

What is the teacher doing (How are they teaching)?	What are the students doing (How are they learning)?
<ul style="list-style-type: none"> ● Teacher is conferencing with a student in a corner table discussing student’s creative writing project. ● Afterward, teacher circulated checking on student’s progress on creative writing and providing assistance and feedback (e.g. helped one student figure out the <u>theme</u> of her poems by asking the student to summarize each poem ● Provided both written and verbal feedback 	<ul style="list-style-type: none"> ● Students working individually at desks on their creative writing project. ● 100% appeared to be on task. Some listening to music through their phones and earbuds. DSA has a strict “no phone policy” but the teacher allows them to listen to music as long as it is not a distraction to the student or their neighbors (What happens when Principal Hawks enters the class?) ● Students at different stages of their projects ● Students have a lot of choice for their creative writing projects <ul style="list-style-type: none"> ○ Collection of poetry ○ Screenplay ○ Short story ○ Novella <div data-bbox="1157 771 1818 1214" style="border: 1px solid #ccc; padding: 10px; margin-top: 20px;"> <p>Advanced Writing Winter 2020 Deadline List We have several goals this year as we strive to honor our best writing selves. Remember it well--</p> <p style="text-align: center;"><i>You will publish a completed work.</i></p> <p>To this end, we need to buckle down and write- finishing what we've begun and battling all the doubts, frustrations, boredoms, plotheoles, and cliché metaphors that surprise us at every turn in the path.</p> <ol style="list-style-type: none"> 5. Manuscript 1st Half- Friday, January 24th <ul style="list-style-type: none"> ○ Due shared and ready to be formatted/edited/peer reviewed @ start of class ○ This version will be a 1st draft; it must, however, be a COMPLETE, ready to be read first draft. It should not be "sketches/outlines/ideas/non-connected piece. There may be certain sections that need to be fleshed out/added to, but we should see a cohesive, thematic first half of your collection. 6. Portfolios or Senior Showcase Pieces- Friday, January 31st <ul style="list-style-type: none"> ○ Five finalized pieces and an artist statement ○ Completed in class using work you have already written! 7. Manuscript Commentary- Monday, February 3rd <ul style="list-style-type: none"> ○ Commentary on at least 50+ pages of manuscript, split over 1-3 writers 8. Manuscript 2nd Half- Friday, February 14th <ul style="list-style-type: none"> ○ Due shared and ready to be formatted/edited/peer reviewed @ start of class ○ This version will be a 1st draft; it must, however, be a mostly COMPLETE, ready to read first draft. ○ This draft should not be sketches/outlines/ideas/non-connected pieces. There may be certain sections that need to be fleshed out/added to, but we should see a cohesive, thematic whole with a beginning, middle, and end to your piece. </div>

Examples showing how the teacher/school ensures that learning is happening by meeting the various developmental needs of students at this age

Physical Development	Language and Literacy Development
<ul style="list-style-type: none"> Teacher allows students to move around the room and work wherever they feel most comfortable. One student was standing while working. Providing student movement during class is helpful for energetic HS students. 	<ul style="list-style-type: none"> Students identified key literary elements in their writing (e.g. theme, alliteration, symbolism, foreshadowing) and could clearly articulate such elements when I asked. Provided guidance on common writing barriers (doubt, frustration, plotholes, boredom)
Cognitive Development	Self-Concept, Identity, and Motivation
<ul style="list-style-type: none"> Students identified key literary elements in their writing (e.g. theme, alliteration, symbolism, foreshadowing) and could clearly articulate such elements when I asked. Teacher scaffolded the assignment to help keep students on track with mini-deadlines toward the final product. Encouragement: “I can... commit to a task and finish a manuscript” 	<ul style="list-style-type: none"> Students allowed considerable freedom to choose a writing format (e.g. poem, story, etc) and topic which increased interest and engagement leading to more motivation to complete high quality, personal work on time. Students were clearly proud of their work and readily shared what they wrote and why
Peer Relations and Moral Development	
<ul style="list-style-type: none"> While today’s class was focused on quiet individual work, students said that they frequently collaborate in brainstorming, sharing ideas, peer review, and partner work. 	