Teaching, Learning, and Leading with Schools and Communities

Sequence Four - Specializing in an Area of Teaching and Learning: Discipline Specific Instruction in Elementary Classrooms

TLSC: 230 Teaching Written Communication in Elementary Grade Classrooms

School of Education
Loyola University Chicago
Spring Semester 2014

Instructor Information
Name: Professor Stephanie Stecz
Email: sstecz@luc.edu
Office Hours: by appointment

Module Information
Dates: January 14, 2014 to February 6, 2014
Days: Tuesdays and Thursdays
Times: 8:15 a.m. – 12:45 p.m.
Campus Location: Lake Shore Campus, Dumbach Hall, Room 5
School Site Location: CPS Peterson Elementary
5510 N. Christiana, Chicago, IL 60625
773-534-5070

Sequence Overview:
This sequence addresses the content areas of instruction with a specific focus on elementary grade classrooms. Teacher candidates will be introduced to the disciplines of science and social studies, have experiences engaging in the teaching and learning of these disciplines, and specifically work to integrate literacy (with a specific focus on writing) into these content areas.

Sequence Four Participation Policy:
It is expected that teacher candidates in Sequence Four schools and informal partner sites will demonstrate high levels of professionalism and responsibility in all aspects of their work in this sequence. In order to complete the module assessments and requirements in a satisfactory manner, candidates must be present for all sessions, while in the PK – 8 classrooms, sequence instructional sessions on campus and at informal partner sites. In the event of approved absences, candidates should contact their professors and school sites in the manner that is requested by the administration at the respective schools. The following guidelines for participation will be considered in the module grades.
Professional Attitude and Demeanor Part I
☐ 2-Always prompt and regularly attend sessions. (NO ABSENCES OR TARDIES)
☐ 1-Rarely late and regularly attend sessions. (No more than 1 absence)
☐ 0-Often late and/or poor attendance at sessions. (More than 2 absences)

Professional Attitude and Demeanor Part II
☐ 2-Always prepared for sessions with assignments and required materials.
☐ 1-Rarely unprepared for sessions with assignments and required materials.
☐ 0-Often unprepared for sessions with assignments and required materials.

Level of Engagement in Class
☐ 2-Always a willing participant. Contributes by taking initiative, offering ideas and asking questions in sessions, small groups and classroom sessions.
☐ 1-Often a willing participant. Contributes by taking initiative, offering ideas and asking questions in sessions, small groups or classroom sessions
☐ 0-Rarely a willing participant. Rarely contributes to sessions by taking initiative, offering ideas or asking questions.

Integration of Readings into Classroom Participation
☐ 2-Often cites from readings; use readings to support points.
☐ 1-Occasionally cites from readings; sometimes use readings to support points.
☐ 0-Rarely cite from readings; rarely use readings to support points.

Listening Skills
☐ 2-Listens when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
☐ 1-Listens when others talk, both in groups and in sessions
☐ 0-Rarely listens when others talk, both in groups and in sessions.

Grading Scale for Sequence Four:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
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<tr>
<td>A-</td>
<td>90 - 92</td>
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<tr>
<td>B+</td>
<td>87 - 89</td>
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<tr>
<td>B</td>
<td>83 - 86</td>
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<td>B-</td>
<td>80 - 82</td>
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<td>C+</td>
<td>77 - 79</td>
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<td>C</td>
<td>73 - 76</td>
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<td>C-</td>
<td>70 - 72</td>
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<tr>
<td>D</td>
<td>61 - 69</td>
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<tr>
<td>F</td>
<td>60 - 0</td>
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Conceptual Framework Standards addressed in this Sequence:
CF 1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

Dispositions:
Each sequence and module in the Teaching and Learning with Schools and Communities Program (TLSC) focuses on several professional dispositions. Candidates are offered
opportunities to receive feedback on their dispositional growth. The specific disposition or dispositions for each module are listed on this syllabus under the module in which they are emphasized and assessed.

**Sequence Four Summative Assessment:**
After completing the modules in this sequence, teacher candidates will engage in a structured interdisciplinary inquiry with specific connections to science and civic issues. Teacher candidates will have the opportunity to engage in both scientific and historical inquiry, while utilizing relevant literacy practices. This structured inquiry will highlight common themes between the disciplines of science and social studies that have local, national and global connections. It should also serve as a model for what teacher candidates will design later for their own students in Module 6.2.

Candidates will choose a topic of interest and importance to them to investigate. They will use the inquiry-based approaches of Modules 4.2 and 4.3 to investigate their particular issue of scientific and civic import, and they will pull on a range of informational texts and the skills of argumentation emphasized in Module 4.1, as well as in Modules 4.2 and 4.3. The goal of this assessment is to demonstrate a strong command of the content areas of science and social studies and the skills of academic writing. The nonfiction notebook will be used to gather, record and organize acquired information and experiences.

**Dates for Sequence Four**

**Writing 4.1**
Tuesday, January 14th, 8:15-11:45, Dumbach Hall, Room 5
Thursday, January 16th to Thursday, February 6th
- All four weeks at Peterson Elementary

**Science 4.2**
Tuesday, February 11th through Thursday, March 13th

**Social Studies 4.3**
Tuesday, March 18th through Thursday, April 10th
- First week - Tuesday, March 18th and Thursday, March 20th
  Chicago History Museum
  1601 N. Clark St., Chicago, IL 60614, (312) 642 - 4600
- Second week - Tuesday, March 25th and Thursday, March 27th
  On Campus with Chicago Metro History Fair Project
- Third and fourth weeks - Tuesday, April 1st to Thursday, April 10th
  Peterson Elementary
School of Education Policies and Information

Conceptual Framework Standards
The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Specifically grounded in the overarching principles of Professionalism in Service of Social Justice, this module focuses on the policies and practices that impact the instruction and assessment of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Additionally, candidates must demonstrate understanding of educational policy and critically evaluate practices in a variety of classroom and school settings.

Technology
Teacher candidates in Elementary Sequence Four will be expected to demonstrate evidence of professional technology skills. They will be expected to become competent with the range of technology at the school site, including interactive boards, their software, and school based curriculum software. They will also be required to effectively use Live Text software for core sequence assessments, and Inspiration software for organization of ideas for written response. Teacher candidates will also be expected to utilize a variety of websites including Sakai, ISBE, standards, informal partner websites and various professional sites. It is expected that teacher candidates will recognize the importance of developing a strong and continually renewed set of technology skills, and that they will promote access to these skills for all students with whom they work.

Diversity
By focusing on teaching writing within diverse classroom populations, this sequence addresses multiple perspectives on the development and teaching of literacy, including language and learning diversity, including but not limited to: the diversity in students’ backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., English language learners, instructional contexts for students with special needs). It is expected that teacher candidates in Sequence Four will recognize, respect and address all varieties of diversity, including linguistic diversity, in their learning and teaching
environments. This will be demonstrated in their coursework and relationships with classmates and instructors as well as in emerging professional relationships and knowledge of professional planning and instruction with the administration, faculty, students and families at the school site.

**University Policies and Information**

**Academic Honesty:** Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics_policies_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Accessibility:** Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: [http://www.luc.edu/sswd/](http://www.luc.edu/sswd/)

**Harassment (Bias Reporting):** It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: [http://webapps.luc.edu/biasreporting/](http://webapps.luc.edu/biasreporting/)
TLSC 230 (2 credit hours)

TLSC 230 Module Description

Module Goals

Essential Questions:
1. How do teachers integrate, support and assess practical and purposeful writing within literacy and discipline specific contexts?
2. What types of writing (texts, purposes and modes) should teachers utilize in their instruction?
3. How do teachers plan effectively for teaching writing (e.g., supporting writing to learn activities and public writing products)?
4. How do teachers effectively respond to linguistically, culturally, and academically diverse students’ writing?
5. How do teachers integrate the use of technology in teaching writing and helping students to collaborate and to publish their pieces?
6. How are teachers in discipline specific contexts addressing new standards for writing? What is argumentation, and how do teachers teach students to draft arguments based on specific evidence from and across texts? How do teachers instruct students in using all-purpose and discipline-specific vocabulary in their writing?

As a part of this module, candidates will understand that effective educators:

- use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students.
- apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students.
- explicitly integrate the teaching of reading, writing, communication and technology across content areas.
- maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement.

As a part of this module, candidates will:

**EU3 K1** Identify what constitutes research and evidence-based practices related to designing and implementing instruction. (c1G) (IB)
EU3 K2 Explain the scope and sequence in relevant standards (national, IL, CCSS). (c1A)
EU3 K3 Explain how to adjust scope and sequence in standards-based curriculum maps to meet the needs of diverse learners. (c1A) (IB)
EU6 K1 Describe the important facts and central concepts, principles, and theories associated with their certified content areas. (b1B, b1G)

**EU6 K2** Identify the content standards and the scope and sequence of the subject area of their certified content areas. (b1B)
EU6 K3 Describe how their subject is related to other disciplines. (b1D) (IB)

**EU6 K7** Describe content-specific instructional strategies.
EU6 K8 Explain the various models of co-teaching and the procedures for implementing them across the curriculum. (h1G) (IB)
EU6 K9 Describe how to conduct and interpret appropriate content specific assessments. (g1A, g1G)
EU6 K10 Describe appropriate technologies to enhance student learning. (b1F, c1E) (IB)
EU8 K1 Recognize the role of motivation and engagement and how to design learning experiences that build student self-direction and ownership of literacy skills. (e1F)
EU8 K3 Explain how and why language varies and changes in different regions across different cultural groups, across different time periods and the impact this has on effective literacy instruction. (a1E) (IB)
EU8 K7 Describe the components of a comprehensive curriculum that develops students' literacy skills and strategies across all disciplines. (f1A) (IB)
EU8 K8 Recognize the role that academic language plays in developing knowledge of concepts and content within and across disciplines. (f1C) (IB)
EU8 K9 Explain the reading, writing, listening and speaking demands associated with specific disciplines. (f1F; f1I)
EU8 K10 Identify the role, perspective, and purpose of text in specific disciplines. (f1G)
EU11 K2 Describe how global issues can be infused into instructional practice to inspire inter-cultural awareness and international mindedness. (i1G) (IB)
EU11 K6 Describe how instruction utilizes transdisciplinary/interdisciplinary units to incorporate inquiry into multiple perspectives, diverse cultures, and global issues. (b1D) (IB)

EU 8 S6 Prepare students to critically and creatively respond to text dependent issues and questions orally and in writing. (f2G, f2J)
EU8 S8 Design curriculum and instruction that provides opportunities for oral language development and the use of newly acquired vocabulary in reading and writing activities. (f2J, f2C)
EU8 S10 Design curriculum and instruction that guides students to write informative/explanatory texts that analyze complex ideas; to write narratives that present real or imagined events that utilize effective technique, well-chosen details, well structured event sequences, and standard conventions. (f2G)
EU8 S11 Engage students in inquiry-based research supported by specific evidence to develop research, writing and argumentation skills (b2H, f2G)
EU8 S12 Utilize a variety of technological tools and skills to support literacy instruction and personal communication skills, including but not limited to computers, cameras, interactive web sites, blogs, online research. (b1F, b2D, b2G, e2F, e2G, i2K, i2L)
EU8 S13 Provide instruction in using technology to produce and publish writing and to interact and collaborate with others. (e2F, h2D) (IB)
EU8 S15 Provide opportunities for students to use school and community library resources to support discipline specific learning. (h1A, h1H, h2A, h2B)
EU8 S18 Work with other teachers and support personnel to design, adjust and modify instruction to deliver a consistent, sequenced, and supportive instructional program to meet each students' reading, writing and communication needs. (i2I) (IB)
Dispositions Assessed in this Module
The teacher candidate commits to appropriate professional and interpersonal behaviors by...
D1 demonstrating that teaching is a complex practice with inherently political and ethical implications (9F)
D4 demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (9N) (IB)
D7 valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L, 9N) (IB)

IDEA COURSE EVALUATION OBJECTIVES
Course evaluations for this course module will be completed online. The goals of TLSC 230 is primarily to support candidates in:

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to apply course material
- Developing skill in expressing oneself orally or in writing

Module Readings
Portland, ME: Stenhouse.

Winter, Dave & Sarah Robbins, eds. (2005). Writing Our Communities: Local Learning and Public Culture. Urbana, IL: National Council of Teachers of English

Readwritethink (Instructional resources site for IRA and NCTE)
http://readwritethink.org

Permalinks to Articles on Sakai
Portsmouth, MA: FirstHand. VI-VIII, 47-50.
64 (1).
Module Assignments (Descriptions and Rubrics posted on Sakai)

**Please attach a self-assessed rubric to all major assignments. Thank you.**

Clinical Classroom Assessments:
- Individual Writing Conference with a student
- Mini Lesson Instruction with mentor text for informational or procedural writing

Module Experiences and Assessments:
- Inspiration Chart and Paragraph – use with content area text or mentor writing text
- Writing Notebook – Candidates will keep a nonfiction notebook and add to it throughout this sequence as they brainstorm, respond, reflect and collect personal ideas to share in writing or to teach to students. It will be initially assessed in module 4.1 and finally assessed in module 4.3.
- Candidates will explore model writing samples of persuasive, expository, and narrative writing from the CCSS and create a rubric that would be appropriate for use in their classroom.
- Summative Assessment: personal written inquiry project that includes social studies and science elements

Grading for Module 4.1, TLSC 230
- Participation 20%
- Summative Assessment 20%
- Writing Mini Lesson 20%
- Writing Conference, Analysis, and Action Plan 15%
- Initial Notebook Check 10%
- Inspiration chart and paragraph 10%
- Group Writing Rubric 5%

Module Sequence
**Week One:** Teacher candidates are introduced to text types and purposes through personal writing and by reviewing writing activities and assessments in classrooms at a partner school. Teacher candidates will have experiences with:
- Writing to persuade (opinion writing)
- Writing to inform and explain (expository writing)
- Writing to convey an experience (narrative writing)
- Modes of writing: routine, analysis, research, narrative
- Role of audience
- Common Core State Standards for ELA (writing emphasis)

- Teacher candidates confer with the cooperating teacher educator to review the core writing curriculum.
Week Two: Teacher candidates focus on the routine production and distribution of writing within the classroom, which includes the incorporation of:

- Routine opportunities for writing
- Technology to draft, collaborate and publish written work
- Supports for writers from diverse linguistic, cultural, or economic backgrounds as well as for students who struggle
- Responses to writing (conferencing, conferencing collaborating)
- Strategies to help writers revise their work
- Plans for the teaching and assessing of writing
- Attention to conventions of writing

- Teacher candidates conduct an individual writing conference to provide support to a student(s) in his or her writing.
- Teacher candidates will identify a mentor text for use with a social studies or science unit in their classrooms and create a semantic map using software such as Inspiration for a computer or tablet to present key information in the text. Candidates will then write a summary paragraph, highlighting the main idea and details in the text.

Week Three: Teacher candidates focus on informational writing, using research to build knowledge, which includes the incorporation of:

- Argumentation (writing with textual evidence)
- Reading/writing connections and close reading
- Details of craft (analyzing content, citing evidence, rereading writing to edit and revise)
- Processes of conducting research (literal and inferential comprehension, summarization, drawing conclusions, making connections across texts, attending to issues of craft in writing)
- Inquiry writing

- Teacher candidates teach a mini lesson that supports a writing task that is being completed in the classroom. Ideally, this will include the use of technology and a mentor text.

Week Four: Teacher candidates review classroom and school wide practices and take an in-depth look at the assessment of writing, which includes the incorporation of:

- Rubrics, pre-assessments, and benchmark assessments
- Targeted writing interventions to address student needs

- Teacher candidates will collaboratively write three rubrics (narrative, expository and persuasive writing) and develop one targeted to a writing assessment appropriate for use in their classrooms.
**Module Calendar**

*Note: Peterson Elementary begins at 8:30 a.m. To demonstrate professionalism, it is important for you to be in your classrooms when the students enter. You will immerse yourself in your classroom as a teacher from 8:15 – 11:15, participating in balanced literacy instruction, team meetings, and content area instruction. You will also assist your mentor teacher during prep periods with planning, assessment, etc. From 11:15 to 12:45 we will have class at Peterson where you will receive targeted professional development. Please bring a lunch.*

