

Travis Joseph Trombley

Student Teaching 2014 Portfolio

English 10 H and Yearbook

With Mrs. Tracie Mathis

At Marshall High School



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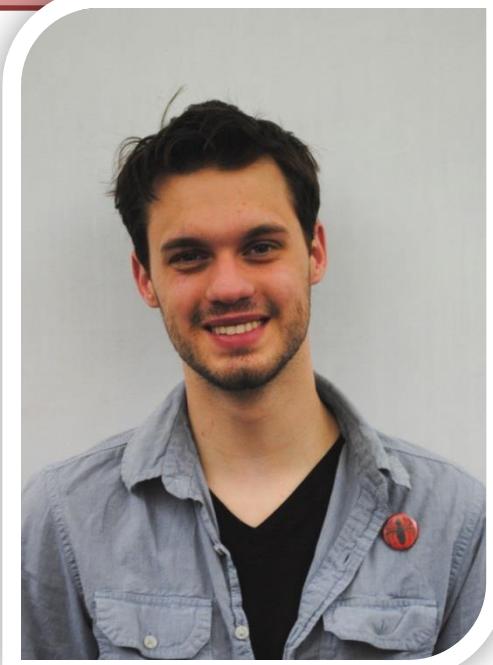
Travis Trombley

2014 Student Teaching Portfolio Introduction

EDUC 432: Secondary Student Teaching

Salutem,

I'll begin by unabashedly stating that student teaching has been the most challenging and transformative element of my Albion College education. While the field placements along the way helped me develop the skills necessary for teaching, none prepared me for the challenges or stresses of full time teaching... or the subsequent thrills and rewards. Teaching in Mrs. Tracie Mathis' English 10 Honors and Yearbook classes full time for the past three months has been the epitome of what can be considered a learning experience. While the experience was too grand for detailing in this limited space, I can provide some general highlights: I designed and taught lessons about short fiction and basic journalism, attended and participated in regular staff meetings and a Reading Apprenticeship conference, designed and taught a unit on George Orwell's *Animal Farm* that focused on his methods for promoting social change. In my opinion, student teaching is kind of like summer camp, but much more tiring—with a bunch of other students your age, you go away from home for several months to participate in various activities, your feet always hurt, and you're always hungry, but you're never quite want to go home, and when you do, you look forward to coming back next year, or—in this case—attaining an actual teaching job.



Special Thanks to...

Tracie Mathis—my mentor teacher who let me into her classroom and modeled every day how to be an excellent educator

Dr. Suellyn Henke—for guiding us through this process with constant encouragement, support, and offers of food

Dr. Nonelum Alozie—for being a constant pillar friendship and support, and for the corn bread

Karen Haoglin—for making sure we always had what we needed when we needed it—even when we didn't know we needed it

Mary Weicht—for helping us with our showcase needs...and for putting up with Karen

The Albion College English and Psychology departments—for so effectively equipping me with knowledge and skills that I feel confident in teaching them to others

Shannon Clark—for helping me with all my many tech requests while in MHS

Marshall High School—for letting me invade your school and teach your students...and for giving me a cool badge to do wear while I did it

My Students—for making me feel wanted and supported every day I stood in front of the classroom

Sample Cover Letter

Travis Trombley

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[01 December 2014]

Mr. Dan Luciani, principal of Marshall High School,

I am writing to inform you of my interest in the open English teacher position at Marshall High school. I heard about the open position via a posting on Teachersfindjobs.com.

I believe the English classroom should focus on a bi-directional model of literacy that focuses on the connections between reading and writing – input and output. I find it most beneficial to prioritize the skills and habits of mind, which students will carry across the curriculum, cultivated by studies in the English discipline rather than focus on the content. My experience as a Senior Features Editor and Managing Editor for the Albion College *Pleiad* and my research into the mythology of superheroes through Albion's FURSCA program have helped me develop these same skills and realize their importance. I applied this philosophy to the unit I designed and taught on George Orwell's *Animal Farm* during my student teaching internship. The content of the novel took a back a back seat to the skills and habits of the literature. Paralleling the novel, I had the students write their own satires and discuss the underlying techniques and intentions of the genre.

In addition to my experience in teaching, I have also spent much of my college time working on the school paper *The Pleiad* and my own magazine entitled *The Ugly Sweater*, conducting research on the question of whether superheroes could be considered a modern mythology, and working in a variety of school contexts writing and directing middle and high school plays. I believe my experience in the humanities has provided me the groundwork necessary for strong communication, organization and management skills.

Throughout these experiences, the common denominator of my enjoyment has been growth. My writing, research, theater work, and teaching are connected by the idea of growth. In education, I can see that which I seek in the other contexts: opportunities for courage, metamorphosis, and growth. It is the core of humanity, and there is nothing more exciting to witness. Education is the key to a better society that promotes growth for all people, so I see no nobler profession in which I could indulge.

