

## **Student Teaching In-Field Experiences and Checklist**

### **UGA English Education Spring 2021**

**Purpose of the Checklist:** This checklist is based on GAPSC and INTASC standards for English Education. Its main purpose is to ensure that you will use a variety of strategies while teaching, important for a number of reasons:

1. To meet the needs of the diverse group of learners that will characterize your classroom, no matter what your particular setting.
2. To expand students' conceptions of how one learner; specifically, that there are many ways and reasons to read, to write, to talk, to inquire, to create.
3. To enhance learning: Considering a topic, concept, or skill from a variety of angles or through a number of strategies increases both the conceptual and operational knowledge of the lesson in question. For instance, learning about Robert Frost from his poetry itself, through literary criticism, and through a look at his contemporaries should yield an understanding of the poet, his works, and his place in literary history. However, opportunities for an expanded understanding of Frost are available in other ways, additional to, not necessarily in place of, the traditional methods: integration in units not directly related to Frost; model writing; readers' theater; podcasts of readings; memorization; reader response strategies and discussion; wiki study, etc.
4. To keep your teaching lively, for you as well as for your students.
5. To meet INTASC and GAPSC standards and enrich your program portfolio.

#### **Instructions:**

1. To facilitate planning, use the following checklist throughout your placement. Write the date, where used (class period, level of students, etc.), the strategy used, and the standards it addresses.
2. One lesson may accomplish several objectives and thus be listed in more than one category. However, there should be no fewer than 10 lessons represented on this list.
3. The checklist should continually be posted in Google Documents (shared with Dr. Kajder and your PLC leader) and must be completed by the end of your student teaching placement in April.
4. The checklist should be included as a page in your digital portfolio for this semester.

Focus	Date	Strategy	Context Used	INTASC Standard
<b>Grouping for Instruction</b>				
Large group	1/21	Students were introduced to a virtual assignment as a whole class. The teacher shared their Zoom screen and demonstrated, step-by-step, how to complete the assignment to the whole class.	(9th ELA) In preparation to read "The Odyssey," students had to complete a Webquest assignment. They were to visit several different interactive websites to find out facts about Homer, Greek Gods and Goddess, and the Trojan War.	Standard 4a
Small group	2/2	One group of students completed a Pop-Quiz using their notes and little guiding instruction. Another group of students went into a separate Zoom breakout room to complete the same quiz using their notes and step-by-step guided instruction.	(9th ELA) Students were completing a quick 10 Question Pop Quiz on the individual steps of "The Hero's Journey." Students needed to complete this quiz as a supplement to understanding Odysseus' heroic journey in "The Odyssey"	Standard 2f
Individual				
<b>Discussion</b>				
Whole class	1/20	Students spent 15 minutes engaging in an individual Padlet reflective activity. Then, students returned for whole class discussion.	(Women In Literature Course) Students had to use Padlet to reflect on six articles portraying negative and positive representations of women in media. Students had to leave a comment on at least three	Standard 2d

			articles. Then, students had to engage in whole class discussion about their individual responses.	
Small group	2/2	Students entered Zoom breakout rooms of 2-4 students each and shared their Media Journal entries from the previous week.	(Women In Literature Course) Each week, students have to write one entry in their digital media journals. The objective is to encourage the student to notice the ways in which women are portrayed in the media around them (i.e. the movies they watch, the social media posts they view, etc.)	Standard 3p
Individual conference with student	3/2	Students were sent to individual conference/Zoom breakout rooms to conference with teachers.	(Women In Literature Course) To brainstorm ideas for their creative <i>Kindred</i> Final Project, students individually met with the teacher. Teacher first asked students their strengths as an artist, writer, speaker, etc., and the students created their project from there.	Standard 5a
<b><i>Using Written and Visual Literacy</i></b>				
Use writing, speaking and observing as major modes of inquiry, reflection and expression.	3/16	Students were required to listen to a spoken word poem, discuss the content as a whole class, then answer reflective and comprehension questions.	(Women In Literature Course) Students listened to “Adrenaline Rush” by Rudy Francisco, discussed topics relating to injustice and discrimination to prepare for <i>To Kill a Mockingbird</i> unit, and reflect on the content using a written response.	Standard 8h

Use the processes of composing to create various artifacts of oral, visual and written literacy.	4/19	Students wrote biographies, created visual collages, and recorded audio clips of themselves narrating the story of a woman in history.	(Women In Literature Course) For an action project, students were tasked with creating a written, visual, and audible narrative of a forgotten woman in history.	Standard 8m
Use writing, visual images, and speaking for a variety of purposes and audiences.	3/19	Students were required to watch three animated shorts, talk about the shorts, and then take written notes on what was mentioned in the discussion.	(Women In Literature Course) To understand narrative plot structure, or the "Plot Mountain," students were tasked to watch three animated shorts, discuss the content following each, and then write reflective Cornell Notes on the steps of the Plot Mountain that were observed.	Standard 8m
Apply knowledge of language structure and convention to creating and critiquing print and non-print texts.				
<b>Focus</b>	<b>Date</b>	<b>Strategy</b>	<b>Context Used</b>	<b>INTASC Standard</b>
<b>Reading Processes</b>				
Uses response strategies	3/15 - 3/30	Students were tasked with writing daily responses reflecting their opinions about the current unit's themes/tropes.	(9th ELA) For the daily openers, students were to write about their opinions on police brutality, the justice system, etc. as a supplement to reading Byran Stevenson's <i>Just Mercy</i> .	Standard 5b
Uses interpretive strategies				
Uses analytic strategies	3/22	Students had to read a text	(9th ELA)	Standard 4b

		and determine which scenes in the narrative story aligned with the specific steps of Freytag's Plot Mountain	Students were learning how to identify and analyze where the exposition, rising action, climax, falling action, and resolution occur in a story.	
Provide students with opportunities to select appropriate reading strategies that aid in unpacking print and nonprint texts.				
Support developing or low performing student readers in accessing and comprehending text.	1/26	In addition to "The Odyssey" literary text, students were provided a graphic novel version of the story. Students were encouraged to read the graphic novel if the literary text proved to be too difficult.	(9th ELA) Since the syntax used in "The Odyssey" can be difficult to understand for low performing student readers, a graphic novel with visuals and brief summaries of the text's events were provided for the students.	Standard 2f
Design and implement reading process focused mini-lessons.	1/22	Students learned how to identify the steps of a Hero's Journey while reading a text.	(9th ELA) In preparation to read "The Odyssey," students learned and took notes on the steps of the Hero's Journey and how to later identify in the text.	Standard 8e
<b>Text Selection</b>				
Incorporates a variety of genres	3/22	Students chose between two different texts (Children's Literature and Realistic Fiction/Social Commentary) and were tasked with mapping	(9th ELA) Students read either the Grimm Brothers' "Briar Rose" or "Thank you, Ma'am" by Langston Hughes and mapped the plot on a worksheet.	Standard 4a

		the plot of the story.	Students who wanted extra credit were permitted to read and map both genres.	
Incorporate literature representing a variety of cultures.	2/1 - 3/3	Students spent class periods reading African American, Latin American, and Asian American texts and writing reflective responses in their Cornell Notes.	(Women In Literature Course) To expose students to the various types of female identities that exist in literature, the teacher prioritized minority cultures and voices in the selection of the texts.	Standard 4f
Incorporate a range of modes and media.				
Provide students with an opportunity for choice.	2/15	For their first project of the year (Summative Grade), students were tasked with writing an Open Letter to a specific organization or person. Students could choose the organization, person, author, character, movement, etc.	(Women In Literature Course) The purpose of the letter was to affect female-focused change. The letter needed to be powerful and persuasive, but it could be able whatever topic they wished.	Standard 7b
<b>Focus</b>	<b>Date</b>	<b>Strategy</b>	<b>Context Used</b>	<b>INTASC Standard</b>
Provide students with skills and opportunities to evaluate, analyze and ethically use information and texts.				
Support students in purposeful, self-selected independent reading.	1/20	Students could choose three out of six provided articles to read/engage in independent reading. If students wanted to	(Women In Literature Course) Students had to use Padlet to reflect on six articles portraying negative and positive representations of	Standard 7b

		read another article outside of the six provided, they were welcome to do so.	women in media. Students had to leave a comment on at least three articles.	
<b>Composing Processes</b>				
Produce a variety of forms of written discourse as models for student work.	2/1	Students were given three examples of poems written by the teacher as models for student work.	(Women In Literature Course) Students were tasked with writing “Just Because...” poems about the stereotypes the world assigned to them. As a model for student work, three examples of “Just Because...” poems were created for student reference.	Standard 8e
Implement responsive mini-lessons to support student writers.	2/10	Using PearDeck interactive experience, students engaged in a mini-lesson about argumentative writing. Throughout the presentation, the students were able to answer/respond to the teacher’s questions by engaging with the slideshow presentation.	(9th ELA) Students were learning how to write an argumentative paragraph using the CSEACT (Claim, Set-up, Evidence, Analysis, Counterclaim, Tie-In) framework.	Standard 8h
Use a wide range of writing strategies to engage students in generating meaning and to communicate understanding.				
Create opportunities for students to provide peer-feedback	3/30	Students were able to work collectively on a google doc and build knowledge/reflect on ideas written.	(Women In Literature Course) For an idea share workshop in preparation for Action Final Project assignments, students spent the	Standard 2j

			entire period brainstorming ways they can take action and obtain sanitary products for the school.	
Create opportunities for student writers to engage an authentic audience	<b>4/16</b>	<b>Students wrote persuasive letters to school administration talking about the importance of providing free sanitary products for students in all school bathrooms.</b>	<b>(Women In Literature Course)</b> <b>Students wrote persuasive letters to school administration for their “Period Project” Action Project.</b>	<b>Standard 5e</b>
Support student writers who have previously struggled to meet grade level standards in writing.	<b>3/1 - 3/8</b>	<b>Writing artifact was created to help students master the CSEAT framework of writing an Argumentative and Informational paragraph.</b>	<b>(9th ELA)</b> <b>To improve upon their writing skills by assessing the strengths and weaknesses of students’ writing in the argumentative writing unit, a step-by-step graphic organizer was created to help students write an organized, informational CSEAT paragraph. A week was also given for students to take their time in constructing the paragraph.</b>	<b>Standard 6g</b>