts with messages that could be offensive in a high school environment, including any clothing with political messages. Don’t wear shorts, hats, or inappropriate footwear (i.e. flip-flops). Consider that your appearance asserts a thesis on your regard for your role in the classroom.
• Immediately communicate any academic or placement-related problems to me.
• Copy me on ALL correspondence between you and your CT.

IF AN EMERGENCY ARISES AND YOU MUST MISS A SCHEDULED LESSON OR OBSERVATION, NOTIFY YOUR MENTOR TEACHER AND YOUR INSTRUCTOR, AND YOUR FIELD SUPERVISOR IF NECESSARY, AS SOON AS POSSIBLE. Be sure to reschedule and make up the missed activity within one week. Remember: Your students, your mentor teacher, and your instructor are all counting on you. Failure to make up an absence will result in up to a 5-point penalty to your final grade.

Course Expectations:
• UTL 640 demands much more of students' time than 101 and 202, so time management is of utmost importance.
• Regular class attendance is important for success. 5 points will be deducted from your final average for each absence after the first one.
• Be prepared for class each day we meet. Make every effort to be on time and consistently return from breaks within the time allotted!
• Turn in assignments on time. This is an issue of professionalism and should be treated seriously. Assignments will be taken as late as 48 hours and will incur a 20% penalty. After 48 hours, late work is not accepted without prior approval. Check Canvas for your grades any time you wish.
• What are Reader Responses? Many of the assigned readings correspond to a written response assignment. These responses focus on raising questions about, speaking to the importance of, or analyzing the implications of material from within the assigned pages. Students' responses will be discussed in seminar throughout the semester. *For more information, see the “Reader Response Assignments” document.
• What is a Lesson Reflection? This is a 2.5- to 3-page essay about what you did while you were teaching and should reflect your growing knowledge of your craft. It is to be concerned with your personal growth and is a thorough self-review of perceived strengths and weaknesses of both your teaching performance and lesson design. You will write three reflections this semester: one each after teaches 3 & 6, in which you will discuss your continued improvement and challenges, and then a final one over the entire semester’s experience. *For more information, see the “Lessons, Reflections, and Evaluations” document.
• The accurate use of academic English is imperative in both speech and writing. You are going to be an English teacher! Please talk to me about any error I mark on your papers or emails if you are unsure of the error.
• Technology is of increasing importance to you as a student and teacher. You have been developing computer skills in the previous UTL courses. These competencies include
  ○ communications via email, including attachments,
  ○ word-processing, and
  ○ searching web sites for new materials, educational resources, and school information.
In addition to the previously listed skills, you may now
  ○ create interactive multimedia lessons,
  ○ present multimedia lessons to small or large groups of public school students,
  ○ explore sample subject-specific educational software or apps, and
  ○ design a website.
**Grading System:**
*Note: This course employs +/- semester grades.*

- **Field Experience** (Attendance to school; Cooperation with mentor and students; Lesson Plans; Observations and anecdotal records; Required Reflections over Lessons; Required Program Documentation). *Fitness to Teach is 15% of this grade.*  
  55%
- **Seminar** (Attendance in seminar; Reading and Writing Assignments, including reader responses; Technology Assignments 1 & 2; Presentations; Participation)  
  35%
- **Digital Portfolio** (Technology Assignment 3)  
  10%

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100%

Listed below are **scheduled** class plans; these dates are subject to change. *Please check Canvas for changes since it is sometimes difficult to stay on schedule!*