Thank you for taking the time to read this letter. If you feel as though I could possibly be a good fit for your school, I would really appreciate the opportunity to review for the position in question. If you have any questions, please do not hesitate to contact me via phone or email.

Thank you for your time,

Travis Joseph Trombley

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Certification: English and Psychology, secondary education

EDUCATION & HONORS

Albion College
611 E. Porter St.
Albion, Michigan 49224
(517) 629-1000

Major: English with a concentration in Secondary Education

Minor: Psychology

Expected Graduation: Fall 2014

- GPA: 4.0/4.0
- Dean's List (fall 2012, winter 2013, fall 2013, spring 2014)
- Ray S. Corliss *Pleiad* Prize
- Mortar Board (distinguished activism honor society)
- Omicron Delta Kappa (leadership honor society)
- Sigma Tau Delta (English honor society)
- FURSCA grant for independent research: *Are Superheroes a Modern Mythology*
- Overall Excellence in the English Major Award
- Karen E. Taylor Scholarship (education)
- Lucille Robinson Scholarship (education)
- Steven Gilbert Scholarship (education)
- Michigan Press Association Community Journalism Scholarship

Monroe County Community College

1555 S. Raisinville Rd.

Monroe, MI 48161

(734) 242-7300

Associates of Arts and Sciences, June 2012

- GPA: 3.997/4.0
- Presidential Scholarship Recipient
- Phi Theta Kappa
- Chemistry student of the Year Recipient 2011
- Humanities Student of the Year Recipient 2012
- Outstanding Student of the Year Recipient 2012
- Dean's List (all 4 semesters)
- First place Winner of Original Poetry Contest spring 2012

References

- Ian MacInnes – imacinnnes@albion.edu
- Nonye Alozie – (734) 635-5560 | nalozie@albion.edu
- Tracie Mathis – (517) 262-7008 | tmathis2@marshallpublicschools.org

RELATED WORK & EXTRACURRICULAR EXPERIENCE

- **Education Field Placements**
 - Student Teaching: Marshall High School (Fall 2014)
 - Tracie Mathis (tmathis2@marshallpublicschools.org)
 - English 10 Honors and Yearbook
 - Marshall High School (Spring 2014)
 - Tracy Haroff (tharoff@marshallpublicschools.org)
 - AP Chemistry and 10th grade Chemistry
 - Concord High School (Spring 2014)
 - Jennifer Couling (jennifer.couling@conordschool.net)
 - English 11, Drama, and AP/College Prep
 - Homer High School (Fall 2013)
 - Terry McKown (mckote@homerschools.net)
 - 11th grade Psychology
 - Pennfield High School (Fall 2013)
 - Nick Koenigsknecht (koenigsn@pennfield.net)
 - 11th and 12th grade AP English
- **Features Section Editor / Managing Editor of the *Pleiad*, Albion College, MI, 2012-present**
 - Pitch, report on, and compose weekly features articles.
 - Oversee all staff members in the features section: help with constructing pitches, aid in development of reporting and writing skills, edit all drafts.
 - Lead writing and reporting workshops
- **Adviser/Co-Director/Co-Writer for after-school drama programs, Fall 2012-present**
 - Led students in various theater-related games/exercises regarding acting, projection, and stage direction
 - Assisted in the directing of two productions
 - Helped students build sets and create costumes
 - Co-wrote a full-length adaptation of Gawain and the Green Knight for middle school actors and an original play, *Bearly Alive*
- **Small Group Leader/Small Group Coordinator for InterVarsity Christian Fellowship, Albion College, Fall 2013-Spring 2014**
 - Design a curriculum based on a chosen theme
 - Lead workshops on leading inductive Bible studies for other small group leaders
 - Lead my own small group
- **Writing Tutor, Monroe County Community College, Monroe, MI, 2011-2012**
 - Conducted one-on-one tutoring sessions with undergraduate students to improve their writing, starting with large-scale issues like organization, argumentation, and thesis statements before working down to sentence mechanics and grammar.
 - Conducted one-to-class seminars on writing strategies and the benefits of the writing tutor program
 - Communicated with professors concerning the nature of student assignments

TEACHING EXPERIENCE

Student Teaching: Marshall High School (Fall 2014)

Tracie Mathis (tmathis2@marshallpublicschools.org)

English 10 Honors and Yearbook

- Observed daily classes
- Created and taught lessons for short fiction analysis and journalism basics
- Created and taught units on Animal Farm, satire, journalistic writing, and video narratives
- Attended and participated in professional development meetings, staff meetings, and a Reading Apprenticeship Conference
- Co-directed the fall straight play - Moon Over Buffalo - with theater director Dianne Long

Marshall High School (Spring 2014)

Tracy Haroff (tharoff@marshallpublicschools.org)

AP Chemistry and 10th grade Chemistry

- Spent three weeks in class full time
- observed daily instruction
- Created and taught a unit Communicating Chemistry
- Taught classes daily on my unit and stoichiometry

