

Handouts

For

Western Illinois University

**English Language Arts
Student Teachers**

STUDENT TEACHER REQUIREMENTS CHECKLIST

STUDENT TEACHER NAME: _____

WIU FACULTY MENTOR NAME: _____

STUDENT TEACHING LOCATION (school & city):

SUBMISSIONS REQUIRED:

(NOTE: If you have questions, contact Dr. Bonnie Sonnek or Clara Carrigan)

_____ Literacy Survey

_____ Reflections (10) *(NOTE: given to WIU Faculty mentor so they may sign completion form)*

_____ Student Learning Module *(5-10 days)*

_____ Reflective Essay II *(Note: Upload to Standard 10 and Reflective Essay II in Taskstream)*

MISCELLANEOUS:

_____ Contact Information Sheet

_____ Picture *(NOTE: hangs on wall during semester of student teaching)*

_____ Final Student Teaching Evaluation *(from supervising mentor teacher)*

_____ Department Recommendation for Certification

(NOTE: Will be signed and sent to Education Office (CPEP) once all requirements have been met.)

DATE FORWARDED: _____

Student Teacher Literacy Survey

The gap is growing between how literacy is approached (and taught) at the university level and how literacy is taught and constructed in middle and high schools. There are many reasons for this: time constraints, lack of professional development opportunities for current teachers, small budgets for technology, lack of space for technology classrooms, etc. In a 2-3-page paper, I want you to write about the differences between what and how you were taught (concerning literacy practices) and how your classroom addresses literacy in a global society. For example, all of you have taken English 499 in which you presented a multimedia/multimodal unit. Think about what you did. Then compare that to what you can do in the public school classroom. Concentrate on the differences and talk about why you believe these differences are present. You can e-mail your response to Clara Carrigan, CM-Carrigan@wiu.edu who will set up a file for each student for tracking purposes. I will read the assignments as she gives them to me.

As you reflect on your experiences in the classroom, please attempt to answer the following questions:

What tensions do you see in your classroom?

- Between your students in school and their lives outside of school?
- Between yourself and your administration?
- Between your educational background and the curriculum?
- Between what you learned in the English Education Program that was helpful or not as helpful.

What do you do want to do in your classroom that you are not now doing?

- What's preventing you?
- What support would you need to be able to carry out a new strategy, curriculum, or project?
- How could you help your students connect more with their own community—its strengths and its heritage?
- How could you help your students see connections between their community and its history or between their local community and a broader regional or global community?

Adapted from:

Chiseri-Strater, E., & Sunstein, B. S. (2006). *What works? A practical guide for teacher research*. Portsmouth, NH: Heinemann, 3.

Western Illinois University
English Education Student Teacher Program
Student Learning Module

As part of the student teaching experience, candidates are required to create a student learning module that illustrates growth in student learning. This should be planned for a five- to ten-day unit that you construct. Or you may make this part of a unit you are already teaching on poetry, a novel, short stories, drama, writing, or usage.

To report your findings, include the following information:

I. Description of Student Population

- A. What grade level are you teaching?
- B. Where is your school located?
- C. How many students are in the classroom?
- D. What percent are male? female?
- E. What percent of students qualify for free or reduced lunches?
- F. How many English Language Learners (ELL) students are in your class? How fluent are they in speaking and writing English?
- G. How many students have Individual Education Plans (IEPs)?
- H. How many students have been determined to be Behavioral Disorder (BD)?

II. Unit Plan: See Sample, Appendix A

- A. List three to four (3-4) objectives for this unit. Objectives identify the content and/or skills that students should acquire during your teaching of the unit. Your assessments will address these objectives.
- B. List the Illinois Learning Standard(s) related to each objective.
- C. Lesson Plans: Follow the format provided in Appendix B.

III. Assessment Plan: Design an assessment plan to monitor student progress towards achieving unit objectives. Use a variety of assessment modes that are aligned with your objectives to assess student knowledge before, during, and after instruction. These may be formal and/or informal.

- A. Provide an overview of your assessment plan using a visual organizer such as the table in Appendix A.
- B. Provide a narrative describing the pre-, during, and post-assessments that are aligned with your unit objectives. Clearly explain why you selected these assessments and how you will evaluate or score

each one. Include criteria you will use to determine if the students' performance meets the objectives.

IV. Copies of Assessments To Be Included:

- A. Pre-assessment: If a quiz or worksheet is used, the answer key should be included. If an activity is used, include the directions and the rubric used to evaluate the activity.
- B. Formative (during) assessments: These should help you determine student progress during the unit. Include a copy of a worksheet or directions for the assignment and the scoring key or rubric for **each** "during" the unit assessment. Be sure to include your teaching plan.
- C. Post-assessment: If a test or worksheet is used, the answer key should be included. If an activity is used, include the directions and the rubric used to evaluate the activity.

