

# **Louisiana Department of Education**

## **Secondary English Language Arts Collaborative Methods Course Outline**

**Believe and Prepare ELA Collaborative,  
led by The National Center for Teacher Residencies**

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## Introduction and Purpose

This ELA Methods Course Outline, the product of a collaboration among Louisiana higher education and K–12 English language arts faculty, led by experts at the National Center for Teacher Residencies, outlines teacher candidate learning outcomes, course design principles, and suggested learning activities and assessments to include in a course or sequence of courses that address instructional methods for prospective secondary English language arts teachers.

The document is intended to provide teacher preparation programs with appropriate guidance to ensure that teacher candidates completing their programs are well prepared to effectively engage secondary students in standards-aligned ELA learning using high-quality curriculum materials (HQIM). The Louisiana Department of Education (LDOE) states the following about HQIM: “Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support.” The LDOE provides guidance on the selection of curricular materials by designating a tiered rating, the highest being a rating of Tier 1. Therefore, many of the assessments and activities provided in this outline utilize examples from the LDOE’s Tier 1 ELA Guidebooks curriculum. For more information on the criteria used by the LDOE when rating instructional materials, please see the linked [rubric](#).

## Overview

The course or course sequence outlined in this document will prepare prospective secondary teachers to teach English language arts to students in Grade 6 through Grade 12. Teacher candidates will develop the knowledge, skills, and dispositions necessary to help students read, comprehend, and express their comprehension of complex, grade-level text. The teacher candidate learning outcomes described in this document focus on these areas:

- analyzing and instructing students to build comprehension of complex text;
- facilitating classroom discussions that help students express their understanding of complex text;
- designing instruction to build students’ writing grounded in complex text; and
- recognizing and planning for students’ individual differences through assessing needs and providing thoughtful scaffolds.

Whenever possible, instruction should be grounded in critical secondary English language

arts content, and assessment should provide opportunities for candidates to authentically demonstrate their proficiency. For this reason, the learning outcomes are aligned to appropriate assessments and activities from the **Sample Assessments** and **Sample Activities** sections found later in this document.

## Course Design Principles

The Louisiana student standards for English language arts are based on three primary instructional shifts. These shifts were utilized by Louisiana teachers in developing the high quality curriculum serving as the foundation of the course assessments and activities.

Additionally, the Key Course Concepts align secondary ELA methods courses with 6-12 ELA curriculum. Each concept reflects teaching and learning requirements of high-quality curriculums designed to support Louisiana's [K-12 Student Standards for English Language Arts](#). By embedding these concepts in ELA methods courses, we prepare our candidates to understand and teach grade-level standards and to support students in receiving an equitable education.

### ELA Instructional Shifts

The Louisiana student standards for English language arts are based on three primary instructional shifts. These shifts were utilized by Louisiana teachers in developing the high quality curriculum serving as the foundation of the course assessments and activities. The shifts are defined as the following:

Complexity: Regular practice with complex text and its academic language

1. Evidence: Reading, writing and speaking grounded in evidence from text, both literary and informational
- 2.
3. Knowledge: Building knowledge through content-rich nonfiction

The Key Course Concepts align secondary ELA methods courses with 6-12 ELA curriculum. Each concept reflects teaching and learning requirements of the Louisiana Standards for Success. By embedding these concepts in ELA methods courses, we prepare our candidates to understand and teach the ELA standards.

### Key Course Concepts

- High Quality Instructional Materials
- Complex Text
- Close Reading
- Text-Dependent Questions
- Reader's Circles
- Reflective Practice

- Text-Based Discussion
- Supports Flow Chart
- Mentor Texts
- Culminating Writing Task

## Teacher Candidate Learning Outcomes Aligned to Professional Frameworks

The teacher candidate learning outcomes included in this outline are intended to guide instruction and assessment within a single course or across multiple courses, depending on the design of an institution’s teacher preparation program. The ELA Collaborative prioritized this set of teacher candidate learning outcomes as prerequisite knowledge and skills for prospective secondary English language arts teachers.

The teacher candidate learning outcomes reflect the expectations outlined in a number of professional frameworks, including the Council for the Accreditation of Educator Preparation (CAEP) K–6 Elementary Teacher Preparation Standards, the Council of Chief State School Officers (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, and the Louisiana Teacher Preparation Competencies (LTPC).

The Sample Learning Activities and Sample Assessments outlined in this document will prepare prospective secondary teachers to teach English language arts to students in Grade 6 through Grade 12. Teacher candidates will develop the knowledge, skills, and dispositions necessary to help students read, comprehend, and express their comprehension of complex, grade-level text. The table below articulates the alignment between The Teacher Candidate Learning Outcomes, CAEP Standards, InTASC Teaching Standards, and the Louisiana Teacher Preparation Competencies (LTPC).

Secondary ELA Teacher Candidate Learning Outcomes	<u>CAEP Standards</u>	<u>InTASC Standards</u>	<u>LTPC</u> Content Knowledge (CK) Content Pedagogy (CP)
Analyzing and instructing students to build comprehension of complex text	CAEP: R1.1, R1.2, R1.3, R1.4	InTASC: 2, 4, 5, 7, 9	CK: A2, A3, A4, A5, A6, B1, B2 CP: A5, B2, C3, C7, D1, D6
Facilitating classroom discussions that help	CAEP: R1.1, R1.2, R1.3, R1.4	InTASC: 2, 4, 5, 7, 9	CP: A1

students express their understanding of complex text			
Designing instruction to build students' writing grounded in complex text	CAEP: R1.1, R1.2, R1.3, R1.4	INTASC: 1, 2, 4, 6, 7, 9	CK: A1, A2, B1, B2, B3, B6, C1 CP: A2, A5, B1, B2, B3, C1, C2, C4, C6, D1, D2
Recognizing and planning for students' individual differences through assessing needs and providing thoughtful scaffolds	CAEP: R1.1, R1.2, R1.3, R1.4	InTASC: 1, 2, 4, 5, 7, 8, 9	CP: B3, D5

Whenever possible, instruction should be grounded in standards and leverage the K-12 curriculum that candidates are using in the clinical setting with PK-12 students, and assessment should provide opportunities for candidates to authentically demonstrate their proficiency.

## Sample Assessments

These performance-based assessments are intended to be authentic summative measures of candidates' understanding of the knowledge and skills described in the Student Learning Outcomes, using field experience, when possible, as an opportunity for candidates to demonstrate their learning while applying their skills in the classroom.

Each assessment addresses multiple Student Learning Outcomes and has four interconnected parts— **Analyze, Develop, Implement, and Evaluate**—that are intended to be implemented together rather than over an extended period of time.

These tasks and rubrics are adapted from assessments that are part of the Louisiana Content Leader Assessment Series. The assessments were originally developed for the credentialing program completed by Louisiana Content Leaders as part of the Louisiana Department of Education Content Leader initiative to develop talented teachers' abilities to coach and support other teachers and, by doing so, to grow local leadership pipelines for schools and school districts. The assessments were developed by BloomBoard (<https://bloomboard.com>) and are hosted on their platform.

# Tasks for Assessment 1: Analyzing and instructing students to build comprehension of complex text

This following assessment task was designed and adapted based on Understanding by Design<sup>1</sup> and the Learning Cycle<sup>2</sup> to ensure the assessment task is performative and requires the teacher candidate to enact practices with PK-12 students, demonstrating the knowledge and skills of effective teachers.

1. The teacher candidate displays a thorough understanding of instruction with complex text, including
  - a. analysis of how curriculum texts reflect the three-part model of text complexity (quantitative, qualitative, and reader & task) (5)
  - b. knowledge of how complex text about similar topics, themes, and/or ideas builds a student's knowledge throughout the unit of study (CPB 1)
  - c. use of multiple academic standards for instruction with complex texts, including identifying sections for rereading and creating and sequencing questions and tasks (CPB 2)

Multiple careful readings of a text from a high-quality curriculum are used to make complex grade-level texts accessible to all learners without changing the text. Teacher candidates need to understand what makes a text complex and how it builds a student's knowledge throughout a unit of study.

In order to determine what each student needs to access the text, the teacher candidate must align scaffolds and supports to ensure that each student has the ability to make meaning of the text. By strategically guiding a student's journey through the text, the teacher candidate ensures each student builds the knowledge necessary for end-of-unit tasks.

This performance-based assessment is separated into four parts: Analyze, Develop, Implement, and Evaluate.

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<sup>1</sup>Wiggins, G. P., McTighe, J., Kiernan, L. J., Frost, F., & Association for Supervision and Curriculum Development. (1998). *Understanding by design*. Alexandria, Va: Association for Supervision and Curriculum Development.

<sup>2</sup> McDonald, M, Kazemi, E., Schneider Kavanagh, S. (2013). Core Practices and Pedagogies of Teacher Education: A Call for a Common Language and Collective Activity. *Journal of Teacher Education*. 64, pp. 378–386. <https://journals.sagepub.com/doi/abs/10.1177/0022487113493807>

Assessment Task Components	Assessment Task
<p><b>Analyze/Introduce</b> Teacher candidates will unpack the success criteria (standard) for PK-12 student learning</p> <p>Teacher candidates will examine the teacher candidates learning outcome to understand how it contributes to PK-12 student learning</p>	<p><b>ANALYZE</b> a text that requires multiple reads from a lesson in a high-quality curriculum.</p> <ul style="list-style-type: none"> <li>● Select a text that requires multiple, careful reads.</li> <li>● Using the qualitative rubric aligned to your text, determine the complexity of the text. Annotate the rubric with justifications. <ul style="list-style-type: none"> <li>○ <a href="#">Informational Texts</a>.</li> <li>○ <a href="#">Literary Texts</a>.</li> </ul> </li> <li>● Select the appropriate Reader’s Circle graphic aligned to your text. Using annotations or a written response, describe how element(s) in each layer of the Reader’s Circle will be analyzed to build student understanding of the meaning or purpose of the text (see the description and graphic on page 42 of this <a href="#">Curriculum Guide</a> for an example). <ul style="list-style-type: none"> <li>○ <a href="#">Informational Texts</a>.</li> <li>○ <a href="#">Literary Nonfiction Texts</a>.</li> <li>○ <a href="#">Literary Texts</a>.</li> </ul> </li> <li>● In a written response (approximately 300-500 words), address the following: <ul style="list-style-type: none"> <li>○ How does this text build knowledge and support the end-of-unit task?</li> <li>○ What elements of the text require support to make this text accessible to all students in your class?</li> </ul> </li> </ul>
<p><b>Evidence or Artifact to collect:</b> Annotated rubric, Reader’s Circle graphic with annotations or written response, written response to prompts</p>	
<p><b>Develop/Plan and Rehearse</b> Teacher candidates will use high quality instructional materials, and standards to <b>plan</b> PK-12 student learning</p> <p>Teacher candidates will incorporate instructional practices that will enable student mastery into <b>the plan</b> for PK-12 student learning</p>	<p><b>DEVELOP</b> a plan to facilitate a careful reading of the same text you selected for ANALYZE. Annotate the lesson plan for teaching this text, highlighting how you are addressing the text’s complexity. Submit your annotated lesson plan to include the following practices and information:</p> <ul style="list-style-type: none"> <li>● What big ideas within the text should students understand deeply as a result of the close read? How are those ideas aligned with the end-of-unit tasks?</li> <li>● Align existing text-dependent questions (TDQs), found in the curriculum, to the Reader’s Circles.</li> </ul>

	<ul style="list-style-type: none"> <li>● Develop additional TDQs to build understanding using the Reader’s Circles.</li> <li>● What supports and/or strategies will you integrate to meet the needs of all learners and to move students toward deeper understanding of text's meaning?</li> </ul>
<p><b>Evidence or Artifact to collect:</b> Annotated lesson plan</p>	
<p><b>Implement/Enact</b> Teacher candidates will enact their plan with PK-12 students</p> <p>Teacher candidates will collect data during this phase</p>	<p><b>IMPLEMENT</b> your plan from Develop.</p> <ul style="list-style-type: none"> <li>● Collect work samples from three students representing different levels of performance (high/medium/low).</li> <li>● Ensure the chosen work samples demonstrate each student’s journey through the text directed by the lesson from Develop (consider using an end-of-lesson formative assessment that requires a written response for this requirement).</li> <li>● Annotate the work samples to justify your characterization of each student’s performance.</li> </ul>
<p><b>Evidence or Artifact to collect:</b> Three annotated student work samples representing different levels of performance</p>	
<p><b>Evaluate/Analyze</b> Teacher candidates will analyze data collected from the enactment (student work, video, transcript, observation notes) to determine next steps for PK-12 student learning</p> <p>Teacher candidates will analyze data collected from the enactment (student work, video, transcript, observation notes) to determine next steps for their own learning</p>	<p><b>EVALUATE</b> the effectiveness of your reading instruction. Submit a written response (approximately 300-500 words) answering the following questions:</p> <ul style="list-style-type: none"> <li>● How effective were you in making the text accessible to all students? Justify your response with specific references to the student work collected in Implement.</li> <li>● What additional or different <a href="#">supports</a> and/or strategies would you include to make complex grade-level texts accessible to all students?</li> <li>● How will this experience shape the way you implement future reading lessons?</li> </ul>
<p><b>Evidence or Artifact to collect:</b> Written response to prompts</p>	

Assessment 1 Rubric			
Assessment	Demonstrate	Progressing	Not Met
<p><b>Part 1: Analyze</b></p> <p>Analysis of Qualitative Rubric and Reader's Circles</p>	<p>Appropriate qualitative rubric is completed and provides justification for each indicator (e.g., Text Structure, Language Features, Purpose/Meaning, and Knowledge Demands).</p> <p>The appropriate Reader's Circle graphic is selected.</p> <p>Annotations (or written response) identify and describe how element(s) in each layer of the Reader's Circle will be utilized to build student understanding of the meaning or purpose of the text.</p>	<p>Appropriate qualitative rubric is completed, but does not include justification for each indicator.</p> <p>Annotations or written responses aligned to the appropriate Reader's Circle graphic have been provided, but do not identify specific ways the text supports students in building these skills.</p>	<p>The educator either does not complete the rubric or completes the wrong rubric.</p> <p>The educator either does not complete the annotation of the Reader's Circle graphic, or completes the wrong graphic.</p>
<p><b>Part 1: Analyze</b></p> <p>Written Response and Identification of Areas of Support</p>	<p>Written response indicates how the text helps build knowledge and supports the end-of-unit task.</p> <p>Written response describes areas of</p>	<p>The narrative does not clearly indicate how the text helps build knowledge and supports the end-of-unit task; some areas of complexity that will demand support are anticipated, but others</p>	<p>The educator does not indicate how the text helps build knowledge and supports the end-of-unit task.</p> <p>The educator does not anticipate appropriate areas for support.</p>

	<p>complexity in the text that will require support to make the text accessible to all students in your class.</p>	<p>are missed and/or doesn't provide adequate justification based on evidence from the analysis of text complexity to justify that support.</p>	
<p><b>Part 2: Develop</b></p> <p>Annotated Lesson Plan</p>	<p>Annotations on the lesson plan include all of the following:</p> <p>Identify key concepts within the text that students should understand deeply as a result of the close read, including how those concepts align to end-of-unit tasks.</p> <p>Accurately align existing TDQs to the appropriate Reader's Circle (e.g., author's craft, development, purpose, and perspective).</p> <p>Craft additional appropriate TDQs to further build understanding.</p> <p>Include a plan to integrate supports and/or strategies in whole-class or small-group instruction to make the text accessible to all students in your class.</p>	<p>Annotations on the lesson plan include only one or two of the following:</p> <p>Identify key concepts within the text that students should understand deeply as a result of the close read, including how those concepts align to end-of-unit tasks.</p> <p>Accurately align existing TDQs to the appropriate Reader's Circle (e.g., author's craft, development, purpose, and perspective).</p> <p>Craft additional appropriate TDQs to further build understanding.</p> <p>Include a plan to integrate supports and/or strategies in whole-class or small-group instruction to make the text accessible to all students in your class.</p>	<p>Annotations on the lesson plan include none of the following:</p> <p>Identify key concepts within the text that students should understand deeply as a result of the close read, including how those concepts align to end-of-unit tasks.</p> <p>Accurately align existing TDQs to the appropriate Reader's Circle (e.g., author's craft, development, purpose, and perspective).</p> <p>Craft additional appropriate TDQs to further build understanding.</p> <p>Include a plan to integrate supports and/or strategies in whole-class or small-group instruction to make the text accessible to all students in your class.</p>

<p><b>Part 3: Implement</b></p> <p>Identifying Student Performance Levels</p>	<p>The three selected student work samples represent a variety of performance levels (low, medium, high), and a rationale has been provided for each of those levels.</p> <p>Student work samples have been annotated.</p> <p>Annotations provide justifications to describe the student’s comprehension or misunderstanding of the text.</p>	<p>The three selected student work samples represent only one or two of the three performance levels (low, medium, high), and may not offer a rationale for each of those levels.</p> <p>Student work samples have been annotated but the annotations do not provide justifications to describe the student’s comprehension or misunderstanding of the text.</p>	<p>Less than three student work samples have been submitted, none of the work samples represent a variety of performance levels (low, medium, high), and/or no rationale has been provided for each of those levels.</p> <p>Student work samples have not been annotated.</p>
<p><b>Part 4: Evaluate</b></p> <p>Student Work Analysis</p>	<p>Evaluation articulates the outcomes of the lesson (as it relates to making the text accessible to all students) and makes reference to the collected student work to support claims.</p> <p>Evaluation suggests appropriate instructional adjustments based on the lesson outcomes.</p>	<p>Evaluation articulates the outcomes of the lesson (as it relates to making the text accessible to all students) but does not make reference to the collected student work to support claims.</p> <p>Evaluation may not suggest appropriate instructional adjustments based on the lesson outcomes.</p>	<p>Evaluation neither articulates the outcomes of the lesson (as it relates to making the text accessible to all students) nor makes reference to the collected student work to support claims.</p> <p>Evaluation does not suggest appropriate instructional adjustments based on the lesson outcomes.</p>
<p><b>Part 4: Impact on Practice</b></p>	<p>Evaluation describes how each of the following will shape the way the educator implements future reading lessons:</p>	<p>Evaluation describes how only one or two of the following will shape the way the educator implements future reading lessons:</p>	<p>Evaluation does not describe how any of the following will shape the way the educator implements future reading lessons:</p>

	<ul style="list-style-type: none"><li>● Analyzing the complexity of a grade-level text</li><li>● Aligning and developing TDQs</li><li>● Integrating additional learning supports for complex text</li></ul>	<ul style="list-style-type: none"><li>● Analyzing the complexity of a grade-level text</li><li>● Aligning and developing TDQs</li><li>● Integrating additional learning supports for complex text</li></ul>	<ul style="list-style-type: none"><li>● Analyzing the complexity of a grade-level text</li><li>● Aligning and developing TDQs</li><li>● Integrating additional learning supports for complex text</li></ul>
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## Tasks for Assessment 2: Facilitating classroom discussions that help students express their understanding of complex text

This following assessment task was designed and adapted based on Understanding by Design<sup>3</sup> and the Learning Cycle<sup>4</sup> to ensure the assessment task is performative and requires the teacher candidate to enact practices with PK-12 students, demonstrating the knowledge and skills of effective teachers. Teacher candidates thorough understanding of complex text, including analysis, knowledge with multiple standards will:

- Design instruction to build students' writing skills ensuring student writing is grounded in complex grade level text, developing based on academic standards students ability to create an organizing idea or thesis statement, LONG-- modeling and providing ... etc.
- Plan for individual differences

Assessment Task Components	Assessment Task
<p><b>Analyze/Introduce</b> Teacher candidates will unpack the success criteria (standard) for PK-12 student learning</p> <p>Teacher candidates will examine the teacher candidate learning outcome to understand how it contributes to PK-12 student learning</p>	<p><b>ANALYZE</b> a formal writing assessment from a unit within a high-quality curriculum that you and/or your partner/mentor teacher have already delivered (e.g., end-of-unit or end-of-section student work).</p> <ul style="list-style-type: none"> <li>● Select formal writing assessment samples from at least three different students.</li> <li>● Samples must demonstrate students' current level of expressing understanding of complex text through writing. Upload the three student writing samples and a blank copy of the rubric or checklist that you will use to assess the student writing.</li> </ul>

<sup>3</sup>Wiggins, G. P., McTighe, J., Kiernan, L. J., Frost, F., & Association for Supervision and Curriculum Development. (1998). *Understanding by design*. Alexandria, Va: Association for Supervision and Curriculum Development.

<sup>4</sup> McDonald, M, Kazemi, E., Schneider Kavanagh, S. (2013). Core Practices and Pedagogies of Teacher Education: A Call for a Common Language and Collective Activity. *Journal of Teacher Education*. 64, pp. 378–386.  
<https://journals.sagepub.com/doi/abs/10.1177/0022487113493807>

	<ul style="list-style-type: none"> <li>● For each student writing sample, include rubric-or checklist-aligned:             <ul style="list-style-type: none"> <li>○ Annotations to show where student writing demonstrates comprehension of the text (or places where students have not yet demonstrated comprehension).</li> <li>○ Annotations to show where student writing is grounded in text (or places where students missed an opportunity to ground writing in text).</li> <li>○ Teacher feedback using student-appropriate language that demonstrates awareness of the grade-level writing and language standards.</li> </ul> </li> <li>● Use a tracker or recording sheet to identify current patterns in student strengths, learning gaps, and/or misunderstandings. Upload the tracker or recording sheet and include a list of 2-3 student strengths and weaknesses determined by analyzing the tracker or recording sheet. Justify this list with examples from the student work samples.</li> </ul>
<p><b>Evidence or Artifact to collect:</b> Blank copy of rubric or checklist that will be used to assess student writing, three student writing samples with annotations and teacher feedback, and a tracker or recording sheet</p>	
<p><b>Develop/Prepare</b> Teacher candidates will use student data, high quality instructional materials, and standards to <b>plan</b> PK-12 student learning</p> <p>Teacher candidates will incorporate instructional practices that will enable student mastery into <b>the plan</b> for PK-12 student learning</p>	<p><b>DEVELOP</b> an action plan to continue to build student writing skills based on the identified patterns seen in their writing samples.</p> <ul style="list-style-type: none"> <li>● Your plan should support students at critical points within the current unit (e.g., revision of formal writing assessment from Analyze) or in an upcoming unit (e.g., new formal writing assessment).</li> <li>● In your plan, identify tools, supports, and/or strategies that you will use to adjust instruction to support students with learning gaps and/or misunderstandings as identified in the Analyze step.</li> <li>● Be sure to include a justification for why you have selected each tool, support, and/or strategy.</li> </ul>

<p><b>Evidence or Artifact to collect:</b> Written response (action plan)</p>	
<p><b>Implement/Enact</b> Teacher candidates will enact their plan with PK-12 students</p> <p>Teacher candidates will collect data during this phase</p>	<p><b>IMPLEMENT</b> your plan from Develop and collect new or revised formal writing assessment samples from the three tracked students. These may be taken from a different unit or section than the sample from Analyze.</p> <ul style="list-style-type: none"> <li>● Upload the three student writing samples and a blank copy of the rubric or checklist you will use to assess the student writing.</li> <li>● For each sample, include rubric or checklist-aligned:             <ul style="list-style-type: none"> <li>○ Annotations to show where student writing demonstrates comprehension of the text (or places where students have not yet demonstrated comprehension).</li> <li>○ Annotations to show where student writing is grounded in the text (or places where students missed an opportunity to ground writing in the texts).</li> </ul> </li> <li>● Use your tracker or recording sheet to re-evaluate patterns in student strengths, learning gaps, and/or misunderstandings. Upload the tracker or recording sheet and include a list of 2-3 student strengths and weaknesses determined by analyzing the tracker or recording sheet. Justify this list with examples from the student work samples.</li> </ul>
<p><b>Evidence or Artifact to collect:</b> Blank copy of rubric or checklist that will be used to assess student writing, three new or revised student writing samples with annotations, and new or updated recording sheet</p>	
<p><b>Evaluate/Analyze</b> Teacher candidates will analyze data collected from the enactment (student work, video, transcript, observation notes) to determine next steps for PK-12 student learning.</p> <p>Teacher candidates will analyze data</p>	<p><b>EVALUATE</b> the newly collected set of student work (from the three tracked students).</p> <ul style="list-style-type: none"> <li>● Respond to the following questions in a written response (approximately 400 words):             <ul style="list-style-type: none"> <li>○ How effectively did your plan fill the student learning gaps and/or misunderstandings identified in Analyze? Justify your response with specific references to either the student work collected in Implement or data collected in the recording sheet.</li> <li>○ How can you continue to support these students</li> <li>○ How will your teaching and coaching or leadership behaviors change based on your new learning?</li> </ul> </li> </ul>

<p>collected from the enactment (student work, video, transcript, observation notes) to determine next steps for their own learning.</p>	
<p><b>Evidence or Artifact to collect:</b> Written response to prompts</p>	

Assessment 2 Rubric			
Artifact or Evidence	Demonstrate	Progressing	Not Met
<p><b>Part 1: Analyze</b></p> <p>Annotated Student Work and Teacher Feedback</p>	<p>A blank copy of the rubric or checklist that will be used to assess student writing has been uploaded.</p> <p>Annotations align with the rubric or checklist and highlight the following in all three student writing samples:</p> <ul style="list-style-type: none"> <li>• Places where student writing demonstrates comprehension of the text (and/or places where students have not yet demonstrated comprehension).</li> <li>• Places where student writing is grounded in text (and/or places</li> </ul>	<p>A blank copy of the rubric or checklist that will be used to assess student writing has been uploaded.</p> <p>Annotations align with the rubric or checklist but may highlight only one of the following in all three student writing samples (or may highlight both points in only one or two students writing samples):</p> <ul style="list-style-type: none"> <li>• Places where student writing demonstrates comprehension of the text (and/or places where students have not yet demonstrated</li> </ul>	<p>A blank copy of the rubric or checklist that will be used to assess student writing has not been uploaded.</p> <p>Annotations do not align with the rubric or checklist but may highlight none one of the following in the three student writing samples:</p> <ul style="list-style-type: none"> <li>• Places where student writing demonstrates comprehension of the text (and/or places where students have not yet demonstrated comprehension).</li> <li>• Places where student writing is grounded in</li> </ul>

	<p>where students missed an opportunity to ground writing in text).</p> <p>Student-friendly, standards-aligned feedback has been provided to the students.</p>	<p>comprehension).</p> <ul style="list-style-type: none"> <li>• Places where student writing is grounded in text (and/or places where students missed an opportunity to ground writing in text).</li> </ul> <p>Student-friendly, standards-aligned feedback may not have been provided to the students.</p>	<p>text (and/or places where students missed an opportunity to ground writing in text).</p> <p>Student-friendly, standards-aligned feedback has not been provided to the students.</p>
<p><b>Part 1: Analyze</b></p> <p>Tracker or Recording Sheet</p>	<p>Tracker or recording sheet effectively captures a snapshot of the performance of, at a minimum, three identified students (but may show the whole class).</p> <p>Tracker or recording sheet effectively reflects a snapshot of student performance as it relates to use of textual evidence and comprehension.</p> <p>Tracker or recording sheet identifies trends (strengths, learning gaps, and/or misunderstandings) and justifies these observations with evidence from the collected student writing samples.</p>	<p>Tracker or recording sheet captures a snapshot of the performance of one or two identified students.</p> <p>Tracker or recording sheet reflects a snapshot of student performance as it relates to use of textual evidence and comprehension.</p> <p>Tracker or recording sheet identifies trends (strengths, learning gaps, and/or misunderstandings) but does not justify these observations with evidence from the collected student writing samples.</p>	<p>Tracker or recording sheet has not been submitted or does not capture a snapshot of the performance of one or two identified students.</p> <p>Tracker or recording sheet does not reflect a snapshot of student performance as it relates to use of textual evidence and comprehension.</p> <p>Tracker or recording sheet does not identify any trends (strengths, learning gaps, and/or misunderstandings) and does not justify any observations with evidence from the collected student writing samples.</p>

<p><b>Part 2: Develop</b></p> <p>Action Plan</p>	<p>Educator describes student groupings based on identified patterns from the tracker or recording sheet.</p> <p>Educator identifies tools, supports, and/or strategies appropriate for each group as well as a clear plan for how they will be implemented.</p> <p>Educator justifies their plan by referencing specific examples from the work samples.</p>	<p>Educator describes student groupings, but they may not be based on specific, identified patterns from the tracker or recording sheet.</p> <p>Educator identifies tools, supports, and/or strategies appropriate for each group but does not explain how they will be implemented.</p> <p>Educator justifies their plan by referencing only general examples, unspecific to any particular work samples.</p>	<p>Educator does not describe student groupings based on identified patterns from the tracker or recording sheet.</p> <p>Educator does not identify tools, supports, and/or strategies appropriate for each group or a plan for how they will be implemented.</p> <p>Educator does not justify their plan by referencing specific examples from the work samples.</p>
<p><b>Part 3: Implement</b></p> <p>Annotated Student Work</p>	<p>A blank copy of the rubric or checklist that will be used to assess student writing has been uploaded.</p> <p>Annotations align with the rubric or checklist and highlight the following in all three student writing samples:</p> <ul style="list-style-type: none"> <li>• Places where student writing demonstrates comprehension of the text (and/or places where students have not yet demonstrated</li> </ul>	<p>A blank copy of the rubric or checklist that will be used to assess student writing has been uploaded.</p> <p>Annotations align with the rubric or checklist but may highlight only one of the following in all three student writing samples (or may highlight both points in only one or two students writing samples):</p> <ul style="list-style-type: none"> <li>• Places where student</li> </ul>	<p>A blank copy of the rubric or checklist that will be used to assess student writing has not been uploaded.</p> <p>Annotations do not align with the rubric or checklist but may highlight none one of the following in the three student writing samples:</p> <ul style="list-style-type: none"> <li>• Places where student writing demonstrates comprehension of the text (and/or places where students have</li> </ul>

	<p>comprehension).</p> <ul style="list-style-type: none"> <li>• Places where student writing is grounded in text (and/or places where students missed an opportunity to ground writing in text).</li> </ul> <p>Student-friendly, standards-aligned feedback has been provided to the students.</p>	<p>writing demonstrates comprehension of the text (and/or places where students have not yet demonstrated comprehension).</p> <ul style="list-style-type: none"> <li>• Places where student writing is grounded in text (and/or places where students missed an opportunity to ground writing in text).</li> </ul> <p>Student-friendly, standards-aligned feedback may not have been provided to the students.</p>	<p>not yet demonstrated comprehension).</p> <ul style="list-style-type: none"> <li>• Places where student writing is grounded in text (and/or places where students missed an opportunity to ground writing in text).</li> </ul> <p>Student-friendly, standards-aligned feedback has not been provided to the students.</p>
<p><b>Part 3: Implement</b></p> <p>Tracker or Recording Sheet</p>	<p>Tracker or recording sheet effectively captures a snapshot of the performance of, at a minimum, three identified students (but may show the whole class).</p> <p>Tracker or recording sheet effectively reflects a snapshot of student performance as it relates to use of textual evidence and comprehension.</p> <p>Tracker or recording sheet identifies trends (strengths, learning gaps, and/or misunderstandings) and justifies these</p>	<p>Tracker or recording sheet captures a snapshot of the performance of one or two identified students.</p> <p>Tracker or recording sheet reflects a snapshot of student performance as it relates to use of textual evidence and comprehension.</p> <p>Tracker or recording sheet identifies trends (strengths, learning gaps, and/or misunderstandings) but does not justify these observations with evidence from the collected student</p>	<p>Tracker or recording sheet has not been submitted or does not capture a snapshot of the performance of one or two identified students.</p> <p>Tracker or recording sheet does not reflect a snapshot of student performance as it relates to use of textual evidence and comprehension.</p> <p>Tracker or recording sheet does not identify any trends (strengths, learning gaps, and/or misunderstandings) and does not justify any observations with</p>

	observations with evidence from the collected student writing samples.	writing samples.	evidence from the collected student writing samples.
<b>Part 4: Evaluate</b>  Student Work Analysis	<p>Written response describes the overall impact that the action plan had on filling student learning gaps and/or addressing misunderstandings.</p> <p>Described impacts refer to evidence in the student work and/or data collected that shows growth (or lack thereof) between the two writing samples (Analyze to Implement).</p> <p>Written response includes at least one specific action that the educator will take to continue to support these students in expressing their understanding of texts through writing.</p>	<p>Written response describes some of the specific but not the overall impact that the action plan had on filling student learning gaps and/or addressing misunderstandings.</p> <p>Described impacts have been included but do not refer to evidence in the student work and/or data collected that shows growth (or lack thereof) between the two writing samples (Analyze to Implement).</p> <p>Written response includes at least one general action that the educator will take but it is unclear how this action will support students in expressing their understanding of texts through writing.</p>	<p>Written response does not describe any of the impacts that the action plan had on filling student learning gaps and/or addressing misunderstandings.</p> <p>Described impacts have not been included and do not refer to evidence in the student work and/or data collected that shows growth (or lack thereof) between the two writing samples (Analyze to Implement).</p> <p>Written response does not include any action that the educator will take to continue to support these students in expressing their understanding of texts through writing.</p>
<b>Part 4: Evaluate</b>  Impact on	Written response describes the impact of the process analysis of	Written response describes only one or two impacts of the	Written response does not describe any impact of the process

<p>Personal Practice</p>	<p>student writing, development of student supports aligned to student needs, and implementation on the educator’s ability to support students in expressing their understanding of texts through writing.</p> <p>Written response lists multiple, specific changes in practice that can be implemented during future lessons.</p>	<p>process analysis of student writing, development of student supports aligned to student needs, or implementation on the educator’s ability to support students in expressing their understanding of texts through writing.</p> <p>Written response lists one or multiple changes that are not specific to the practice(s) implemented, and/or written response does not establish the intention to implement changes for future lessons.</p>	<p>analysis of student writing, development of student supports aligned to student needs, and implementation on the educator’s ability to support students in expressing their understanding of texts through writing.</p> <p>Written response does not mention any changes in practice that can be implemented during future lessons.</p>
<p><b>Part 4: Evaluate</b></p> <p>Impact on Other Educators</p>	<p>Written response describes ways that the educator will use this process analysis of student writing, development of student supports aligned to student needs, and implementation to help other educators support students in expressing their understanding of texts</p>	<p>Written response describes ways that the educator will use this process analysis of student writing, development of student supports aligned to student needs, and implementation but it is unclear how this will help other educators support students in expressing their</p>	<p>Written response does not describe any ways that the educator will use this process analysis of student writing, development of student supports aligned to student needs, and implementation to help other educators support students in expressing their understanding of texts</p>

	through writing.	understanding of texts through writing.	through writing.
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## Tasks for Assessment 3: Designing instruction to build students’ writing grounded in complex text

This following assessment task was designed and adapted based on Understanding by Design<sup>5</sup> and the Learning Cycle<sup>6</sup> to ensure the assessment task is performative and requires the teacher candidate to enact practices with PK-12 students, demonstrating the knowledge and skills of effective teachers. The teacher candidate facilitates classroom discussions based on the age- or grade-level [standards for speaking and listening](#) that allow students to refine their thinking about the language, craft, topics, themes, and/or ideas in complex texts in preparation for writing, when appropriate as indicated by academic standards. (CPC3)

- a. engage in meaningful academic discourse in which they express the meaning of the text
- b. defend their ideas with evidence from the text
- c. use content specific vocabulary
- d. build upon the responses of their peers to further their own, and others’ understanding of the text

Assessment Task Components	Assessment Task
<p><b>Analyze/Introduce</b> Teacher candidates will unpack the success criteria (standard) for 6-12 ELA student learning</p> <p>Teacher candidates will</p>	<p><b>ANALYZE</b> how your current instruction reflects the <a href="#">shifts in ELA instruction</a> and addresses how the <a href="#">Louisiana ELA Student Standards</a> support students in expressing understanding of text through speaking and listening.</p> <p>Engage in unit study to analyze an upcoming unit (see the Unit Study and Unit Road Map templates).</p>

<sup>5</sup>Wiggins, G. P., McTighe, J., Kiernan, L. J., Frost, F., & Association for Supervision and Curriculum Development. (1998). *Understanding by design*. Alexandria, Va: Association for Supervision and Curriculum Development.

<sup>6</sup> McDonald, M, Kazemi, E., Schneider Kavanagh, S. (2013). Core Practices and Pedagogies of Teacher Education: A Call for a Common Language and Collective Activity. *Journal of Teacher Education*. 64, pp. 378–386. <https://journals.sagepub.com/doi/abs/10.1177/0022487113493807>

<p>examine the teacher candidate learning outcome to understand how it contributes to 6-12 ELA student learning</p>	<p><b>Unit Study or Unit Road Map:</b> Complete and upload your Unit Study or Unit Road Map to show what knowledge and skills students need to successfully complete the end-of-unit task(s). Annotate your Unit Study or Unit Road Map to identify and describe places in the unit where the speaking and listening standards are a focus and places where the speaking and listening standards align to the knowledge and skills students need to successfully complete the end-of-unit task(s)</p> <p><b>Lesson Analysis:</b> Based on your unit study or Road Map, select one lesson that you think best demonstrates the three shifts and addresses <u>speaking and listening standards</u>. Submit a written response that describes in detail how the lesson you selected does and/or does not address the three shifts as well as the speaking and listening standards.</p>
<p><b>Evidence or Artifact to collect:</b> Unit Study or <a href="#">Unit Road Map</a>, <a href="#">written lesson analysis</a></p>	
<p><b>Develop/Prepare and Rehearse</b> Teacher candidates will use student data, high quality instructional materials, and standards to <b>plan</b> 6-12 student learning</p> <p>Teacher candidates will incorporate instructional practices that will enable student mastery into <b>the plan</b> for 6-12 student learning</p>	<p><b>DEVELOP</b> a plan to implement a lesson from <u>high-quality curriculum</u> that incorporates the three shifts and supports the achievement of <u>speaking and listening standards</u> (you can choose to utilize the same lesson that you analyzed previously). Example lessons from Guidebooks 3.0:</p> <ul style="list-style-type: none"> <li>● <a href="#">12th Grade Guidebooks Hamlet Unit Section 1 Lesson 6</a></li> <li>● <a href="#">10th Grade Guidebooks Hamilton Unit Section 3 Lesson 6</a></li> <li>● <a href="#">8th Grade GuideBooks Unit 3 Lesson 7</a></li> </ul> <p><a href="#">Annotated Lesson Plan</a>: Submit lesson plan with annotations that describe:</p> <ul style="list-style-type: none"> <li>● Two existing or two new measurable lesson objectives aligned to the speaking and listening standards (e.g., all students will use evidence grounded in text, all students will use conversation stems, etc.).</li> <li>● The aspects of the lesson and/or teacher actions that ensure the following:             <ol style="list-style-type: none"> <li>(1) the speaking and listening standards are met by all students,</li> <li>(2) student discussions are grounded in text,</li> <li>(3) students build on the responses of their peers and/or call for clarification from peers in order to demonstrate understanding of the text, and</li> <li>(4) students use academic language and/or content-specific vocabulary in discussions.</li> </ol> </li> </ul>

	<p><a href="#">Annotated Student Support Tool</a>: Upload at least one student support tool and annotate it to explain its purpose and how that tool supports the achievement of the speaking and listening standards.</p> <p><a href="#">Rubric or Discussion Tracker</a>: Develop and upload a rubric or discussion tracker that can be used to track student achievement of the lesson objectives aligned to the speaking and listening standards.</p>
<p><b>Evidence or Artifact to collect:</b> <a href="#">Annotated lesson plan</a>, at least one <a href="#">annotated student support tool</a>, rubric or discussion tracker</p>	
<p><b>Implement//Enact</b> Teacher candidates will enact their plan with PK-12 students</p> <p>Teacher candidates will collect data during this phase</p>	<p><b>IMPLEMENT</b> the lesson and submit a video or <a href="#">audio recording</a> that shows evidence of you facilitating a class or group discussion that includes the following attributes:</p> <ul style="list-style-type: none"> <li>● Student responses are grounded in the text(s).</li> <li>● Students build on the responses of their peers and/or call for clarification from peers in order to demonstrate understanding of the text.</li> <li>● Students use academic language and/or content-specific vocabulary.</li> <li>● Students demonstrate speaking and listening standards addressed in this lesson (e.g., speaking in a way that is appropriate for your audience and task, addressing alternative and opposing perspectives, using eye contact and an appropriate volume, etc.).</li> </ul> <p>Using timestamps (e.g., 2:04- 3:10), annotate your video or audio recording in a written response (approximately 300-500 words) describing where each of the bulleted items above take place. You may choose to annotate your file directly with editing tools as an alternative to the written response. Combined, timestamps should not exceed ten minutes.</p>
<p><b>Evidence or Artifact to collect:</b> Video with timestamps and annotations</p>	
<p><b>Evaluate/Analyze</b> Teacher candidates will analyze data collected from the enactment (student work, video,</p>	<p><b>EVALUATE</b> the implementation of your lesson. Submit a <a href="#">written response</a> (approximately 300-750 words) answering the following questions:</p> <ul style="list-style-type: none"> <li>● How successful were your students in achieving the two measurable lesson objectives based on the speaking and</li> </ul>

<p>transcript, observation notes) to determine next steps for PK-12 student learning</p> <p>Teacher candidates will analyze data collected from the enactment (student work, video, transcript, observation notes) to determine next steps for their own learning</p>	<p>listening standards? How well did students perform as measured by your rubric or discussion tracker?</p> <ul style="list-style-type: none"> <li>● Consider the students that did not meet the lesson objectives. What could you have done differently to help those students meet those objectives?</li> <li>● How has this process impacted your ability to support students in expressing their understanding of text through speaking and listening?</li> <li>● How might other educators benefit from using this process and what challenge(s) might they face?</li> </ul>
<p><b>Evidence or Artifact to collect:</b> Written response to prompts</p>	

Assessment 3 Rubric			
Artifact or Evidence	Demonstrate	Progressing	Not Met
<p><b>Part 1: Analyze</b></p> <p>Unit Study or Unit Road Map</p>	<p>Unit Study or Unit Road Map has been uploaded and both:</p> <ul style="list-style-type: none"> <li>● Demonstrates the knowledge and skills students need to successfully complete the end-of-unit task(s).</li> <li>● Has been annotated to identify and describe places in the unit where the speaking and listening standards are a focus and places where the</li> </ul>	<p>Unit Study or Unit Road Map has been uploaded but only achieves one of the following:</p> <ul style="list-style-type: none"> <li>● Demonstrates the knowledge and skills students need to successfully complete the end-of-unit task(s).</li> <li>● Has been annotated to identify and describe places in the unit where the speaking and listening standards are a focus and places where the</li> </ul>	<p>Unit Study or Unit Road Map has not been uploaded or achieves none of the following:</p> <ul style="list-style-type: none"> <li>● Demonstrates the knowledge and skills students need to successfully complete the end-of-unit task(s).</li> <li>● Has been annotated to identify and describe places in the unit where the speaking and listening standards are a focus and places where the speaking and listening standards align</li> </ul>

	speaking and listening standards align to the knowledge and skills students need to successfully complete the end-of-unit task(s).	speaking and listening standards align to the knowledge and skills students need to successfully complete the end-of-unit task(s).	to the knowledge and skills students need to successfully complete the end-of-unit task(s).
<b>Part 1: Analyze</b>  Lesson Analysis	Lesson analysis describes how the lesson does and/or does not address the three shifts in ELA instruction. All three shifts have been addressed in the analysis: <ul style="list-style-type: none"> <li>• Shift 1: Students regularly practice with complex text and its academic language.</li> <li>• Shift 2: Students ground reading, writing, and speaking in evidence from text, both literary and informational.</li> <li>• Shift 3: Students build knowledge through content-rich nonfiction. Lesson analysis describes how the lesson does and/or does not address the speaking and listening standards.</li> </ul>	Lesson analysis describes how the lesson does and/or does not address the three shifts in ELA instruction. All three shifts have been addressed in the analysis: <ul style="list-style-type: none"> <li>• Shift 1: Students regularly practice with complex text and its academic language.</li> <li>• Shift 2: Students ground reading, writing, and speaking in evidence from text, both literary and informational.</li> <li>• Shift 3: Students build knowledge through content-rich nonfiction. Lesson analysis may not describe how the lesson does and/or does not address the speaking and listening standards.</li> </ul>	Lesson analysis describes how the lesson does and/or does not address the three shifts in ELA instruction. All three shifts have been addressed in the analysis: <ul style="list-style-type: none"> <li>• Shift 1: Students regularly practice with complex text and its academic language.</li> <li>• Shift 2: Students ground reading, writing, and speaking in evidence from text, both literary and informational.</li> <li>• Shift 3: Students build knowledge through content-rich nonfiction. Lesson analysis does not describe how the lesson does and/or does not address the speaking and listening standards.</li> </ul>
<b>Part 2: Develop</b>	Annotated lesson plan describes two	Annotated lesson plan describes only one	Annotated lesson plan does not describe any

<p>Annotated Lesson</p>	<p>measurable objectives aligned to speaking and listening standards. Annotations describe the aspects of the lesson and/ or educator actions that ensure all of the following:</p> <ul style="list-style-type: none"> <li>• Speaking and listening standards are met by all students.</li> <li>• Student discussions are grounded in text.</li> <li>• Students build on the responses of their peers and/or call for clarification from peers in order to demonstrate understanding of the text.</li> <li>• Students use academic language and/or content -specific vocabulary in discussions.</li> </ul>	<p>measurable objective aligned to speaking and listening standards. Annotations describe the aspects of the lesson and/ or educator actions that ensure only two or three of the following:</p> <ul style="list-style-type: none"> <li>• Speaking and listening standards are met by all students.</li> <li>• Student discussions are grounded in text.</li> <li>• Students build on the responses of their peers and/or call for clarification from peers in order to demonstrate understanding of the text.</li> <li>• Students use academic language and/or content -specific vocabulary in discussions.</li> </ul>	<p>measurable objectives aligned to speaking and listening standards. Annotations do not describe the aspects of the lesson and/or educator actions that ensure the following:</p> <ul style="list-style-type: none"> <li>• Speaking and listening standards are met by all students.</li> <li>• Student discussions are grounded in text.</li> <li>• Students build on the responses of their peers and/or call for clarification from peers in order to demonstrate understanding of the text.</li> <li>• Students use academic language and/or content -specific vocabulary in discussions.</li> </ul>
<p><b>Part 2: Develop</b> Supporting Documents</p>	<p>At least one student support tool has been uploaded and includes annotations that explain its purpose and how it supports achievement of the speaking and listening standards.</p>	<p>At least one student support tool has been uploaded but the annotations may not explain its purpose and how it supports achievement of the speaking and listening standards. A rubric or a discussion tracker has been uploaded but it</p>	<p>A student support tool has not been uploaded. A rubric or a discussion tracker has not been uploaded.</p>

	<p>A rubric or a discussion tracker has been uploaded and can be used to track student achievement of the lesson objectives aligned to the speaking and listening standards.</p>	<p>may be difficult to use it to track student achievement of the lesson objectives aligned to the speaking and listening standards.</p>	
<p><b>Part 3: Implement</b>  Video Implementation</p>	<p>Submitted video or audio is no longer than ten minutes in length or has timestamps that, combined, do not exceed ten minutes. The discussion includes all of the following attributes.</p> <ul style="list-style-type: none"> <li>• A minimum of three students observed in the class or group discussion.</li> <li>• Student responses that are grounded in text.</li> <li>• Student responses built on the responses of their peers and/or that call for clarification from peers.</li> <li>• Students' use of academic language and/or content-specific vocabulary.</li> <li>• Students' demonstration of speaking and listening</li> </ul>	<p>Submitted video or audio is no longer than ten minutes in length or has timestamps that, combined, do not exceed ten minutes. The discussion includes only three or four of the following attributes.</p> <ul style="list-style-type: none"> <li>• A minimum of three students observed in the class or group discussion.</li> <li>• Student responses that are grounded in text.</li> <li>• Student responses built on the responses of their peers and/or that call for clarification from peers.</li> <li>• Students' use of academic language and/or content-specific vocabulary.</li> <li>• Students' demonstration of speaking and listening standards addressed in the lesson (e.g., speaking in a way that is appropriate for your</li> </ul>	<p>Video or audio has not been submitted or is longer than ten minutes in length. The discussion includes two or fewer of the following attributes.</p> <ul style="list-style-type: none"> <li>• A minimum of three students observed in the class or group discussion.</li> <li>• Student responses that are grounded in text.</li> <li>• Student responses built on the responses of their peers and/or that call for clarification from peers.</li> <li>• Students' use of academic language and/or content-specific vocabulary.</li> <li>• Students' demonstration of speaking and listening standards addressed in the lesson (e.g., speaking in a way that is appropriate for your audience and task,</li> </ul>

	standards addressed in the lesson (e.g., speaking in a way that is appropriate for your audience and task, addressing alternative and opposing perspectives, using eye contact and an appropriate volume, etc.).	audience and task, addressing alternative and opposing perspectives, using eye contact and an appropriate volume, etc.).	addressing alternative and opposing perspectives, using eye contact and an appropriate volume, etc.). <b>IMPORTANT:</b> The content of the assessments is subject to change. Evidence will be assessed against requirements
<b>Part 3: Implement</b>  Annotation	Annotations identify examples of each of the bulleted items in the video or audio with timestamps and explain how that part of the video or audio demonstrates the attribute.	Annotations identify examples of only three or four of the bulleted items in the video or audio and/ or does not include timestamps or an explanation of how that part of the video or audio demonstrates the attribute.	Annotations have not been included or do not identify examples of any of the bulleted items in the video or audio.
<b>Part 4: Evaluate</b>  Lesson Reflection	Written response describes the level of student achievement with respect to the two measurable lesson objectives and references evidence from the rubric or discussion tracker to justify the levels of success (e.g., 6/10 achieved both standards, 4/10 achieved one standard, etc.).	Written response describes the level of student achievement with respect to only one measurable lesson objective or does not reference evidence from the rubric or discussion tracker to justify the levels of success (e.g., 6/10 achieved both standards, 4/10 achieved one standard, etc.). Written response	Written response does not describe the level of student achievement with respect to any of the measurable lesson objectives and does not reference evidence from the rubric or discussion tracker to justify the levels of success (e.g., 6/10 achieved both standards, 4/10 achieved one standard, etc.). Written response does

	Written response describes at least one adjustment the educator could have made to help those students who did not meet the two measurable lesson objectives.	describes one adjustment the educator could have made to help those students who did not meet the two measurable lesson objectives.	not describe at least one adjustment the educator could have made to help those students who did not meet the two measurable lesson objectives.
<b>Part 4: Evaluate</b> Impact on Personal Practice	Written response describes the impact that this process analyzing a lesson for the three shifts; identifying lesson objectives, support tools, and a tracking process; and facilitating a discussion had on the educator’s ability to support students in expressing understanding of text through speaking and listening.	Written response describes the impact that parts, but not all, of this process analyzing a lesson for the three shifts; identifying lesson objectives, support tools, and a tracking process; and facilitating a discussion had on the educator’s ability to support students in expressing understanding of text through speaking and listening.	Written response does not describe any impact that this process analyzing a lesson for the three shifts; identifying lesson objectives, support tools, and a tracking process; and facilitating a discussion had on the educator’s ability to support students in expressing understanding of text through speaking and listening.
<b>Part 4: Evaluate</b> Impact on Other Educators	Written response identifies the ways other educators could benefit from using this process analyzing a lesson for the three shifts; identifying lesson objectives, support tools, and a tracking process; and facilitating a	Written response identifies the ways other educators could benefit from using this process analyzing a lesson for the three shifts; identifying lesson objectives, support tools, and a tracking process; and facilitating a discussion to support students in expressing	Written response does not identify any ways that other educators could benefit from using this process analyzing a lesson for the three shifts; identifying lesson objectives, support tools, and a tracking process; and facilitating a discussion to support students in expressing

	discussion to support students in expressing their understanding of text (through speaking and listening) and identifies at least one challenge they may face.	their understanding of text (through speaking and listening) but does not identify at least one challenge they may face.	their understanding of text (through speaking and listening) and does not identify at least one challenge they may face.
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## Sample Learning Activities

These activities are drawn from the Louisiana Secondary English Language Arts Content Modules, which were developed and delivered as part of a Louisiana Department of Education initiative to ensure that Louisiana educators for grades 6–12 are well-equipped to engage students in mastering the content described in the Louisiana Student Standards for English Language Arts.

Because the assessments and activities in these content modules exemplify the state’s expectations for Louisiana English Language Arts teachers, they are provided as suggestions for use in secondary teacher preparation courses.

While the activities currently refer to Louisiana-specific standards, resources, and Tier I curricula for grades 6–12, they can be easily adapted to engage candidates in work with other standards sets, resources, and high-quality curricula such as those reviewed by EdReports ([www.edreports.org](http://www.edreports.org)).

The complete set of English Language Art Content Modules can be found at:  
<https://www.louisianabelieves.com/resources/library/louisiana-content-leaders>

The list of Louisiana Tier I curricula can be found at:  
<https://www.louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL-MATERIALS-REVIEWS/curricular-resources-annotated-reviews>

# Secondary Learning Activity 1: Text Complexity

This learning activity is selected from LDOE ELA Content Module 1: Unpacking the ELA Guidebooks and Content Module 3: Close Reading to Build Understanding. This activity is composed of two components that introduce participants to the research supporting the focus on complex text within the Louisiana Student Standards and explore how the components of qualitative complexity exist within a sample text.

The first component is from Module 1, Session 1: Intro to the Guidebooks (a widely used high-quality curriculum in Louisiana) found at [Louisiana Content Leaders Library](#).

The second component is from Module 3, Session 1: Qualitative Analysis as a Foundation for Text-Based Instruction found at [Louisiana Content Leaders Library](#)

## Activity Objectives

Through this activity, teacher candidates will know:

- The four aspects of qualitative complexity
- Why it is important to consider qualitative factors when teaching a complex text

## Activity Participants will...

- Watch a video that reviews data supporting complex text in the classroom
- Differentiate qualitative from quantitative features of text complexity
- Learn the elements of each qualitative feature of text complexity
- Read a text from a high-quality curriculum (“The Story of Prometheus I” and “The Story of Prometheus II” from *Old Greek Stories* by James Baldwin)
- Analyze and discuss what qualitative features make the text complex

## Louisiana Believes ELA Content Module Resources

- Access Content Module 1, review slides 6 and 7, watch the [video](#) (start time: 12:50 - stop time: 17:18) and reflect on the questions on slide 8.
- Access Content Module 3, review slides 5-12, and access, read, and annotate [“The Story of Prometheus Part I and II”](#) (pgs. 2-6 in the note-catcher) for what may make the text complex for students.
- Review the qualitative feature of complexity on slide 14.
- Then, review the following Qualitative Measures Rubrics:
  - [Informational Text](#)

- [Literary Text](#)
- Reflect on the following: How did the Qualitative Measures Rubrics help clarify your understanding of the Qualitative Features of Complexity
- Move through slides 15-19 and use the [handout](#) (pgs. 7-8 of the note-catcher) to complete the complex text analysis activity

### Extend the Learning

- [Guide for Determining Text Complexity](#)
- [A Beginner's Guide to Text Complexity](#)
- [Devices for analyzing text complexity](#)
- Read "[The Opportunity Myth](#)" on [pages 4-12](#) and complete the activities on [pages 15-19](#) in Guidebooks 2020 9-12 Content Module 1
- [Approach Guides, Learning Tools, and Instructional Strategies in LearnZillion](#)
- [Achieve The Core's "Placing Text at the Center"](#)
- [Louisiana Curriculum Guide \(2020 ELA Guidebooks\) Curriculum Guide](#)
- [Juicy sentences protocol](#)
- [David Liben's "Why Text Complexity Matters."](#) The Liben's [video](#) on why complex texts matter at 18:16 lists the [ways a text can be complex](#). What can you do with this information?
- Timothy Shanahan's "[Why Not Teach Reading Comprehension for a Change?](#)"
- [Rolling Knowledge Journal](#)
- [TeachingWorks High-leverage Practices](#)
- [Analyzing Text Complexity in \*Things Fall Apart\*](#)

## Secondary Learning Activity 2: Reader's Circles

This learning activity is selected from LDOE ELA Content Module 1: Unpacking the ELA Guidebooks and Module 3: Close Reading to Build Understanding found at [Louisiana Content Leaders Library](#). This activity is composed of two components that, first, introduce participants to the Reader's Circles through an experiential and, second, provide opportunities for analysis of how Reader's Circles live within high-quality curriculum to help students successfully comprehend complex text.

The first component is from Module 1, Session 5: Text-Based Experiential: Reader's Circles in Action

The second component is from Module 3, Session 2: Defining Close-Reading in the Guidebooks (a widely used high-quality curriculum in Louisiana) found at [Louisiana Content Leaders Library](#).

### Activity Objectives

Through this activity, teacher candidates will know:

- The four circles of understanding within the Reader's Circles
- What the Reader's Circles can look like in the Guidebooks
- How the Reader's Circles in the Guidebooks help all students make meaning of complex texts

### Activity Participants will...

- Read "The Road Not Taken" and analyze the poem to gain first-hand experience with the Reader's Circles
- Make observations about the layers and organization of the Reader's Circles
- Further unpack the Reader's Circles and their value using "The Story of Prometheus"
- Analyze how the Reader's Circles exist within high-quality curriculum
- Read one or more educational articles and reflect on how the Reader's Circles serve as a scaffold for student understanding of complex text

### Louisiana Believes ELA Content Module Resources

- Access and review Reader's Circles
  - [Informational Texts](#)
  - [Literary Nonfiction Texts](#)
  - [Literary Texts](#)
- Access ELA Content Module 1 and the poem ["The Road Not Taken"](#); review [Slides 100-](#)

- [121](#); read the slides and the facilitator notes and complete the activities
- Access ELA Content Module 3 and review [Slides 24-41](#)
  - Complete the activities from Module 3 using pages 9-18 of the [note-catcher](#) and the [“Flowers for Algernon” unit slides](#)
  - Reflect on the following: How did your journey through the circles help you to unlock the deeper meaning of “The Story of Prometheus”? How does the sequence of tasks and questions in the sample Guidebook unit, a high-quality curriculum, support building understanding of the text?
  - Select one or more of the following educational articles on scaffolding:
    - [“Scaffolding Student Understanding in Small-Group Work: Students’ Uptake of Teacher Support in Subsequent Small-Group Interaction”](#)
    - [Scaffolds for Learning: The Key to Guided Instruction](#)
    - [“6 Scaffolding Strategies to Use with Your Students”](#)
    - [“Text Prep”](#)
  - Write a brief analysis explaining how the Reader’s Circles act as a scaffold for student understanding of complex text.

### Extend the Learning

- [Analytical Reading Google Slides assignment](#)
- [Supporting All Learners with Complex Texts - Achieve the Core Aligned Materials](#)
- [How Complex a Text Can I Scaffold?](#)
- [How to Create Successful Scaffolds for Rigorous Texts](#)
- [Preparing Your Students for Complex Texts – UnboundEd Blog](#)

# Secondary Learning Activity 3: Speaking & Listening

This learning activity is selected from the Louisiana Department of Education's [ELA Content Module 3](#), Sessions 5 and 6. All of the activities and resources provided in this sample learning activity can be accessed at the link provided above.

In this activity, participants will plan for and lead a text-based discussion in order to check for student understanding of a complex text.

The overarching goals of this activity are to emphasize the importance of:

- student discussion as a means of expressing understanding of a complex text
- teacher preparedness for classroom discussion
- capturing data during a classroom discussion

The module begins with new teachers exploring the characteristics of a high quality classroom conversation. Then, participants gain understanding of the [five steps in preparing for classroom conversations](#). This activity culminates in teacher candidates creating a plan to implement a classroom discussion.

In the next activity, participants will analyze student work from the classroom discussion to determine student understanding of a complex text, as well as create a plan to meet the diverse needs of students based upon discussion data.

## Activity Objectives

Through this activity, teacher candidates will:

- Learn a protocol for planning a text-based discussion
- Create a plan to lead a text-based discussion with students
- Implement a high quality curriculum text-based discussion with students
- Collect and bring back evidence of student learning (using our *Evidence Collector Template*)

## Activity Participants will...

- Analyze a classroom conversation case study for characteristics of a high-quality classroom discussion
- Internalize the [5 steps of preparing for a text-based discussion](#)

- Review the inquiry cycle to understand the actionable evidence of student learning
- Plan for the implementation of a text-based classroom discussion
- Resources discussed above are linked below

### Louisiana Believes ELA Content Module Resources

- Access the Content Module slide deck -Module 3, Sessions 5 and 6 found at [Louisiana Content Leaders Library](#).
- Review the following Qualitative Measures Rubric:
  - Discussion Rubric
- Reflect on the following:
  - Lesson Purpose and Learning Objectives
  - Lesson Annotation and Pacing
  - Culminating Writing Task

## Secondary Learning Activity 4: Speaking & Listening

This learning activity is selected from the Louisiana Department of Education's ELA Content Module 4, Sessions 1-5. The following activities and resources included in this sample learning activity can be found within the [Louisiana Department of Education ELA Content Module 4](#).

In this activity, participants will plan for and lead a text-based discussion in order to check for student understanding of a complex text.

The overarching goals of this activity are to emphasize the importance of:

- analyzing student work from a discussion to ascertain specific student strengths and weaknesses in demonstrating understanding of a complex text
- using resources such as exemplar responses and rubrics to establish expectations
- exploring the Supports Flow Chart as a tool to help address identified student needs

In this activity, teachers have the opportunity to analyze evidence from a discussion and determine next steps for instruction using a variety of tools and supports. To determine students' strengths and needs, teachers will create a "benchmark," or exemplar response, to use alongside a rubric to evaluate their students' work. Then, they will use the Guidebooks' Supports Flow Chart to identify appropriate next steps to diagnose and address specific students' strengths and needs.

### Activity Objectives

Through this activity, teacher candidates will

- Analyze student responses to determine the level of understanding of a complex text
- Use rubrics and exemplars to establish expectations for student work
- Explore the Supports Flow Chart as a tool to help address identified student needs

### Activity Participants will...

- Analyze Student Look Fors to define and create an exemplar student response to a high quality curriculum task
- Create an exemplar response for your task to help you evaluate your own students' work
- Use a rubric to analyze student work (in conjunction with exemplar) and make observations about areas of strength and student need

- Begin to explore the Supports Flow Chart as a tool to help address identified student needs
- Understand the three main issues preventing students from reading and understanding complex texts
- Use the Supports Flow Chart to diagnose students' needs and identify appropriate supports
- Explore three supports built into the Guidebooks to support students in using evidence from the text
- Based on student data, make a plan for how you might leverage these strategies to support students in using evidence from the text

### Louisiana Believes ELA Content Module Resources

- Content Module slide deck within [Louisiana Department of Education ELA Content Module 4](#)
- Review the following Qualitative Measures Rubrics:
  - Discussion Rubric
- Reflect on the following:
  - Lesson Purpose and Learning Objectives
  - Lesson Annotation and Pacing
  - Culminating Writing Task

## Secondary Learning Activity 5: Types of Writing

This learning activity is selected from LDOE ELA Content Module 5: Developing Writing and Language Skills. This activity is composed of three sessions which introduce participants to the types of writing in the Louisiana Student Standards, the Writing Progression Across Grade Levels, and the Mentor Text Protocol.

The first portion is from *Session 2: Argument Writing in the Louisiana Student Standards*.

The second portion is from *Session 3: Informative/Explanatory Writing: Examine the Progression Across Grade Levels*.

The third portion is from *Session 4: Narrative Writing and the Mentor Text Protocol*.

### Activity Objectives

Through this activity, teacher candidates will know:

- Argument Writing in the Louisiana Student Standards
  - Examine and understand the purpose of argument writing in the standards
- Informative/Explanatory Writing: Examine the Progression Across Grade Levels
  - Describe the core elements of Informative/Explanatory writing
  - Identify the progression of writing skills within student samples
- Narrative Writing and the Mentor Text Protocol
  - Describe how narrative writing is different from informative/explanatory
  - Explain how narrative writing can support students in building knowledge of content and writing skills

### Activity Participants will...

- Develop an understanding of argument writing in the Louisiana Student Standards
- Distinguish between examples and non-examples of argument writing
- Develop an understanding of informative/explanatory writing in the Louisiana Student Standards
- Identify the progression of writing skills within student informative/explanatory writing samples
- Develop an understanding of narrative writing in the Louisiana Student Standards
- Examine mentor text instructional strategy

## Louisiana Believes ELA Content Module Resources

To facilitate this activity, access the folder located at [Louisiana Content Leaders Library](#) for the following Louisiana Believes ELA Content Module resources:

- Content Module 5: Session 2
  - Detailed description of activity: [ELA Content Module 5: Overview Guide](#)
  - Activity slides: [ELA Content Module 5: Session 2 Slide Deck](#)
- Content Module 5: Session 3
  - Detailed description of activity: [ELA Content Module 5: Overview Guide](#)
  - Activity slides: [ELA Content Module 5: Session 3 Slide Deck](#)
- Content Module 5: Session 4
  - Detailed description of activity: [ELA Content Module 5: Overview Guide](#)
  - Activity slides: [ELA Content Module 5: Session 4 Slide Deck](#)

## Extend the Learning

- Mentor Text(s) Strategy
  - [“Making the Most of Mentor Texts”](#) by Kelly Gallagher
  - [“Teaching from 10 Mentor Texts”](#) by Allison Marchetti
  - [Mentor Text Dropbox](#) by Moving Writers and Allison Marchetti
  - [“Using Mentor Texts to Learn From the Best and Improve Students’ Writing”](#) by Sean Thompson and Deborah K. Reed, Ph.D.
  - [“Teaching ELLs to Deconstruct Writing”](#) by Tan Huynh
  - [“Best Places Online to Find Mentor Texts”](#) by Amanda Write Now
  - Sample Mentor Texts to Teach Writing -Illinois Literacy in Action - [Grades 6 - 8, 9 - 12](#)

# Secondary Learning Activity 6: Analysis of Student Writing

This learning activity is selected from LDOE ELA Content Module 5: Developing Writing and Language Skills. This activity is composed of three sessions which guide participants through unpacking a culminating writing task, annotating student writing for evidence of the standards, and preparing to collect student writing samples.

The first portion is from *Session 1: Unpack the Culminating Writing Task and How the Writing Process Develops Within the Curriculum*.

The second portion is from *Session 5: Annotating Student Writing for Evidence of the Standards*.

The third portion is from *Session 6: Preparing to Collect Student Writing Samples*.

## Activity Objectives

Through this activity, teacher candidates will know:

- Unpacking the Task/Prompt
  - Identify evidence of content knowledge and writing skill in student writing
  - Examine and explain how the writing process is supported in curricular materials
- Annotating Student Writing for Evidence of the Standards
  - Use the language of the standards to annotate a student exemplar
  - Identify the knowledge and understanding that students will need to produce a piece like the exemplar
- Preparing to Collect Student Writing Samples
  - Prepare to teach a sequence of lessons that culminates in a writing task
  - Explain how the curricular materials support the writing process

## Activity Participants will...

- In [Content Module 5: Session 1](#)
  - Examine culminating writing task and exemplar
- In [Content Module 5: Session 5](#)
  - Use the language of the standards to annotate a student exemplar from the unit
  - Use the language of the standards to annotate a student exemplar from the unit of choice
  - Identify the knowledge and understanding that students will need to produce a

piece like the exemplar from a unit of choice

- In [Content Module 5: Session 6](#)
  - Prepare to teach a sequence of lessons from the Guidebooks that culminates in a writing task
  - Explain how the lessons guide students through each stage of the writing process as they complete a writing task

### Louisiana Believes ELA Content Module Resources

- Content Module 5: Session 1
  - Detailed description of activity: [ELA Content Module 5: Overview Guide](#)
  - Activity slides: [ELA Content Module 5: Session 1 Slide Deck](#)
- Content Module 5: Session 5
  - Detailed description of activity: [ELA Content Module 5: Overview Guide](#)
  - Activity slides: [ELA Content Module 5: Session 5 Slide Deck](#)
- Content Module 5: Session 6
  - Detailed description of activity: [ELA Content Module 5: Overview Guide](#)
  - Activity slides: [ELA Content Module 5: Session 6 Slide Deck](#)