Concord High School (Spring 2014)

Jennifer Couling (jennifer.couling@conordschool.net)

English 11, Drama, and AP/College Prep

- Observed classes
- Assisted students with daily class work, including close readings, video editing, and play writing
- Led students in theater exercises
- Taught lessons on improvisation and To Kill a Mockingbird

Homer High School (Fall 2013)

Terry McKown (mckote@homerschools.net)

11th grade Psychology

- Observed classes
- Proctored tests
- Screened relevant films with students
- Assisted students with homework and projects
- Taught lessons on nature vs. nurture and dreams

Pennfield High School (Fall 2013)

Nick Koenigsknecht (koenigsn@pennfield.net)

11th and 12th grade AP English

- Observed classes
- Graded papers and tests
- Assisted students with reading exercises and writing papers
- Taught lessons on Charles Dickens' *Great Expectations*

Mar Lee Middle School (Fall 2013)

Mentor Teacher: Stacy Tucker (Tuckers@mar-lee.org)

6th and 7th grade Writing

- Observed classes

- Assisted students with writing
- Assisted with multimedia projects, including writing, filming, editing, and posting student-made commercials
- Served as an adviser for the after-school Drama Club
- Co-directed and co-wrote the Drama Club play

Albion High School (Fall 2012)

Mentor Teacher: Carina Hilbert

9th and 11th grade English

- Observed classes
- Assisted students with writing
- Co-directed drama production and led theater workshops after school

A Super... Teacher?

Travis Trombley

“What do you want to be when you grow up?” I always hated that question. Not because I never had an answer—I did—but nobody ever took it seriously. “I want to be a hero,” I would reply. They would scoff: “No, seriously?” I would shrug my shoulders and laugh a bit, admitting that I was ‘actually’ looking at architecture or engineering—more socially acceptable professions, I guess. But it always was a lie. Never did I foster any interest for either of those paths, despite my blossoming aptitudes for both. No, I wanted to be a hero, just like the characters in my favorite Saturday-morning cartoons, movies, and books. Of course, as I matured, and wanting to be a ‘hero’ became more pathetic than adorable, I began contemplating more ‘real-world’ vocations conducive to displays of valor. The more popular options received priority consideration: firefighter, police officer, soldier, secret agent. Unfortunately for these aspirations, my mental maturity arrived not with the physique and coordination necessary for success in such physically demanding employments, but with the more important realization that true heroism and feats of strength were perhaps not as connected as I once believed. In fact, as I began exploring the realm of philosophy, I discovered that the characteristic held in common by all my favorite heroes—the common denominator, if I may—was a belief that, for some reason, people are worth investing in. These characters all sacrificed for the sake of others; to some degree, they all believe in Uncle Ben’s famous adage: “With great power comes great responsibility,” meaning that their powers engendered duties of service. The problem, however, was that I felt much responsibility, but I knew not whether I had any power with which I could fill it.

Then, while searching for my future ‘mission’ (heroes, of course, have missions, not ‘jobs’ or ‘careers’) in the latter years of my high school experience, I was offered the opportunity to become a tutor—NOT the glamorous pursuit I imagined for myself. I was asked to tutor one-on-one a seventh grader who was struggling with, well, pretty much every subject, from math to English. It took me only a few weeks to realize that he was struggling not because of any inability to master the material; he was plenty smart enough, just lazy. The more I worked with him, always expecting that he get the work done in front of me, scaffolding him as needed, the more he got mad: “My other tutors used to just do my homework for me!” he cried, until one day he showed up brandishing an ear-to-ear smile and a big red “B+” on his math test, saying, “The next one will have an A on it.” And that was when I experienced my first teaching epiphany: by taking the extra time to make this student realize that he could in fact succeed on his own, I had helped produce not just a student with a good grade, but a student with a drive to achieve good grades and the knowledge that through applying himself, he could consistently do so.

Since then, numerous tutoring and teaching experiences have only reinforced the notion that teaching is a heroic responsibility and that I have some degree of ‘power’ to do well in the field. Working as a writing tutor at my community college, I often devised creative means to aid the more difficult tutees (I once took a struggling runner outside the Writing Center and discussed the argument of her paper whilst jogging laps around the college—she received an A on that essay), and as a Drama Club instructor for Albion High School and Mar Lee, I created exercises the students could use to learn their lines and get into their characters. In my two field placements for education classes (classes I took not as part of a sure plan, but as explorations), I often worked one-on-one students to help them understand material with which they were struggling by using my knowledge of those students’ strengths and interests to bring the material to them in personalized ways; in

almost all cases, the students successfully understood the material afterward. In all these cases, I found myself reveling in the feelings of having helped someone reach new levels of understanding and, as a result, confidence.