<table>
<thead>
<tr>
<th>Date</th>
<th>Seminar Topic</th>
<th>TO DO / Homework</th>
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| Week 1 | 1/18 (W)  
Introduction: General course expectations and requirements  
• Syllabus & schedule, requirements & assignments  
• Time management, pacing, performance criteria  
Introductory essential questions:  
*What are the qualities and/or capabilities of English teachers?*  
*What is the goal of ‘English’ in secondary school today?*  
Inquiry-based Teaching—Crucial Habits of Mind  
The Significance of Inquiry  
Educator Standard II  
PPR EC-12 Standards II & III  
ELAR 7-12 Standards V & VI  | ➞ Purchase req’d texts:  
Teaching English By Design by Smagorinsky + Deeper Reading by Gallagher  
⇒ Reading Assignment 1  
DUE next class (~30 pgs). *Don't forget to complete and bring Response 1 in hard copy!*  
⇒ Review TEA’s Approved Educator Standards prior to next class  
⇒ Your Life in 9 to 21 Six-word Memoirs DUE 1/25. *Don’t forget to submit your work in Canvas by 1:00PM and either bring it in hard copy or bring your laptop/notebook!* |
| Week 2  | 1/23 (M) | What is the role of the English course?  
--Discuss Reading Assignment #1. **Bring laptop/tablet**  
*Response 1 will be collected afterward.*  
--Discuss TEA’s Approved Educator Standards  

How does the classroom environment impact achievement?  
Effective secondary ELAR teachers demonstrate personal interest in students and cultivate a trusting community.  
--Getting to know students: interest inventories, interviews, reading & writing profiles, “Ideal Bookshelf” assignment, Proust Questionnaire, etc.  
--Creating classroom norms  

Educator Standards II & IV  
PPR EC-12 Standard II  
ELAR 7-12 Standards II, III, & V  
| ➞ Reading Assignment 2  
DUE 1/30 (~35 pgs, plus extension pages). *Don’t forget to complete and bring Response 2 in hard copy!*  
| ➞ Review TEA’s PPR EC-12 Technology Applications (EC-12) Standards prior to next class  
| ➞ Introductory email to CT  
due by 2:30PM this Friday (1/27)—copy me on email  
| *Don’t forget about Your Life in 9 to 21 Six-word Memoirs DUE next class!* |
| 1/25 (W) | Focus on the Field Experience:  
--Field Supervisors Pat Conquest, Sara Gaetjens, Beth Priem, & Kathryn Wahlers will explain field observations  
--Expectations and requirements re: 640 lessons or “teaches,” lesson reflections, and observation assignments  

Discuss the PPR EC-12 & Technology EC-12 standards  
| ➞ Review TEA’s Standards for ELAR 7/8-12 educators  
prior to class on 2/06  
| ➞ Technology Activity #1—  
Creating a Blendspace re: your 640 internship—DUE on 2/15; submit link in Canvas by 1:00p.m. |
| Week 3  | 1/30 (M) | What are the ways in which students know and learn?  
Discuss Reading Assignment #2. **Bring text & laptop/tablet**  
*Response 2 will be collected afterward.*  

