

**INDIANA STATE UNIVERSITY  
COLLEGE OF EDUCATION  
ELED 397 SYLLABUS, SPRING 2011**

**Course Title:** Teaching Developmental Reading and Other Language Arts

**Instructor:** [REDACTED]

**Office:** [REDACTED]

**Office hours:** M-T-W 12-1:00; others by appointment

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**INTASC Standards**

**INTASC-1** STANDARD: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**INTASC-3** STANDARD: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**INTASC-6** STANDARD: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**INTASC-9** STANDARD: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Association for Childhood Education International  
Elementary Education Standards (2007)**

**1.0 Development, learning, and motivation**—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

**2.1 Reading, Writing, and Oral Language**—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

For integrated unit:

**2.2 Science**—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

**2.4 Social studies**—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

**3.1 Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

**3.2 Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

**3.3 Development of critical thinking and problem solving**—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;

**3.4 Active engagement in learning**—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

**3.5 Communication to foster collaboration**—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

**4.0 Assessment for instruction**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

**5.1 Professional growth, reflection, and evaluation**—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

**5.2 Collaboration with families, colleagues, and community agencies**—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

## **IRA Standards**

1. Candidates have knowledge of the foundations of reading and writing processes and instruction.
2. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
3. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
4. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
5. Candidates view professional development as a career-long effort and responsibility.

## **Indiana Standards for the Teaching of Reading**

**Standard #1:** The reading teacher understands the central concepts, tools of inquiry, and dynamics of the reading process and creates learning experiences that make reading meaningful for the individual student.

**Standard #2:** The teacher understands how students learn and develop reading strategies, and can provide learning opportunities that support their reading development.

**Standard #3:** The teacher understands how students differ in their approaches of learning to read and creates instructional opportunities that are adapted to diverse learners.

**Standard #4:** The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving and performance skills.

**Standard #5:** The reading teacher uses an understanding of individual and group motivations and behaviors to create a learning environment that fosters an interest and growth in all aspects of literacy.

**Standard #6:** The reading teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active engagement, collaboration and support interaction in the classroom.

**Standard #7:** The reading teacher plans and manages instruction based upon knowledge of literacy, individual students, community, and curriculum goals.

**Standard #8:** The teacher understands and uses formal and informal assessments to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

**Standard #9:** The reading teacher is a reflective practitioner who is committed to and actively seeks professional growth.

**Standard #10:** The reading teacher communicates and interacts with families, professional colleagues, and the community to support students' learning and well being.

## **ISTE Standards**

### **1. Facilitate and Inspire Student Learning and Creativity**

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

### **2. Design and Develop Digital-Age Learning Experiences and Assessments**

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS.

### **3. Model Digital-Age Work and Learning**

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

### **4. Promote and Model Digital Citizenship and Responsibility**

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

### **5. Engage in Professional Growth and Leadership**

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

## **Course Description**

**Purpose of Course:** The goal of this course is to promote teaching and learning in the elementary classroom using reading and the language arts as the framework for facilitating student learning. It is part of the TOTAL internship semester which integrates language arts and social studies instruction in the elementary classroom. Goals fall into 3 areas:

- **Elementary Education Program Goals:** The pre-service teacher preparation program focuses on inquiry-based learning, appreciating diversity, experiential learning, integrating technology, and community engagement. See "Becoming a Complete Professional" conceptual framework for COE.
- **TOTAL Program Goals:** The TOTAL internship semester is designed to promote the integration of theory and practice in an elementary classroom.
- **ELED 397 Course Goals:** Learning theory and teaching strategies for teaching reading and language arts skills in the elementary classroom are presented. This course will culminate in a teaching unit that integrates a social studies topic into a writing unit.

## **Rationale**

Elementary pre-service students need to understand how to teach all of the language arts in an elementary school setting.

## **Essential Question**

How do I become a complete professional as an effective teacher of reading and language arts?