Encouragements from teachers, professors, and my father supplemented the fulfillment I received from succeeding in the ‘teacher’ role and cemented my desire to pursue education. Whilst it may not be the most glamorous vocation, the sacrifice and dedication it demands, I discovered, fit perfectly well into the “hero” paradigm I had established, and its goals—helping people become critical thinkers and developed individuals—seemed honorable. Indeed, I realized, teaching is helping people, a service not as glamorous but more necessary than wearing capes and chasing bank robbers. “Well that’s a nice sentiment,” a trusted adviser once told me, “but how are you going to do it? And why is it important that you do?”

I contemplated his challenges at great length. In all the questions and the rationalizations, I lost myself in rhetoric and whimsy; I needed to find pragmatic grounding. For answers to these dilemmas, I looked to both my interests and my skills. As to the former, I possessed great passion for stories, especially stories that made me think. I always fancied being a writer of some sort, and that led me to reading independently much philosophy, which in turn developed in me certain habits of mind like thoughtfulness and logically oriented cognition. These habits directed me towards social sciences—investigating how people function and why/when they behave the ways they do. From there I made the decision that through engaging the subjects of my passion, namely English and the broader spectrum of Social Studies, I could expose students not only to ideas I find fascinating (though they may not be as excited), but also help them develop the skills necessary to successfully navigate our increasingly complex, skeptical world and, more importantly, find for themselves their passions and learn how to seek meaningfulness in life. Through English, I could help students cultivate literacy skills, thus equipping them with the abilities to wade through rhetoric and identify arguments while constructing their own so that they can become independent thinkers, problem solvers, and responsible citizens. Through Social Studies, I could sow seeds of interest and motivation in students. Studying people and how they work, especially through my specific field of Psychology, is like a gateway class: students can actually get excited about some self-evident and applicable information, which can get them into mindsets more conducive to engaging academic subjects in general. These more humanities-focused subjects offer an excitement that, I would argue, the hard sciences and math simply cannot duplicate for the majority of students. They engender explorations of the self along with development of self, both in terms of skills and self-knowledge.

The way I imagine my teaching style plays to my strengths and my thoughts about education. Thus far, I have engaged students with humor and frankness, treating them as capable individuals and meeting them at their separate intellectual levels. I made it to college by asking good questions, and I plan to use the same technique to find success in my teaching career. My goal is to get students to think, and that means tailoring questions to provoke interest, opinion, and even argument in class discussions, homework assignments, and extend projects of various forms.

I’m also extremely interested in educational gamification, the application of gaming mechanics to the classroom in the hopes of increasing interest and motivation. A sizable component of this theory involves giving students choice. Much like RPG games grant players various options for approaching certain tasks, I plan to offer my students a variety of approaches for projects. For example, students may get to choose from making a video, writing an essay, or attempting a creative

work as a project. Not only would such methods allow students to explore various means of expression, but it ensures that students who may be weaker in certain areas of expression get to avoid being disadvantaged in any way.

Though I have many ideas about what I would like my classroom to look like, part of what excites me about education is how much I have yet to learn. Specifically, I would like to improve in the areas of classroom management and technology. Teaching my content and engaging with students through said content excites me to no end, but the management and, dare I say it, disciplinary aspects of the vocation trouble me almost equally, simply because I know not if I am adequately prepared for such responsibilities. I've never struggled with management in the past simply because I could engage the students through some degree of humor rather than teacher authority, the former, in all honesty, being the methodology I observed the most effective teachers in my high school employing. However, never have I actually been responsible for a class day after day, and without that insight, I cannot claim that those methods that have proven effective thus far will remain effective. While perhaps not the most glamorous aspects of the job (next to the too-old-to-care lazy teacher who shows films every class, the disciplinarian is often the most lampooned of the education characters), management and discipline are two of the more important, foundational elements of education. Without the former, classes would be chaotic and, ultimately, ineffective. Without the latter, students may never learn to consider other people when contemplating their behaviors, which is surely a goal of education.

Unlike the trepidation associated with my desire to learn more about management, my desire to engage technology on higher levels stems more from a desire to be effective. While I am by no means illiterate when it comes to technology, I yearn to master the skills necessary to put me at the forefront of technologically-adapted education. I think that engaging students (and their families, for that matter), through computer applications is one of the major upcoming innovations in education. As our network-saturated society progresses towards connecting everything, I think some of the most effective teachers will be those who take advantage of this networking and use it as a tool in the classes. Media, too, is ever increasing in societal importance. In order to bring content to students, I want to be able to make videos and web-based presentations they can access at any time, perhaps even as homework.

So I would not get to wear a cape or leap across rooftops. I found something more heroic—something better suited to my particular skill set. Through teaching, I could serve people just as I always dreamed, as my role models did. I now look forward to the day when I can shoulder the responsibility of students' need, known and unknown. I can use my talents in English and Social Studies to not only teach students about the world in which they live and about themselves, but also help them develop the necessary skills they will need to identify and face life's many obstacles. Like any hero, I know some might hate me. I know that I will receive measly compensation for my services. I know that the stress of dealing with students may seem insurmountable at times. But, nonetheless, I am excited to dutifully don my sweater and become the hero I always wanted to be.