What are the essential principles of learning?  
--Creating learner-centered classrooms  
| ➞ Reading Assignment 3  
DUE next class (~35 pgs) |
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Due Date</th>
<th>Requirements</th>
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<tr>
<td>2/01</td>
<td><em>What are the elements of effective instructional planning?</em></td>
<td>- Discuss Reading Assignment #3. <em>Bring laptop/tablet</em></td>
<td>Educator Standards I &amp; III PPR EC-12 Standards I ELAR 7-12 Standards II, III, IV, &amp; IX</td>
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<td>2/06 (M)</td>
<td><em>What are the elements of effective secondary English lessons?</em></td>
<td>- Discuss the ELAR 7/8-12 Educator Standards</td>
<td>Educator Standards I &amp; III PPR EC-12 Standard I &amp; III ELAR 7-12 Standards II, III, IV, &amp; IX</td>
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<td>2/08</td>
<td>Instructional Planning <em>(continued)</em></td>
<td>- Effective design sequence: Discuss Reading Assignment #4—<em>Bring text</em></td>
<td>Educator Standards I &amp; III PPR EC-12 Standards I &amp; III ELAR 7-12 Standards I, III, IV, VII, VIII, &amp; IX</td>
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<td><em>Response 4 will be completed in class.</em></td>
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<td>- Discuss TEKS for English I-IV and ELPS. <em>Bring laptop/tablet</em></td>
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<td>- Constructing lesson objectives</td>
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<td>2/13 (M)</td>
<td>Placement Pulse Check: Briefly discuss Observation #1, “Your Classroom”</td>
<td>- <em>What will my TExES certification exams be like?</em></td>
<td>Educator Standards I, III, &amp; VI PPR EC-12 Standards I, III, &amp; IV ELAR 7-12 Standards I, III, IV, VII, VIII, &amp; IX</td>
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<td>Preparing for the PPR EC-12 Exam</td>
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<td>- Examine the PPR EC-12 certification exam domains</td>
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<td>- Practice PPR exam questions (set 1) <em>Test-taking strategies</em></td>
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<td><em>Don't forget about Tech Activity 1—a Blendspace for your 640 internship!</em></td>
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<td>*Consult the class module for Reading &amp; Discussion Strategies—you are encouraged to use these in your lessons! 🌟</td>
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<td><strong>⇒ Complete Posts 2 &amp; 3 of Reader Response 5 by 11:59pm on 2/19</strong></td>
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<td><strong>⇒ Technology Assignment #3—Portfolio Website—DUE by 11:59pm on 5/07 (submit URL and PDF of self-eval in Canvas)</strong></td>
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<td>2/20 (M)</td>
<td>What will my TEExES certification exams be like?</td>
<td>Preparing for the ELAR 7-12 Exam --Examine the ELAR 7-12 certification exam domains --Practice ELAR 7-12 exam questions (set 1)</td>
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<td>How do effective secondary English teachers use design as a tool for deep learning? Discuss points of interest and persistent lingering questions re: RA #5 and the RR #5 discussion forum. <em>Bring text &amp; laptop/tablet</em> ELAR Unit Design Approaches --Guided Inquiry: Concept-Based Curriculum, including Genre Study Educator Standards I, III, &amp; VI PPR EC-12 Standards I, III, &amp; IV ELAR 7-12 Standards I, III, VI, &amp; VIII Technology Application Standards I, II, IV, &amp; V</td>
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<td><strong>⇒ Observation 3 DUE by 11:59pm this Saturday night!</strong></td>
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<td><strong>⇒ Reading Assignment 6 DUE next class (~20 pgs, plus extension pages)</strong></td>
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<td>2/22 (W)</td>
<td>Placement Pulse Check: Briefly discuss Observation #2, “Your CT in Action”</td>
<td>ELAR Unit Design Approaches (continued) --Discuss Reading Assignment #6. <em>Bring text</em> --Enduring understandings (generalizations) and essential questions—define &amp; discuss / model &amp; practice Preparing for the ELAR 7-12 Exam (continued) --Assess performance on the 1st set of ELAR 7-12 exam practice questions Educator Standards I, III, &amp; VI PPR EC-12 Standards I &amp; IV ELAR 7-12 Standards I, II, III, IV, &amp; VIII</td>
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<td><strong>⇒ Reading Assignment 7 DUE 3/01 (~40 pgs)</strong></td>
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### Week 7

**2/27 (M)**

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<tr>
<th>ELAR Unit Design (continued)</th>
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<tr>
<td>--Launching a Unit: Laying the foundation for conceptual pursuits</td>
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<tr>
<td>--Enduring understandings and essential questions (continued)</td>
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Educator Standards I & III  
PPR EC-12 Standards I & III  
ELAR 7-12 Standards I, IV, V, VII, & VIII  

⇒ *Observation 4 DUE by 11:59pm this Saturday night!*

### Week 8

**3/06 (M)**

<table>
<thead>
<tr>
<th>Strategies for Energizing Language Lessons with Play (continued)</th>
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| *Mid-semster Reflection*  
| --Internship Proficiency Spectrum Formative Self-Eval  |

Educator Standards I, II, & III  
PPR EC-12 Standards I & II  
ELAR 7-12 Standards II, III, IV, V, VII, & VIII  