## **Learning Outcomes**

**Knowledge:**

1. Preservice teachers will learn models of **reading instruction (comprehension, fluency, and vocabulary)**, and language arts teaching and learning (writing process, grammar, spelling, and handwriting). (INTASC 1; ACEI 1.0, 2.1, 3.1, 3.3, 3.4; IRA 1, 2, 4; Indiana Reading Standards 1, 2, 3, 4, 5)
2. Preservice teachers will increase their knowledge of current children's books and how to incorporate them into teaching and learning. (INTASC 1; ACEI 1.0, 2.1, 3.1, 3.3, 3.4; IRA 1, 2, 4; Indiana Reading Standards 1, 2, 5, 7)
3. Preservice teachers will learn the specific skills associated with the communications systems of the English language and how to teach them (6 language arts: listening, speaking, reading, writing, viewing, and visually representing). (INTASC 1, 6; ACEI 1.0, 2.1, 3.1, 3.3, 3.4, 3.5; IRA 1, 2, 4; Indiana Reading Standards 1, 6)
4. Preservice teachers will understand integration of the curriculum. (INTASC 1, 3; ACEI 1.0, 2.1, 2.2, 2.4, 3.1, 3.3, 3.4; IRA 1, 2, 4; Indiana Reading Standards 1, 2, 3, 4, 7)

### **Performance:**

1. Preservice teachers will reflect on learning styles, the social context for learning, and strategies which support or hinder learning (achievement gap). (INTASC 3, 6, 9; ACEI 1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 5.1; IRA 1, 2, 4; Indiana Reading Standards 3, 5, 6, 9)
2. Preservice teachers will respond to and discuss their own and others' personal literacy experiences and apply that knowledge to working with children. (INTASC 1, 6, 9; ACEI 1.0, 3.1, 3.2, 3.3, 3.5, 5.1, 5.2; IRA 5; Indiana Reading Standards 1, 6, 9, 10)
3. Preservice teachers will understand the developmental range (in children) of reading, writing, spelling, grammar, and handwriting. (INTASC 1, 3; ACEI 1.0, 2.1, 3.1, 3.2; IRA 1, 2, 3, 4; Indiana Reading Standards 1, 2, 3)
4. Preservice teachers will plan, teach, and reflect upon a writing unit integrated with a content area in an elementary school classroom. (INTASC 1, 3, 6, 9; ACEI 1.0, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1; IRA 1, 2, 3, 4; Indiana Reading Standards 1, 3, 4, 5, 6, 7, 9)
5. Preservice teachers will develop and discuss a final standards-based folio related to children's literacy needs and the achievement gap. (INTASC 1, 3, 6, 9; ACEI 1.0, 2.1, 3.1, 3.4, 3.5, 5.1; IRA 1, 2, 3, 4; Indiana Reading Standards 1, 3, 4, 5, 6, 7, 8, 9)

### **Dispositions:**

1. Preservice teachers will explore and appreciate the characteristics in children's language arts textbooks and in current trade books. (INTASC 3, 9; ACEI 1.0, 2.1, 3.1; IRA 4; Indiana Reading Standards 3, 4, 7, 9)
2. Preservice teachers will recognize and value their roles in the social and moral development of children. (INTASC 6, 9; ACEI 1.0, 3.1, 3.2, 3.3, 3.4; IRA 4, 5; Indiana Reading Standards 5, 6, 7, 9, 10)
3. Preservice teachers will recognize and respond appropriately to diverse learning styles. (INTASC 3; ACEI 1.0, 3.2; IRA 1, 2, 4; Indiana Reading Standards 3)

"Becoming a Complete Professional" is the overarching theme and conceptual model for all of Indiana State University's educator preparation programs. The conceptual framework provides the central focus for what we believe in and what we do. This model encompasses three broad areas that recognize the three essential areas of the work of an educator and focus on initial preparation:

- Educator as Expert or Mediator of Learning, (INTASC 1-10; ACEI 1.0, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1; Indiana Reading Standards 1-10)
- Educator as Person, and (INTASC 1, 2, 3, 4, 5, 6, 8, 10; ACEI 5.1; Indiana Reading Standards 1, 2, 3, 4, 5, 6, 8, 10)
- Educator as Member of Communities. (INTASC 6-10; ACEI 3.1, 3.4, 3.5, 5.1, 5.2; Indiana Reading Standards 6-10)

The component "Educator as Expert or Mediator of Learning" deals with an educator's professional skill as a mediator of students' learning and/or of the progress individuals make in achieving their potential. The component "Educator as Person" represents the traits that make a successful educator justifiably respected and emulated by students. The component "Educator as Member of Communities" reflects the necessity of contributing to the various communities of which educators, as professionals, are members.

### **College of Education Diversity Statement**

The faculty, staff and students of the Department of Elementary, Early and Special Education recognize and value diversity. The department embraces the contributions of all groups, including those formed by gender, ethnicity, race, culture, sexual orientation, age, religion, personal experience, disability, and ability in the creation of a diverse, inclusive environment. Professional preparation of students in the department and college includes knowledge of diversity issues, recognizing the benefit to all from the combination of many voices. This affirmation of diversity is critical to developing students as full partners in local, national, and global communities.