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To Whom it May Concern,

My dad always said I was going to be a teacher. I always said he was wrong—I was going to be a writer . . . or a superhero. I hadn't yet decided by the time I finished high school and went on to the local community college on a full scholarship. Little did I know my father's predictions would haunt me yet. During my second semester of college my freshman year, I returned one afternoon to the high school from which I had graduated just a year before to visit a number of my favorite teachers. When I asked one of my English teachers how things had been, her visage instantly dropped from excitement to a defeated anger. She slumped over her desk, slamming her elbows on the desk while grabbing her hair with her hands, and looked up at me to say, "Travis, I don't see why anyone would want to go into education right now. The students are just pains in the ass and I barely make enough money to pay for my house. I just don't get it." Mind you, I had barely entertained the notion of pursuing a career in education at that point—I was a freshman in college, after all, so there was no need for decision making. Or so I thought. But when I heard the words my teacher spoke, something "clicked," as the saying goes. Of course, I thought, students wouldn't be motivated by a teacher who refused to believe in them, nor would a teacher enjoy her job if she failed to perceive it as anything less than the opportunity to make a real difference. Or, again, so I thought.

As I began to investigate the field of education, other teachers and professors expressed similar sentiments as the one held by my cynical English teacher: "piss-poor pay" (you have to respect that kind of alliteration), declining student interest and attention, lack of respect, little job security, etc. But as their urgings against the notion of my squandering my talents in teaching compounded, my desire to at least try teaching solidified. Once invited to work as a writing tutor at the community college, I accepted for the sake of experimenting with the realm of education. Later, my most trusted professor and adviser from community college—one of the only people who encouraged my pursuit and a high school education veteran, himself—said this when I brought to his attention what others were saying: "Travis, much of what they say is true. It's why many of the best students forgo teaching K-12. It's certainly a lot of work that you won't get paid well enough to do, but you should try it nonetheless. This country needs students like you in classrooms, otherwise the problems everyone complains about won't go away." His words didn't absolve me of my doubt entirely, but they rang with more truth and purpose than anything the discouraging voices had mustered. At the very least, somebody has to care, and I decided that I could be that person, so I transferred to Albion College intent on exploring education in one of Michigan's best teacher education programs.

And that is the short version of how I decided to pursue teaching. I figured it would be a good way to introduce myself, given the context. Of course, while at Albion, I pursued my other interests. I took up an unofficial minor in professional writing, taking journalism courses and serving as the senior features editor for our school's student paper *The Pleiad*, a position that entailed not only writing weekly features articles,¹ but also editing the articles of the other staff writers in my section. That meant helping them with pitches for stories, formulating their angles, organization, sentence-level mechanics, and

¹ All of which you can find by searching for "Travis Trombley Pleiad" on the web, if you're so inclined

questions regarding the reporting process, like finding sources or interviewing tips. I also pursued theater at Albion, but in a different context than I had before. While in high school and at the community college I took to the stage as an actor, mostly, I put my theater experience into directing and even writing shows for local drama club programs in two secondary schools during my time at Albion. While I miss acting, the feeling that comes with seeing a diverse group of students take the scenes you penned and make them their own, for better or worse, is quite fulfilling. I certainly hope to continue this in the future. You should also know that the superhero comment I made at the beginning of this letter is less of a joke than I care to admit. I'm very much enamored with the superhero genre, a fact that I'm sure played no small part in my decision to explore education. In fact, through Albion's student research programs, I have been working on an independent research project aimed at exploring as objectively as possible the claim that superheroes are a "modern mythology." Stay tuned for my results. Lastly, I have become an InterVarsity small group Bible study leader here at Albion, a position I execute in much the same way I try to teach: by getting to know the people in my group and guiding discussion through questions rather than a more didactic 'lesson.' In addition, I recently became the small group coordinator for all of the small groups on campus, which entails my creating a curriculum and leading workshops for other leaders—certainly a position conducive to further practicing the skills necessary for effective teaching.

As a final component to this introduction, I am to explain to you my understanding of the "five habits of mind," the tenants of thought Albion College's Teacher Education Program operates upon:

- To be thoughtful and caring learner-teachers, open and eager to know, be known, and respect self and others;
- To be curious, critically thinking risk-takers and problem-solvers;
- To be perspective-takers, seeking out, valuing and incorporating different viewpoints and positions about learners, learning, teaching and subject matter;
- To be child and youth advocates, desiring a more fair, equitable and democratic society; and,
- To be morally, ethically-grounded deliberators, living and working with diverse individuals with integrity.