⇒ *Register online within the next two weeks for your ELAR 7-12 exam (May 20-27 test window MOST recommended)—and TExES PPR EC-12 test—select a date in the first three weeks of May.*  
⇒ *Are you ready to write & submit Lesson Reflection 1 over your first three teaches/lessons? You should be HERE by the end of this week.*

**3/08 (W)**

<table>
<thead>
<tr>
<th>How can secondary educators use campus and community resources to support curriculum goals?</th>
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<td>Field trip to the Blanton Museum</td>
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Educator Standards  
PPR EC-12 Standards  
ELAR 7-12 Standards  

⇒ *Respond to the “Blanton Debrief Google form” (rec’d via email on 3/06) by 11:59p.m. on 3/09*  
⇒ *Complete Reader Response 8 by 11:59p.m. on 3/19*

**3/13-17**

*S*  

**SPRING BREAK HOLIDAY**
| Week 9 | 3/20 (M) | 16 | Revisiting Inquiry-based Teaching  
--Discuss points of interest/concern re: RA #8 and the RR #8 discussion forum. *Bring text & laptop/tablet  
-- In-class “Think Tanks”  
-- Ladder of Inquiry / Questioning Strategies  
Educator Standards III & VI  
PPR EC-12 Standards III & IX  
ELAR 7-12 Standards II, III, IV, V, VII, & VIII  
Technology Application Standards I, II, IV, & V  
⇒ Observation 5 DUE by 11:59pm this Saturday night  
⇒ Reading Assignment 9 DUE 3/27 (~50 pgs)  
*Are you building your 640E Semester Portfolio as you go? Look back at the assignment page to see what you can start putting together now to save time later. |
| Week 10 | 3/22 (W) | 17 | How do effective teachers use differentiation to accommodate all learners’ needs?  
Revisit the Principles of Differentiation Classrooms  
--Working with “Special Pops”: English language learners and students receiving 504 and Special Education services  
Educator Standards I, II, & III  
PPR EC-12 Standards I, II, & III  
ELAR 7-12 Standards I, II, III, VII, VIII, & IX  
⇒ Complete Differentiation Matrix by 1:00p.m. on 4/03 |
| 3/27 (M) | 18 | Placement Pulse Check: Discuss Observation #5 (1st video & self-critique)  
Building Critical Reading and Thinking Skills (continued)  
--Discuss Reading Assignment #9. *Bring text  
*Response 9 will be completed in class.  
Educator Standards I & III  
PPR EC-12 Standards I & III  
ELAR 7-12 Standards I, II, III, IV, & VII  
⇒ Reading Assignment 10 DUE next class (~30 pages). *Don't forget to complete and bring Response 10 in hard copy! |
| 3/29 (W) | 19 | How do secondary English provide effective writing instruction?  
Rationales for Using the Reading/Writing Workshop and Writing Process Approaches  
--Discuss Reading Assignment #10. *Bring text/handout.  
*Response 10 will be collected afterward.  
Educator Standards I & III  
PPR EC-12 Standards I & III  
ELAR 7-12 Standards I, V, & VI  
Technology Application Standard I  
⇒ Reading Assignment 11 DUE next class (~25 pages). *Don't forget to complete and bring Response 11! |
| Week 11 | 4/03 (M) | What are methods effective secondary English educators use to assess student learning?  
Designing ELAR Assessments  
--Discuss Reading Assignment #11. *Bring text.  
*Response 11 will be collected afterward.  
--Types of Assessments  
--Calibration Exercise 1: Practice analyzing & assessing student writing samples 1 (part 1)  

Educator Standards V & VI  
PPR EC-12 Standards I & IV  
ELAR 7-12 Standard I | ➞ Observation 6 DUE by 11:59pm this Saturday night!  
تحمل  
➡️ Reading Assignment 12  
DUE next class (~/30 pages). *Don't forget to complete and bring  
Response 12 in hard copy!  
➡️ Read and analyze/score 2 more sample essays—  
DUE next class |
| --- | --- | --- |
| Week 11 | 4/05 (W) | Designing ELAR Assessments (continued)  
--Calibration Exercise 1: Practice analyzing & assessing student writing samples 1 (part 2)  
--Creating Assessments & Rubrics: Effective assessments logically, authentically align with unit concepts.  
--Discuss Reading Assignment #12. *Bring laptop or tablet.  
*Response 12 will be collected afterward.  