### **Editing & Submitting your Assignments**

Editing: There are two options for improving the quality of your writing, especially in the area of mechanics. (1) The Blackboard site has an APA tutorial with tips for correcting common errors. (2) The ISU Writing Center is located in the ISU Library, Main Floor (237-2989). Current hours of operation can be found at the website: <http://isu.indstate.edu/writing/>

Submitting: Assignments must be submitted as outlined in the assignment descriptions, i.e. on Blackboard as Turnitin assignments to check for plagiarism, email attachments, and/or TK20. **NOTE: All documents must be saved in Microsoft Word or "Rich Text Format." Documents submitted in any other formatting will not be accepted.**

### **TOTAL Course Requirements**

**Unit Writing Folio (Core Assignment)**: Preservice teachers will create a writing workshop unit using the 6 steps of the writing process (developing, organizing, drafting, revising, editing, and publishing). The writing product must be initiated using an expository or narrative trade book related to the social studies unit topic. The writing folio assignment must integrate the writing product with the social studies unit topic. The preservice teacher must plan and implement adaptations as needed to meet individual differences for two identified students (one high student and one low student). A final reflective report that summarizes the writing folio unit and analyzes the work of the two identified students will be submitted by each preservice teacher. The unit will also include a **Minilesson** devoted to a language arts topic related to the writing workshop. Preservice teachers will apply the following principles during this assignment: INTASC 1, 3, 6,

and 9; EC 1, 3, 4, 7, 8; MC 2, 3, 6, and 8; ACEI 1.0, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1; Indiana Reading Standards 1-9; IRA 1, 2, 3, and 4.

**Newbery Project:** The Newbery Project is designed to give pre-service teachers an experiential learning assignment using quality literature to explore one method of teaching reading in an elementary classroom. Preservice teachers will participate in Literature Circles with peers while reading a Newbery-quality chapter book. Project assignments include: group discussion and discussion roles, personal response journals, and daily reports that explore the various aspects of literature such as characterization and themes. Preservice teachers will apply the following principles during this assignment: INTASC 1, 3, 6, and 9; EC 1, 3, 4, 7, 8; MC 2, 3, 6, and 8; ACEI 1.0, 2.1, 3.4, 3.5, 5.1, 5.2; Indiana Reading Standards 1, 3, 4, 5, 6, 9, 10; IRA 1, 2, and 5.

**Writing Workshop:** Students will complete a writing product using the writing process. The project will include all 6 steps of the writing process. Students will turn in evidence of each step as well as a published version of the writing product. Theme will be on “My Writing Autobiography” about personal experiences and growth in learning to write. Preservice teachers will apply the following principles during the assignment: INTASC 1, 6, and 9; ACEI 1.0, 2.1, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2; Indiana Reading Standards 1, 4, 5, 6, 7, 8, 9; IRA 1, 2, and 5.

**Reading Assignments & Class Participation:** During the semester course reading assignments will be assigned from the text. Some additional readings will be available on E-Reserves through the ISU (Cunningham) library website. (NOTE: There is a link on Blackboard, too.) These reading assignments have been carefully selected to meet course goals and help prepare preservice teachers for field experiences. Each assignment will require some type of written response that will be graded. Additionally, in-class participation activities will be completed for points. Preservice teachers will apply the following principles during the assignments: INTASC 1, 6, and 9; ACEI 1.0, 2.1, 3.5, 5.1; Indiana Reading Standards 1, 6, 9; MC 2, 3, 8; IRA 1 and 5.

**Exams:** There will be two assigned exams during the course of the semester: midterm and final exam. Exams may consist of essays and/or objective items. Questions may be based on assigned readings, class presentations, glossary terms, and handouts. If a student is absent for any exam during the semester, that exam can only be made up at the professor’s discretion. Preservice teachers will apply the following principles during the assignment: INTASC 1, 6, and 9; ACEI 1.0, 2.1, 3.5, 5.1; Indiana Reading Standards 1, 6, 9; IRA 1 and 5.