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Topics/Activities</th>
<th>Reading Due</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td><strong>Week 1: Writing Overview</strong></td>
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<tr>
<td><strong>Tuesday</strong></td>
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<tr>
<td>January 14</td>
<td><strong>Class on Campus Professional Development</strong></td>
<td>• D. Graves article</td>
<td>• Bring a blank composition notebook to use as your Writing Notebook</td>
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<td>8:15-12:30*</td>
<td>• Overview of Sequence and Module 4.1 (TLSC 230)</td>
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<td>• Peterson Research &amp; Note-taking Chart</td>
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<td>*early dismissal</td>
<td>• School Site Research/Questions for Mentor Teachers</td>
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<td>• Professionalism at School Site/Dispositions</td>
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<td>• Writing Topics:</td>
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<td>o Common Core State Standards for Writing</td>
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<td>o Begin Writer’s Nonfiction Notebook</td>
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<td>o Text Types &amp; Mentor Texts</td>
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<td><strong>Thursday</strong></td>
<td><strong>1st Day at Peterson Teaching &amp; Learning Experience</strong></td>
<td>• A. Buckner, chapters 1 &amp; 2</td>
<td>• Wear Loyola ID on lanyard</td>
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<td>January 16</td>
<td>• Meet your teacher and your students &amp; support instruction in the classroom</td>
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<td>• Question List for Mentor Teacher</td>
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<td>8:00*-12:45</td>
<td>• <strong>Focus Question</strong>: What does writing look like in your classroom?</td>
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<td>• Bring access to Inspiration software (download prior to class)</td>
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<td>*early start time</td>
<td><strong>Professional Development</strong></td>
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<td></td>
<td>• Strategies to Explore Topics</td>
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<td>• Inspiration</td>
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### Week 2: Becoming a Better Writer

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<thead>
<tr>
<th>Date</th>
<th>Teaching &amp; Learning Experience</th>
<th>Focus Question</th>
<th>Professional Development</th>
<th>Literature</th>
<th>Inspiration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, Jan 21 8:15-12:45</td>
<td><em>Teaching &amp; Learning Experience</em></td>
<td>What conversations do you hear about writing? (teacher-student, student-student, etc)</td>
<td>Conferring</td>
<td>Model conferring with a student on his/her writing</td>
<td>A. Buckner, pp.118-124, L. Calkins excerpt</td>
</tr>
<tr>
<td>Thursday, Jan 23 8:15-12:45</td>
<td><em>Teaching &amp; Learning Experience</em></td>
<td>What topics do your students write about? How do they research those topics? What kinds of prewriting do your students do?</td>
<td>Strategies to Gather Information</td>
<td>Predrafting Strategies</td>
<td>A. Buckner, chapters 3 &amp; 4, K.W. Ray article</td>
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</tbody>
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### Week 3: A Closer Look at Informational Writing

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<tr>
<th>Date</th>
<th>Teaching &amp; Learning Experience</th>
<th>Focus Question</th>
<th>Professional Development</th>
<th>Literature</th>
<th>Writing Conference with a student due</th>
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<tbody>
<tr>
<td>Tuesday, Jan 28 8:15-12:45</td>
<td><em>Teaching &amp; Learning Experience</em></td>
<td>How are mentor texts used in your classroom?</td>
<td>Strategies to Craft Informational Pieces</td>
<td>Model classroom mini lessons for writing</td>
<td>A. Buckner, chapter 5</td>
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<td>Thursday, Jan 30 8:15-12:45</td>
<td><em>Teaching &amp; Learning Experience</em></td>
<td>How does your teacher plan a writing unit?</td>
<td>Intro to Understanding by Design (UbD)</td>
<td>Personal Inquiry Writing (Summative Assessment)</td>
<td>G. Wiggins article, D. Winter, Introduction &amp; Thematic Strands</td>
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<td>Day</td>
<td>Time</td>
<td>Teaching &amp; Learning Experience</td>
<td>Focus Question: How is formative and summative assessment used to promote student growth in writing?</td>
<td>Professional Development</td>
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<tr>
<td>Tuesday</td>
<td>8:15-12:45</td>
<td>* Teaching &amp; Learning Experience</td>
<td>How is formative and summative assessment used to promote student growth in writing?</td>
<td>* Writing Rubrics</td>
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<td>* Continue Personal Inquiry Writing (Summative Assessment)</td>
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<td>Thursday</td>
<td>8:15-12:45</td>
<td>* Teaching &amp; Learning Experience</td>
<td>What writing philosophies/strategies/ideas will you take back to your own classroom?</td>
<td>* Review of writing instruction</td>
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**Writing Mini Lesson due**

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<tr>
<th>Day</th>
<th>Time</th>
<th>Focus Question: What writing philosophies/strategies/ideas will you take back to your own classroom?</th>
<th>S. Read article</th>
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<tbody>
<tr>
<td></td>
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<td>Rubric due Initial Notebook Check</td>
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- A. Buckner, chapter 6
- B. Sadler article