Tips for Teaching Drama  

Educator Standards I, III, & V  
PPR EC-12 Standard I  
ELAR 7-12 Standards I, IV, VI, VII, & VIII | ➞ ELAR 7-12 Exam Practice Questions (set 2) DUE next class  
➡️ Take-home ELAR 7-12 Constructed Response Question #1 DUE in Canvas by 1:00 on 4/12 and accessible in class.  
➡️ Reading Assignment 13  
DUE 4/12 (~45 pages)  
➡️ Are you ready to write & submit Lesson Reflection 2 over your lessons/teaches 4-6? You should be HERE by today. |
| Week 12 | 4/10 (M) | Preparing for the ELAR 7-12 Exam (continued)  
--Go over and briefly discuss practice set 2  

Designing ELAR Assessments (continued)  
--Calibration Exercise 2: Additional practice assessing student writing samples  

Educator Standards I, III, & V  
PPR EC-12 Standard I  
ELAR 7-12 Standards I, VI, & VII | ➞ Are you building your 640E Semester Portfolio as you go?  
Look back at the assignment page to see what you can start putting together now to save time later. |
| Week 13 | 4/12 (W) | Preparing for the ELAR 7-12 Exam *(continued)*  
--Briefly discuss CRQ #1, including assessment rubric and scored sample responses  
Building Critical Reading and Thinking Skills *(continued)*  
--Discuss Reading Assignment #13. *Bring text*  
*Response 13 will be completed in class.*  
Educator Standards I & III  
PPR EC-12 Standards I & III  
ELAR 7-12 Standards I, II, III, VI, & IX | ➞ Reading Assignment 14  
DUE next class (~20 pages). *Don't forget to complete and bring Response 14 in hard copy!* |
| Week 13 | 4/17 (M) | How do secondary English provide effective instruction in grammatical, syntactical, and mechanical conventions?  
Teaching Conventions in Context  
--Prescriptive v. descriptive grammar  
--Discuss Reading Assignment #14. *Bring text and laptop/tablet.*  
*Response 14 will be collected afterward.*  
Educator Standards I & III  
PPR EC-12 Standards I & III  
ELAR 7-12 Standards I & VII | ➞ Observation 7 DUE by 11:59pm this Saturday night!  
➢ Take-home ELAR 7-12 Constructed Response Question #2 DUE in Canvas by 1:00 on 4/24 and accessible in class.  
➢ Reading Assignment 15  
DUE 5/01 (~35 pgs). *Don't forget to complete and bring Response 15!*  
➢ Are you ready to write and submit your Final Reflection (over your 640 teaching experience)? You should be HERE by the end of the week. *It's due in Canvas within 7 days of your 9th and final teach.* |
| 4/19 (W) | Teaching Conventions in Context *(continued)*  
Tips for Teaching Poetry  
--Model/practice  
Educator Standards I & III  
PPR EC-12 Standards I & III  
ELAR 7-12 Standards I, V, VI, & VII | ➞ Take-home PPR EC-12 exam questions (set 3)  
DUE 5/01  
➢ OPTIONAL: Practice ELAR 8-12 MC questions (sets 3-4, 10 + 37Qs) and PPR EC-12 MC questions (sets 4-5, 70 + 10Qs)—Posted in Canvas. |
| Week 14 | 4/24 (M) | Preparing for the ELAR 7-12 Exam *(continued)*  
--Briefly discuss CRQ #2, including assessment rubric and scored sample responses  
Tips for Teaching Poetry *(continued)*  
Educator Standards I, III, & V  
PPR EC-12 Standards I & III  
ELAR 7-12 Standards I, V, VI, & VII |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>4/26 (W)</td>
<td>Discuss Observation #7 (2nd video &amp; self-critique)</td>
<td>Reading Assignment &amp; Reader Response 15 DUE next class</td>
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<td>Designing ELAR Assessments (continued)</td>
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<td></td>
<td>--Constructing multiple choice exams: benefits &amp; detriments / item analysis &amp; planning for instruction --Practice!</td>
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<td>Educator Standards I, III, &amp; V</td>
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<td>PPR EC-12 Standard I</td>
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<td>ELAR 7-12 Standards I, IV, &amp; VII</td>
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<td>Technology Application Standards I &amp; IV</td>
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<td>Week 15</td>
<td>Preparing for the PPR EC-12 Exam (continued)</td>
<td>640E Portfolio Websites Due by 5/07 at 11:59pm (may be turned in earlier)—submit URL and PDF of completed self-eval in Canvas</td>
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<td>5/01 (M)</td>
<td>--Briefly discuss practice set 3</td>
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<td>Discuss Reading Assignment #15—Bring text</td>
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<td>*Response 15 will be collected afterward (as needed).</td>
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<td>Communication &amp; Tough Conversations: Administrators, Parents, and Students—Making Sure You Work as a Team</td>
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<td>Educator Standards I &amp; VI</td>
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<td>PPR EC-12 Standards I &amp; IX</td>
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<td>Technology Application Standards I &amp; V</td>
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<tr>
<td>5/03 (W)</td>
<td>Final Internship Proficiency Spectrum Self-Eval</td>
<td>Seminar on this date will conclude by 3:45p.m.</td>
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<td>Discussing the Future Apprenticeships: Professionalism / Professional Organizations</td>
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<td>Course Evaluations</td>
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<td>Educator Standards I &amp; VI</td>
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<td>PPR EC-12 Standard IX</td>
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<td>5/07 (Su)</td>
<td>Link to semester portfolios due by 11:59p.m. (may be turned in earlier)—submit link to site and PDF of completed self-eval in Canvas</td>
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STANDARDS FOR ALL TEACHERS