When I entered the program, I thought they seemed rather obvious, universally agreeable ideas. Who wouldn't want to be a youth advocate or a critical thinker? However, after serving in various classrooms and exploring the complexities of the teaching vocation in my many education courses, these five statements are anything but a given in the field—they are, in fact, an ideal. If all educators fit this bill, the American education system would most likely relinquish its position as scapegoat for the nation's ills. Rather, we would have a nation boastful of its education system that empowers all students and communities, that seeks both knowledge and wisdom, that says it's okay—encouraged, even—to ask question, and that instills kindness and understanding rather than prejudice. It's possible—the anecdotes describing such classrooms are many. But the road is hard, and the detractors are many. That is why these habits of mind are so important to me—they represent the practical means by which we as educators can help attain a better future, and isn't that what education is all about?

Ut longo vivas tempore, et bene sit,

Travis Trombley

Personal Distinctions

FURSCA

Over the summer of 2012, I conducted independent research at Albion College through the Foundation for Undergraduate Research and Creative Activities (FURSCA) program. A distinguished program at Albion, FURSCA asks aspiring undergraduate scholars to partner with a faculty mentor and draft a proposal of an independent research project in their desired field. Students whose proposals get accepted spend 10 weeks on the Albion campus over summer working with their faculty mentor to complete their proposed research. In addition, FURSCA students attend weekly seminars with all of the other researchers for 10 minute presentations of their research up to that point.

Superhero Research...and other stuff

Friday, June 21, 2013

FURSCA Update

This post is a re-posting of an update I wrote for the official FURSCA blog.

While my quest to discover whether or not superheroes have earned the rank of modern mythology remains far from finished, I have been encouraged to report my findings thus far. Now, rather than focus on one book at a time, I have elected to approach my work in a more school-oriented fashion, which entails reading from four major areas of study: literary theory, mythology, superhero scholarship, and, of course, superhero comics. Since the theory is largely preparation for my final analysis and few would be interested in my opinions of *Batman: Earth One*, I will focus here on my findings in the realms of mythology and superhero scholarship (which, much to my disappointment, is actually scholarship *about* superheroes, not scholarship *by* superheroes).

Mythology is undeniably an attractive buzzword. In advertising and academia alike, the term mythology seems to get tossed around with little regard to any actual meaning. For example, the back of the above-mentioned *Batman: Earth One* graphic novel reads, "[W]riter Geoff Johns and artist Gary Frank reimagine a new mythology for the Dark Knight, where the familiar is no longer the expected in this long awaited original graphic novel from DC Comics." Likewise, Jaffet K.

Blog Archive

- ▼ 2013 (4)
- ▼ June (3)
 - FURSCA Update
 - Cold War Creations: Characters as Nuclear Fallout
 - Thoughts on Superman: Earth One
- May (1)

About Me

 **Travis Trombley**
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[View my complete profile](#)



I worked with Dr. Amity Reading and Dr. Ian MacInnes on an English-oriented project comparing the functions of mythology - Arthurian mythology, specifically - and superheroes. In my project, entitled *Are Superheroes a Modern Mythology?* I asked the question of whether or not superhero stories as literature function in the same or a similar manner as did traditional mythologies. Considering the vast and growing popularity of these stories (and my passion for them), it is important to think about the possible cultural ramifications of such stories. I discovered many similarities between the two: both portray "super" beings engaging in important battles against other "super" being who are often considered "undesirable" or "outside," both are by nature revisionary texts that continue to be retold and adapted, both function as cultural gauges, and both propt the dominant social norms of the societies in which they were written. However, the hang up I encountered during this project was defining the term mythology, something that scholars dispute across the disciplines.

Some of my initial findings can be seen on my research blog here: [Superhero Research . . . and Other Stuff](#).

FURSCA Research Program Proposal

The proliferation of superhero narratives in western culture has led scholars like Richard Reynolds and others to label the genre a “modern mythology.”² Upon drawing parallels between superheroes and mythological traditions of cultures past, this term seems both apt and obvious, but it has profound implications and merits critical attention. My goal for the summer is to explore the validity and the consequences of calling the superhero stories a “mythology” by systematically comparing them to two major recognized mythological traditions: Greek and Roman mythology and Arthurian mythology.

Are Superheroes a Modern Mythology? A comparison of the contemporary superhero genre to medieval Arthurian mythologies

Though it began as cheap, colorful, childish escapism, the superhero genre has evolved over its 75-year-long career into a wide-spread phenomenon of entertainment. Acknowledging the genre’s brief existence and dubious origins, author Richard Reynolds writes:

For the cultural student, superhero comics present a number of immediate paradoxes: a popular art-form traditionally known for its apparently hegemonic and sometimes overtly authoritarian texts; a publishing genre which began to gain a degree of cultural respectability by ducking ‘underground’ at least partially for its distribution; an art-form which has been handled (if at all) with disdain by the literary establishment, and, yet has built up its own lively and heuristic critical discourse through what is still rather misleadingly known as the ‘fan’ press; and, finally, a body of contemporary mythology. (Reynolds 7)

This is the beginning of Reynolds’s argument that superheroes have become a “modern mythology.” Indeed, the superhero genre shares a number of commonalities with older mythological traditions: the same characters are used repeatedly by various authors over an extended period of time, the individual stories often fit within a larger recognized universe, they reflect the political and social climate of their time, and they communicate certain moral principals or moral dangers pertaining to their respective cultures. But are these commonalities alone enough to warrant labeling the superhero genre a mythology, or are they simply superficial coincidences? Why not label these narratives folk tales or legends instead? What even constitutes a “mythology” in the cultural-theoretical sense of the word?

