

# A RECORD OF OUR DAYS



*A Daily Log for EDUC463 - Spring 2014*







# 1/22/14

## INTRODUCTION AND COURSE OVERVIEW

*By the end of class today,  
you should...*

1. Be familiar with the syllabus--course description, policies, and projects.
2. Articulate some of your beliefs on teaching English Language Arts or Speech Communication.
3. Learn more about the Teaching Philosophy Assignment.

## FOR NEXT TIME...

1. Review and sign the syllabus.
2. Read “On ‘Not Reading’” by William Broz. You should print and annotate this article and bring a hard copy with you to class. I will e-mail it to you.
3. Bring a solid draft of your Teaching Philosophy to share w/a partner in a writing workshop.



# 1/29/14

## INTRODUCTION AND COURSE OVERVIEW

*By the end of class today,  
you should...*

1. Turn in your syllabus signatures.
2. Learn about and practice “Talking Points.”
3. Discuss “On ‘Not Reading.’”
4. Workshop your Teaching Philosophy.

## FOR NEXT TIME...

1. Read Pt. 1 (pp. 236-256) of *Possible Lives* chapter by Mike Rose. Write 2 Talking Points in response.
2. Complete your Teaching Philosophy. Be sure to include your conference response form and an initialed scoring guide.



# 2/3/14

***By the end of class today,  
you should...***

1. Get a schedule and learn about the class website.
2. Set some class norms.
3. Define “cultural positionality” and consider how it can shape one’s teaching practices (Mapping Exercises + TPs)

## **FOR NEXT TIME...**

Read Pt. 2 (pp. 256-283) of *Possible Lives* chapter by Mike Rose. Write 2 Talking Points with these prompts in mind:

- ✂• ID moments where these experienced teachers are struggling in their teaching.
- ✂• What are the sources of their struggle? How do they deal with it?
- ✂• What do you make of this?



# 2/5/14

## ***By the end of class today, you will...***

1. Collaborate to define “cultural positionality” and consider how it can shape one’s teaching practices (Mapping Exercises + TPs).
2. Identify what it means to engage in “successful struggle” as a teacher. What does that look like? Why would an experienced teacher intentionally take on new challenges, even without knowing the outcomes? How do they deal with these moments when they occur?

## **FOR NEXT TIME...**

1. Read “When Students Ask Questions” and the Preface through Ch. 1 of *Teaching English by Design*.
2. Write 3 Talking Points, one per chapter, and a third that connects the key ideas in the chapter. As you write, consider, “How do I teach with students in mind?”



# 2/10/14

***By the end of class today,  
you will...***

1. HOUSEKEEPING: Modify TPs? / Website of the week: *Padlet*
2. Collaborate to define “cultural positionality” and consider “successful struggle.” How can these notions shape your teaching practices?
3. Learn about the “pose/wobble/flow” framework.
4. What constitutes an “Optimal Environment for Learning” (OEL)?

## **FOR NEXT TIME...**

Reading: Ch. 2-3 of Smagorinsky + chapter from *Connected Learning in School Contexts* (I will post this to the weebly.). As you read, consider, *How do I scaffold and interest students in their own learning?*

Writing: No formal assignment. Annotate/highlight/make notes on the reading.



# 2/12/14

***By the end of class today,  
you will...***

1. EAT CUPCAKES (and fruit)!
2. Consider what constitutes an “Optimal Environment for Learning” (OEL)? - Sketches, containers for learning, TPs from last time.
3. Draw on today’s reading to consider:  
*How do I interest students in their own learning?*

## **FOR NEXT TIME...**

Reading: Pt. 1 Introduction and Ch. 1 of Wessling (pp. 1-17) + excerpts from standards documents (on weebly)+ chapter from *Connected Learning in School Contexts* (also on weebly).

Writing: 3 Talking Points (1 for Wessling + 1 for *Connected Learning* chapter + 1 that makes connections between today’s reading and last week’s reading.)





2/17/14

***By the end of class today,  
you will...***

1. Use the QFT (Question Formulation Technique) method to consider: *How do I interest students in their own learning?*
2. Pursue this question further with Nicole Mirra, Mark Gomez, Patricia Hanson, & Katie Rainge-Briggs.

## **FOR NEXT TIME...**

Reading: Pt. 1 Introduction and Ch. 1 of Wessling (pp. 1-17) + excerpts from standards documents (on weebly)+ chapter from *Connected Learning in School Contexts* (also on weebly).

Writing: 3 Talking Points (1 for Wessling + 1 for *Connected Learning* chapter + 1 that makes connections between this reading and last week's reading.)





# 2/19/14

## ***By the end of class today, you will...***

1. Debrief last class: *What was your most important takeaway?*
2. Have an understanding of “connected learning.”
3. Have some ideas about how 2 CL principles--interest-based learning & academically-oriented learning--intersect. Can they co-exist in formal schooling contexts?
4. Get information on the Yearlong Plan.

## **FOR NEXT TIME...**

*Reading:* Ch. 2 of Wessling + chapter from *Teaching in the Connected Learning Classroom* on designing a production-centered classroom

*Writing:* Write 3 Talking Points (1 for each text + 1 that makes connections between today's reading and last week's reading)



# 2/24/14

## ***By the end of class today, you will...***

*Consider these questions:*

- What are some intersections between interest-based learning & academically-oriented learning? What role does teacher scaffolding play in facilitating this intersection?
- What's the state of the state on the CCSS in Colorado?
- What do the reading standards actually say? What do they look like in practice?
- What does “production-centered learning” look/sound/feel like in the classroom?

## **FOR NEXT TIME...**

*Reading:* Yearlong Plan assignment sheet + Pt. 2 of “production-centered learning” chapter (on weebly) + Ch. 4 of Smagorinsky + Pt. 3 Introduction & Ch. 6 of Wessling (pp. 87-102).

*Writing:* No formal assignment. Annotate/highlight/make notes on the reading (incl. the Yearlong Plan assignment sheet)



# 2/26/14

## By the end of class today, you will...

1. Revisit our class norms.
2. Identify highlights of production-centered learning.

## FOR NEXT TIME...

**Reading:** Ch. 5-6 of Smagorinsky + Danielle Filipiak's chapter on shared-purpose learning from *Teaching in the Connected Learning Classroom*

**Writing:** 3 Talking Points (1 for Smagorinsky + 1 for Connected Learning that includes a question for Danielle + 1 that makes connections between today's reading and last week's reading)





# 3/3/14

## By the end of class today, you will...

1. Talk with Danielle Filipiak about the Connected Learning principle of shared purpose.
2. Consider how to plan an entire course: *What is your context? What will your shared purpose be connected to this context? What is a culminating text that will help you meet that purpose?*

## FOR NEXT TIME...

**Reading:** THIS HAS CHANGED! - Read Ch. 5 of Wessling + the anchor standards for teaching writing (What stands out to you in the standards?)

**Writing:** No formal assignment. Annotate/highlight/make notes on the reading.



# 3/5/14

**By the end of class today, you will...**

1. Do a close reading of the anchor standards for writing.
2. Learn how to write an assignment sheet.
3. Think more about how the Connected Learning principles we have reviewed so far actually intersect with academically oriented learning. How do they help students meet the curricular goals & standards you are required to teach?

## ***Reading:***

- Ch. 7 of Smagorinsky
- “The Politics of Correctness: Learning from Student Writing” by Linda Christensen
- CCSS App. A (pp. 28-35)
- App. C (p. 2 + student samples and annotations for your grade level only; keep in mind that some of these weren’t written for ELA)

## ***Writing:***

- 1 comprehensive Talking Point on all of the above readings. Think about how they talk to one another.
- Mine the sections of the e-book that we have read so far for possible unit assignments (decide how you will divide these up with your group or writing partners).



# 3/10/14

**By the end of class today, you will...**

1. Draft an assignment sheet for your yearlong plan.
2. Read closely the anchor standards for writing and language. Consider intersections and departures between these standards and today's readings via your Talking Points.

## ***Reading:***

- Ch. 3 of Wessling
- CCSS App. A (pp. 1-16): *How do I decide the level of difficulty of texts my students should be reading?*
- CCSS App. B (pp. 2-3 + review text exemplars and sample performance tasks for your grade level for English/Language Arts only.)

## ***Writing:***

- No formal assignment. Annotate/highlight/ make notes on the reading.
- Yearlong Plan checkpoint\* (draft of context, overarching concept, and list of likely units + draft of assignment sheet for culminating assignment)





# 3/24/14

***By the end of class today, you will...***

1. Get your Teaching Philosophies back and reflect on those.
2. Learn how to write a scoring guide.
3. Read closely the anchor standards for reading and for writing and language. Consider intersections and departures between these standards and today's readings via your Talking Points.

***NO CLASS WEDNESDAY! I'll be in DC, so you can use the time as a work day with your group. You can send me a draft of your scoring guide if you want feedback.***

**FOR MONDAY, 3/31**

***Reading:***

Ch. 2, Ch. 5, Conclusion, and Afterword from *Teaching in the Connected Learning Classroom* (entire book on weebly)

***Writing:***

3 Talking Points (1 for Ch. 2 + 1 for Ch. 5 + 1 combined for Conclusion and Afterword)



# 3/31/14

***By the end of class today, you will...***

1. Hangout with Bud Hunt and me about openly networked & peer-supported learning.
2. Read closely the anchor standards for speaking and listening. Consider intersections and departures between these standards and recent readings via your Talking Points.

## FOR NEXT TIME

### ***Reading:***

Ch. 8 and 9 of *Teaching English by Design* (Smagorinsky)

### ***Writing:***

- Log in to Engrade + order *Thrive*

- No formal assignment. Annotate/highlight/ make notes on the reading.

- **Yearlong Plan checkpoint\*** (draft of scoring guide/or description of culminating assessment + **For ea. unit:** unit title + titles and genres of the texts students will read + list of each week's focus + list of major methods of student assessment)



# 4/2/14

***By the end of class today, you will...***

1. Return to the anchor standards for speaking and listening. What connections do you see between these standards and your Talking Points?
2. Talk about the what / why / how of peer-supported learning.
3. Workshop your Yearlong Plan with a focus on: unit details + grids for CL and standards
4. What's a unit plan? What are its basic elements? Talk about the why-to and how-to tools for planning units.

## **FOR NEXT TIME**

***Reading:*** Ch. 10-11 of Smagorinsky

***Writing:***

- 2 Punctuation Prompts (1 per chapter - a comma OR a question OR an exclamation mark)

- **Yearlong Plan checkpoint:** Bring drafts of graphic organizers/grids showing how anchor standards, outcomes, and Connected Learning principles are being addressed in your units over the course of the year

**NOTE:** We will begin reading *Thrive* on 4/21.





# 4/7/14

***By the end of class today, you will...***

1. Until 10:45; workshop Yearlong Plans.
2. Until break at 11:00: Discuss the HOWS and WHYS of unit planning for Ch. 8-11, using Punc. Prompt approach (comma / exclamation point / question).
3. Until 11:40: Discuss above as a class.
4. NOTE: I will provide the unit plan handout later today. Come with questions for next time.

**FOR NEXT TIME**

***Reading:*** Ch. 12 of Smagorinsky + NCTE Policy Research Brief on ELLs (on weebly) + review Language standards

***Writing:*** No formal assignment. Annotate/highlight/make notes on the reading.

***Yearlong Plan due***



# 4/14/14

***By the end of class today, you will...***

1. 10:00-10:30: Learn about a professional development opportunity this Wed. to talk about *Thrive* + learn more about the PLC and unit assignments + re-cap from last class
2. Until break at 11:00: Learn about gateway activities firsthand using a resource called DoNow.
3. Until 11:40: Debrief DoNow as a way to discuss today's reading.

## FOR NEXT TIME

***Reading:*** Unit plan handout (come with questions on Wed.) + Ch. 7-8 of Wessling

***Writing:*** No formal assignment. Annotate/highlight/make notes on the reading.



# 4/16/14

***By the end of class today, you will...***

1. 10:00-10:15: Debrief DoNow. What standards did students meet? How would this work as a gateway activity to a unit?
2. 10:15-10:45: Learn how to use a discussion technique called “text rendering” to discuss today’s reading.
3. 10:45-11:00: Meet in your PLC to set norms, goals, and accountability methods.
4. 11:10-11:40: Q&A + initial planning of unit.

**FOR NEXT TIME**

***Reading:*** Intro. - Ch. 2 of Thrive + PLC resource #1 assigned by Cindy

***Writing:*** 2 great questions for Meenoo (one for Ch. 1, one for Ch. 2) + Response method your PLC group decided on for your PLC resource #1

***Unit Plan checkpoint (draft of unit plan template)***





# 4/21/14

***By the end of class today, you will...***

1. Until 10:25: Learn more about your PLC topic by discussing Resource #1 with your group
2. 10:25-11:00: Learn how to use a technique called “silent discussion” to discuss today’s reading
3. 11:10-11:40: Participate in unit workshop

## FOR NEXT TIME

***Reading:*** Finish *Thrive*.

***Writing:*** No formal assignment. Annotate/highlight/make notes on the reading. Also, come ready to engage in conversation with Meenoo.

***DON'T FORGET!*** Final speaker series with Linda Christensen, tomorrow, 5:30-6:30, Clark A-205



# 4/23/14

***By the end of class today, you will...***

1. Learn more about thriving as a teacher in a hangout with Meenoo Rami and a post-hangout debriefing
2. Prep for the next unit checkpoint on Monday

## FOR NEXT TIME

***Reading:*** PLC resource #2 assigned by your PLC Group - Remember that at least one of these must be from the journal you subscribed to for this class.

***Writing:*** Response to PLC resource #2, using the method your group decided on. Bring hard copies to turn in.

***Unit Plan checkpoint:*** Outline of intro. and rationale, 1 assignment sheet, and 1 scoring guide for a major assignment in the unit

***Wed. checkpoint:*** Unit calendar + multiple lesson plans



# 4/28/14

## ***By the end of class today, you will...***

1. Until 10:30: Learn more about your PLC topic by discussing Resource #2 with your group
2. Until 11:00: Participate in unit workshop focused on your intro., rationale, assignment sheet, & scoring guide.
3. Until 11:40: Review key design principles for lesson planning and sequencing.

## **FOR NEXT TIME**

***Reading:*** PLC resource #3 assigned by your PLC Group - Remember that at least one of these must be from the journal you subscribed to for this class.

***Writing:*** Response to PLC resource #3, using the method your group decided on. Bring hard copies to turn in.

*Also, come ready to determine the resource and response strategy you'll assign to the class and to plan your PLC presentation.*

***Unit Plan checkpoint:*** Draft of multiple lesson plans and unit calendar



# 4/30/14

## ***By the end of class today, you will...***

1. Until 10:30: Learn more about your PLC topic by discussing Resource #3 with your group. Plan your presentation.
2. Until 11:00: See how one teacher uses formative assessment to support students' progress toward a summative assessment.
3. Until 11:40: Participate in unit workshop.

## **FOR NEXT TIME**

***Reading:*** Resources assigned by 3 PLC Groups

***Writing:*** Responses assigned by 3 PLC groups

You will hear presentations and participate in discussions led by 3 PLC groups.



# 5/5/14

## ***By the end of class today, you will learn more about...***

- Preparing students to do well on standardized tests without compromising your own standards about what it means to teach in principled ways
- Using technology and the principles of Connected Learning to amplify your students' learning
- Teaching controversial texts and topics

## ***FOR NEXT TIME***

***Reading:*** Resources assigned by 2 PLC groups (see weebly)

***Writing:*** Responses assigned by 2 PLC groups

You will hear presentations and participate in discussions led by 2 PLC groups.

You will also talk with Amy Alas and Jake Pappas about what to expect from your student teaching experience.

You will complete course evaluations.





# 5/7/14

***By the end of class today, you will learn more about...***

- Helping students meet the Speaking and Listening standards
- Providing support for ELLs and students with special needs

***By Wednesday, 5/14***

Units are due to Cindy by Wed., 5/14, 4:10-6:10pm.

You can drop these off at Cindy's office: Eddy 322A.

If you want to turn them earlier, you're always welcome to do that. You can drop them at the English Dept. desk and e-mail Cindy that you have done so.