V. Analysis of Student Learning

Reminder: The results of the pre-assessment should be analyzed immediately and then used to modify the unit. **DO NOT COUNT THIS GRADE.** Do not give these back to students or ask them to correct/revise the pre-assessment.

- A. Analysis of Pre-Assessment Data:
Create a data analysis chart that shows the results of the pre-assessment for the entire class. Indicate the number of correct items/total number of items or the number of points awarded/total number of points possible for the assessment of each objective. Complete this **for each objective. See Appendix C.**
- B. Analysis of Formative (During) Assessment Data: Add data to the chart that shows the results of the "during the unit" assessment **for each objective. See Appendix C.**
- C. Analysis of Post-Assessment Data: Add data to the chart that shows the results of the post-assessment **for each objective** for the class. **See Appendix C.**
- D. Analysis of Student Growth
 - 1. Add data to the chart that shows the growth or gains the class achieved. Use the pre-assessment and the post-assessment data for **each objective** to determine the gains made by the class.
 - 2. Write a two-page analysis of what you learned from the "growth" data for the class. **Be sure to discuss each objective.**
- E. Write a 2-3-page reflection on your strategies for teaching and the results for this unit. Include the following information:
 - 1. What went well in the unit? How effectively were you able to utilize your pretest to provide more appropriate instruction and activities?
 - 2. What teaching strategies were the most effective in developing the knowledge and skills included in the unit objectives? Why were these the most effective?

3. What aspects of the unit did not go as well as you had envisioned? Were you able to modify instruction as needed? Describe. What will you do differently the next time you teach a similar unit?
4. To what extent were you able to actively engage students in learning? Explain.
5. To what extent were you able to meet the needs of diverse students? Explain.

DUE DATE: You would be wise to complete this sometime in the middle of your student teaching. The entire packet must be submitted via email or “snail” mail 2 weeks before you complete your student teaching. Submit to Clara Carrigan (CM-Carrigan@wiu.edu) or mail to:

Western Illinois University
Department of English and Journalism
English Education Program
1 University Circle
Simpkins Hall 226D
Macomb, IL 61455-1390
ATTN: Clara Carrigan

Appendix A: Sample Unit Assessment Plan

Candidate Name:

Course Title and Grade Level:

NOTE: This is only a sample assessment; yours will probably be longer and more in-depth

Objective	Assessment	Format of Assessment
<p><i>1. Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media.</i></p> <p><i>Illinois Learning Standard 2.A.4a for early high school</i></p>	<p>Pre-assessment</p> <p>Formative (during) assessment</p> <p>Post-assessment</p>	<p>10 multiple-choice questions</p> <p>5 original sentences with figures of speech labeled.</p> <p>2 multiple-choice questions 4 items labeling S, M, P 2 original sentences with figurative language</p>
<p><i>2. Describe the influence of the author's language structure and word choice to convey the author's viewpoint.</i></p> <p><i>Illinois Learning Standard 2.A.4d for early high school</i></p>	<p>Pre-assessment</p> <p>Formative (during) Assessment</p> <p>Post-assessment</p>	<p>10 matching items</p> <p>Group oral presentations with rubric</p> <p>Essay question with rubric</p>
<p><i>3, 4 if needed</i></p>		

Appendix B: Daily Lesson Plan Outline (one for each day of 5-10-day unit)

Teacher Name:	Date:
Class/Audience: (include course, grade, ability levels, geographical location, and other relevant information)	
Materials/Procedures "to do" list:	
Unit Objectives (no more than 4):	
Daily Objectives (no more than 2):	
Activities (be sure to include amount of time for each):	
Write out Discussion Questions and/or other directions:	
Assessments, if used this day:	
Illinois Learning Standards addressed today:	
Notes:	
You may expand these boxes to fit your content.	

Appendix C: Format for a Data Analysis Chart

Assessment Type	Objective 1 <i>Analyze and evaluate the effective use of literary techniques in classic and contemporary literature representing a variety of forms and media.</i>	Objective 2	Objective 3	Objective 4	Totals with percentages
Pre-Assessment	Mastery: 4/10 (40%)				
During Assessment	Mastery: 3/5 (60%)				
Post-Assessment	Mastery: 8/10 (80%)				
Growth	Mastery: 40% increase				

For growth, subtract pre-assessment percentage from post-assessment percentage.