My project aims to compare the modern superhero mythos and Arthurian mythology, another famous western tradition, in an attempt to test some of the underlying assumptions in modern cultural studies of serial graphic publications. Studies like Reynolds’ seem to be assuming that comics do in fact represent modern myth, but without rigorously or systematically defining “mythology” as a theoretical concept or demonstrating deep ideological similarities between the functions performed by comics and their mythological “ancestors.” In other words, my goal is to determine, as much as is objectively possible, whether or not superheroes may constitute a modern mythology, not to “prove” that they already do. Of course, in order to do so, I must first gain an understanding of the mythologies already recognized as such by the related fields of cultural studies, folklore, and anthropology. To accomplish this, I will read primary texts from Arthurian mythology, paying especially close attention to the dynamics of the stories as they change over time, how they reflect the concerns of their respective societies at given historical moments, and, in some cases, how they do or do not seem to reflect dominant cultural ideologies. This will mean acknowledging the places and times at which the mythologies of the past were operating transgressively, with respect to dominant culture. I will also be reading academic texts to gain an understanding of the historical and cultural contexts in which these texts were written, who read them, how the people interacted with the texts, and what political/religious affinities the authors may have had. Lastly, I will also read scholarly works concerning the nature of mythology and the theoretical tools used to explain it.

² Reynolds, Richard. *Superheroes: a Modern Mythology*. London: B.T. Batsford, 1992, Print.

Two such tools that I will study and learn to apply are structuralism and historical criticism. Structuralism is a branch of critical theory that examines texts and ideas as a series of oppositions (or contradictions) and resolutions within a narrative framework. Theorist Claude Levi-Strauss says that “mythical thought always progresses from the awareness of oppositions toward their resolution” (*Structural Anthropology* 1963). The binaries one would analyze with structuralism are certainly present in superhero stories and are often blatant: superhero vs. super villain, responsibility vs. desire, governing authority vs. moral authority, etc. However, so as to not simplify these stories by reading them only as dichotomies, I will also consider historical criticism in my interpretations, which seeks to interpret texts within the contexts of the times they were written. Superhero stories can also be productively read through the lens of historical criticism. With an established 75 years of production, superhero stories can be used to chart the historical events and cultural (ideological) shifts in western culture.

Once I have successfully gained a general, working understanding of the two traditions (Arthurian romance and modern comic) and what it means to treat a tradition as a mythology from a critical perspective, I will examine mainstream superheroes, in all of the various mediums in which they appear, to determine the implications of treating these stories as a mythology.

To narrow this project’s considerable scope, I have chosen to focus my studies on Arthurian mythologies to provide enough sampling for comparative perspective, but with a reasonably limited reading load. While numerous mythologies exist worldwide, the Arthurian tradition is makes an ideal as a sample for this project because of its prominence in western civilization and the similarities that exist between it and the superhero genre. . Whereas other traditions like Greek and Norse mythology were established and practiced religions, Arthurian mythology was largely a literary phenomenon for the aristocracy of Medieval England and France. While occasional examination of these other mythologies may prove beneficial at times, I believe the Arthurian tradition, since it only incorporates religion rather than acts as religion, will act as a sufficient foundation from which to learn about the workings of mythology as it may pertain to superheroes. By analyzing Arthurian mythology using the above-described critical methods, I hope to establish a set of criteria by which I can evaluate the “mythological” status of the superhero genre.

Mythology reflects, but also *informs*, cultural practice. In the medieval tradition, the aristocracy read/heard romances because it was entertainment, but the stories also strongly reinforced cultural ideals, gender-specific behavior, and social hierarchies. A young boy hearing the stories of Arthur and his court was supposed to learn from those stories the rules of chivalry—and why it was important to be chivalrous. If comics have moved from mere entertainment to the realm of myth and are playing the same role in our modern society, then they’re having a larger impact on present-day social identity construction than we know.