**Spelling & Handwriting Lessons:** Preservice teachers will plan and teach one spelling lesson and one handwriting lesson as scheduled on the TOTAL calendar. The lesson plans will follow the EESE Lesson Plan Format and will be submitted to the professor before teaching and an observation with reflections (what went well, what did not go well, and what I would change for the next time I taught a spelling or handwriting lesson) will be submitted after teaching the lesson. Preservice teachers will apply the following principles during this assignment: INTASC 1, 3, 6, and 9; EC 1, 3, 4, 7, 8; MC 2, 3, 6, and 8; ACEI 1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1; Indiana Reading Standards 1-9; IRA 1, 2, 3, and 4.

### **Representative Instructional Methods**

Instructional methods for this course may include any combination of the following: mini-lectures, presentations, labs, modeling, class discussions, simulations, case studies, problem-based learning assignments, small group discussions/assignments, jig-saws, fish bowls, pair-shares, one-minute papers, videos, guest speakers, field trips, micro-teaching, and entrance and exit slips.

### **Assessment Tools**

## Course Specific Assessments:

Rubrics will be used to assess the core assignments for this course. These rubrics will be provided online through Blackboard. The Unit Writing Folio **MUST** be submitted on TK20 and as a Turnitin assignment (on Blackboard) to be graded and considered completed. **Failure to do so will result in an incomplete grade until it has been submitted to both places.** Assessments for the Newbery project, writing workshop essay, additional in-class or out-of-class assignments, class participation, and exams will be provided by the course instructor. Attendance, tardies, and unprofessional behaviors are assessed using **point deductions** from the pre-service teacher's final grade for each infraction.

## Texts and Resources

1. ***Creating Literacy Instruction for all Students*, 7th Edition by T. Gunning (2010).**
2. E-Reserves at the library web site (and available through a Blackboard link)
3. Suggested Scholastic Books (make check payable to Scholastic)

## Experiential Learning Activities

TOTAL Program Student Field Experiences: Preservice teachers will follow the TOTAL calendar for all field experiences and activities.

## Grading Criteria

Point totals will be computed at the end of the semester. Letter grades will be assigned according to the total points possible. The specific grading scale has been determined by the instructor and can be found below. Students not meeting the total points required to earn a C in the course will be required to repeat the course.

## Course Policies

### Attendance:

The *ISU Bulletin: Undergraduate Catalog* has a no-miss policy statement. I will allow you one (1) absence from classroom meetings for personal reasons. Each absence after the first will result in **45 points deducted** from your final grade. Coming to class late will result in **15 points deducted** from your final grade for each occurrence. You are expected to be in your seat and ready for class at the scheduled time. Absences from the field experience will **NOT** be excused and must be made up. The pre-service teacher must provide written evidence from the classroom teacher that the field experience absence was made up. Detailed requirements for TOTAL Program students are explained in the TOTAL contract and TOTAL handbook.

Points will be deducted for the following reasons:

Absence from class	-45 each occurrence
Late to class	-15 each occurrence
Absence from field	MUST BE MADE UP

Tardy/unprepared for field experience -45 each occurrence

Student Code of Conduct:

Preparation, Participation, and Professional Behaviors: You are expected to be prepared for college class or field experience and arrive at the scheduled time. You are evaluated on the extent of your participation in the college classroom and field experiences. You are also expected to behave professionally both in the college classroom and in the field at all times.

Examples of unprofessional behaviors in the college class include but are not limited to: reading materials or completing assignments during lectures; repeated talking during lectures or peer presentations; responding in a negative manner (verbal and/or non-verbal) to instructor or classmates; failure to exhibit collaboration and cooperation with classmates or instructor; responding in a hostile manner to suggestions for improvement of assignments or classroom performance; receiving or making cell phone calls or texting during class; and wearing hats during midterm or final exams. **Texting in class is not considered professional behavior and will result in a 25-point deduction.**

Examples of unprofessional behaviors in the field include but are not limited to: unprepared for teaching; running copies at the last minute; failure to dress in a professional manner (no jeans, short skirts, bare midriffs, or exposed thongs); unacceptable language; discussing students in cooperating teacher's classroom by name in a negative, contemptuous, or derogatory fashion; discussing field experiences in public places where conversation can be overheard (breach of confidentiality); and chewing gum in the classroom. Detailed requirements for TOTAL Program students are explained in the TOTAL contract and TOTAL handbook.