- **Texas Approved Educator Standards Adopted in Chapter 149**
- **Pedagogy and Professional Responsibilities Standards (EC-Grade 12)**
- **Technology Applications** – ONLY the first five standards apply to all teachers.
- **English Language Proficiency Standards**

SECONDARY ELAR CERTIFICATES

- **English Language Arts and Reading Grade 7-12, 8-12**
  - Texas Essential Knowledge and Skills – **ELAR**

COURSE REFERENCES:


Wiggins, Grant P, Jay McTighe, Leslie J. Kiernan, and Frank Frost. *Understanding by


**University Electronic Mail Notification Policy**  
**(Use of E-mail for Official Correspondence to Students)**

All students should be familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in her or his e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at [http://www.utexas.edu/its/policies/emailnotify.html](http://www.utexas.edu/its/policies/emailnotify.html). In this course, e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements.

**Core Values and Policy on Scholastic Honesty:**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect towards peers and community. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Refer to the Student Judicial Services website at [http://deanofstudents.utexas.edu/sjs/scholdis.php](http://deanofstudents.utexas.edu/sjs/scholdis.php) to access official University policies and procedures. Link to University Honor Code: [http://catalog.utexas.edu/general-information/the-university/#universitycodeofconduct](http://catalog.utexas.edu/general-information/the-university/#universitycodeofconduct).

**Accommodations for Students:**

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, [http://www.utexas.edu/diversity/ddce/sss/](http://www.utexas.edu/diversity/ddce/sss/).

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

**Emergency Evacuation Policy**


Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

In the event of an evacuation, follow the instruction of faculty or class instructors.
Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.


Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency.