6920 Final Project

Write an analysis of the English language arts dimensions of your internship placement.

Begin by focusing on the strengths. What seems to be going well, and, based on *Teaching to Exceed* and other study you have done of language arts methods, what seems to be following “best practice”? Give several examples, comment on the methods the teacher has (and you have) used and the responses of the students. Do you think that when you have your own classroom you will use these methods? Why or why not?

Then write about how language arts methods you have observed might be improved. You are welcome to analyze as many as you wish but do include a careful analysis of at least one.

As you come to have more responsibility for teaching the class during future semesters, or when you eventually have your own classroom, what language arts methods are you especially interested in trying out? Why? How will you fine tune your approach to help make it successful with students?

Some of the “methods” we have examined from *Teaching to Exceed* and our class work and discussions this semester:

* The strengths and weakness of developing content based on privileged cultural knowledge, literary and rhetorical forms, skills process and procedure, and/or justice, inquiry, and action approaches;
* Valuing emotion to identify topics and issues, questioning to focus on fairness and justice, examining multiple perspectives, informing others and taking action;
* Developing meaningful thematic curriculum beyond “pearls on a string,” integrating multiple genres and perspectives;
* Holding high expectations and supporting students reaching them;
* Meeting and exceeding Common Core and NCTE standards;
* Culturally responsive and anti-racist teaching addressing inequality;
* Giving students choice of modality and topic in terms of inquiry, discussion, writing, and action.
* Developing student ability to read through different cultural lenses;
* Fostering close reading that is not strictly “text dependent;”
* Using drama activities to respond to literature;
* Examining young adult literature as a “destination” literature, including critical examination of youth representation;
* Teaching poetry joyfully and critically;
* Using writing to foster learning and critical inquiry in many contexts;
* Using writing for students to explore their own world and experiences, including I-Search writing;
* Teaching argumentative writing with passion, awareness of multiple viewpoints, and addressing writing to audiences beyond the teacher;
* Teaching online/digital writing of various genres and kinds, including to collaborate and/or to influence or impact others;
* Addressing grammar and usage issues not abstractly, and not by learning the names of parts of speech, but in the context of students’ own writing;
* Providing supportive feedback to student writing;
* Supporting student’s own creative writing, including autobiographical, in a variety of forms including contemporary and digital forms;
* Finding ways to “publish” and share student work;
* Using pairs, teams, and groups in many ways to foster productive student conversation, including literature circles and book groups;
* Leading inviting, participatory, and engaging large group discussions;
* Teaching about language and dialectical diversity, valuing students’ home languages and dialects, and supporting development of skills of so-called “standard English;”
* Supporting English language learners in meaningful and appropriate ways, including translanguaging;
* Using artificial intelligence tools to support student writing, thinking, and analysis;
* Using formative as well as summative assessment, including “feed-up,” “feedback,” “feed forward,” portfolios, and self-assessment;
* Integrating community service and action, youth participatory action research, and assignments and activities that involve educating others beyond the classroom.

The final project should be at least eight pages, more welcome.