Points will be deducted for the following reasons:

Unprepared for class	-30 each occurrence
Lack of participation in class	-15 each occurrence
Unprofessional behavior/verbal & nonverbal	-45 each occurrence
Texting in class	-25 points each occurrence
Late assignments	-10% for each calendar day

**Course Agenda (Assignments, Due Dates, Announcements, etc.)**

The Announcement page on Blackboard will include a weekly agenda to help you keep abreast of assignments, due dates, important announcements, etc. Please check here first before emailing your professor with questions. You are welcome to email asking for clarification.

**Language Arts Assignments**

Please word process, edit, grammar check, and spell-check all assignments. Assignments can be edited using the resources of the Writing Center in Cunningham Library and/or the tips in the APA Tutorial on Blackboard. Refer to respective rubrics for score breakdowns.

TOTAL ASSIGNMENTS:	POINTS
Spelling Lesson	50 points



Handwriting Lesson	50 points
Unit Writing Folio	420 points
Minilesson	30 points
Newbery Project	100 points
Writing Workshop	50 points
Readings, Assignments, Participation, etc.	100 points
Professional Dispositions	100 points
Midterm & Final Exam	100 points
Attendance/Tardies (negative points)	
GRAND TOTAL	1000 points

### Grading Scale

Grades are based upon the combined point totals from assignments listed above. (no rounding)

985.0-1000 points = A+  
 950.0-984.99 points = A  
 935.0-949.99 points = A-  
 920.0-934.99 points = B+  
 850.0-919.99 points = B  
 835.0-849.99 points = B-  
 820.0-834.99 points = C+  
 730.0-819.99 points = C  
 Below 730.0 points = F

### Extra Credit (Based on Conceptual Framework)

This semester there will be 2 ways to earn up to 10 points of extra credit:

1. **Community Service Activity—Pick one. (10 points):** Turn in a 1-page impact statement by 11:55 pm on April 29. Answer these two questions: How did this Community Service Activity impact me as a person? How did this community Service Activity impact me as a member of the community?

Jan 17 - **MLK Jr. Day of Service** – Students will meet in Dede I at noon for a short program and lunch and then move on to one of several service sites in the community to provide service from 1:00 to 4:00 p.m.

April 16 – **Global Youth Service Day** – 11:00 – 4:00 pm. Various service projects will be organized by the Center for Community Engagement.

April 19 – **Terre Haute Human Rights Day** – The focus of this year's programming is the right to education. A variety of speakers will be scheduled throughout the day beginning at 9:30 a.m. The program will be schedule to sync with the ISU class schedule in order to allow classes to attend. Please visit the HRD website periodically for more information: [www.indstate.edu/hrd/](http://www.indstate.edu/hrd/)

April 21 – **Earth Day** - Various activities in Dede Plaza from 9:30 a.m. to 1:30 p.m.  
 Monday, January 17 (9-12 a.m.)

2. **E-Reserves Course Readings (5 points each, maximum 10 points):** You may read one or two optional E-Reserves articles. NOTE: Must be a reading that was not assigned for class. Turn in a 1-page impact statement by 11:55 pm on April 29. Answer these two questions: How did this reading impact my development as a mediator of learning? How did this reading impact my development as a person?

## **NCATE Assignment Description: Unit Writing Folio**

Preservice teachers will be teaching a writing workshop unit using a trade book and integrating the writing workshop unit with the topic for the social studies unit. Each step of the writing process will be taught during the writing workshop unit. Preservice teachers will teach their writing workshop lessons during 5 days as designated on the TOTAL calendar, and they must also teach a minilesson on one grade level language arts standard during the 5-day unit. Preservice teachers will focus on meeting the needs of one high and one low student in the class during the writing workshop unit. The product of the writing workshop unit needs to be published in some format, such as a class book or a bulletin board display. After completion of the writing workshop unit, preservice teachers will write a report that summarizes and reflects on the experience. The following items will be included in the report:

- Introduction
- Language Arts Goal(s)
- Social Studies Topic
- Book Choice & Rationale
- School & Classroom Statistics
- Classroom Learning Environment (includes behavior management)
- Brief Description of Writing Workshop (including rationale and writing product choice)
- Brief Description of the Minilesson taught
- Discussion of Low and High Students (selection process, adaptations, grading criteria using rubric, recommendations for future)
- Conclusion (Reflections on INTASC principles 1, 3, 6, and 9; overall reflection of unit based on the learning gap and the COE Conceptual Framework)

**NOTE: ALL LESSON PLANS WILL BE COMPLETED USING THE EESE 2010—11 OFFICIAL LESSON PLAN FORMAT AND SUBMITTED VIA EMAIL WITH DAILY REFLECTIONS.**

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