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Personal Distinctions

Theater

For every semester I've spent at Albion, I've been involved with a middle or high school theater program in some capacity. I acted in high school, and that interest led me to take theater classes while at Monroe County Community College about the history of theater, acting fundamentals, a directing workshop in addition to some of the one-act plays I acted in outside of class requirements. When I came to Albion, I didn't really have time for acting, but I found myself nonetheless involved in school theater programs as a result of my field placements. I co-directed a production of *Happily Never After* at Albion High School with my mentor teacher Carina Hilbert during my first field placement. The next semester I worked with Dr. Ian MacInnes and Dr. Amity Reading leading drama workshops and writing/directing the annual play at Mar Lee middle school. The first year we wrote a middle school adaptation of *Gawain and the Green Knight*, and the next year, Dr. MacInnes and I wrote an original murder-mystery play called *Bearly Alive*. Having so much experience in theater, I knew I wanted to get involved while at Marshall High School during my student teaching internship, so I immediately sought out Dianne Long, the theater teacher and director of the straight plays at MHS. She gladly accepted my offer to help out, and I ended up co-directing the fall production of *Moon Over Buffalo*, a task that spanned everything from casting to blocking, from costuming and set building to stage directions. Having such a rich experience in school theater, I look forward to getting involved in school drama programs in the future.



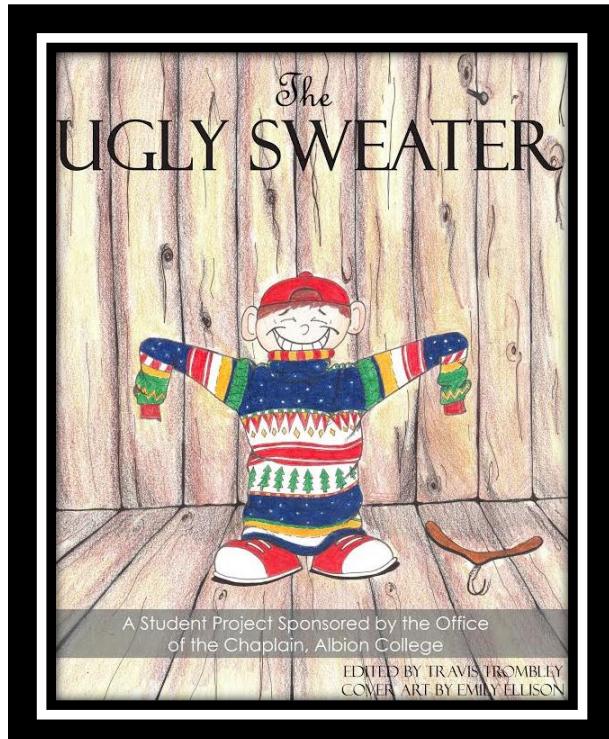
Personal Distinctions

Pleiad and Ugly Sweater

After taking a few journalism classes at Monroe county Community College (at the urgings of my mother), I transferred to Albion with the intent to get involved in journalism. I quickly and happily found my place on the Albion *Pleiad* as the Senior Features Editor. Serving in this capacity entails writing a diverse variety of articles, including thus far investigative enterprises, personality and organization spotlights, reviews, Q&As, pop culture pieces, satires, and analyses, all well received by readers and advisers alike. My articles have even won me several awards and scholarships, including the Ray S. Corliss *Pleiad* prize and the Michigan Press Association community Journalism Scholarship. As editor, I review all features articles for large-scale problems in organization and content as well as smaller, sentence-level style issues. As a writer, I get to tell people's stories, and as an editor, I ensure others' stories are told well, too, and that the story tellers grow in the process, a component of the job that certainly resonates with the teacher I want to become. You can see all of my work for the *Pleiad* [HERE: http://www.albionpleiad.com/author/tjt11/](http://www.albionpleiad.com/author/tjt11/)

The screenshot shows the homepage of the Albion Pleiad website. At the top, there is a navigation bar with links for Home, News, Features, Sports, Community, Opinions, and Art. A sidebar on the right contains a "Spoiler Alert" notice about the movie review, followed by a "Seriously..." section and a "By reading past these lines..." section. Below the navigation bar, a large headline reads "Review: Captain America". Underneath the headline, it says "Arts/Culture Headline — 14 April 2014 By Travis Trombley". There is a thumbnail image of the movie's cast.

Building on my experience with the *Pleiad*, I worked with the Albion chaplain to start a publication of my own. It would later be known as *The Ugly Sweater*, or *US*. Intended to be short, printed magazine that could be distributed across campus, the *US* provided a platform of discussion concerning spiritual, social justice or philosophical issues. As editor in chief of my own publication, I sought out students and faculty members who would be willing to contribute. While I also added content, my primary directive was to help the other writers edit and prepare their own work. The first volume included short stories, a variety of essays on topics from human trafficking to epistemology, and some interviews. As I write this, I'm getting ready to publish an even bigger second issue.



Writing features articles for the *Pleiad* and creating the *Ugly Sweater* has sparked in me a genuine interest to simply tell people's stories—to highlight courage, hard work, resiliency, and success—stories that otherwise might not get told. I initially elected to pursue education, in part, because I wanted a career that would plug me into a community and allow me to, in some manner, affect it for the better. After meeting, learning from, and writing about such a variety of individuals as reporter and editor, I believe I can do the same thing through writing and journalism. While I would one day love to be a professional journalist, I fully intend to at least write as a stringer or on a volunteer basis for local publications while working as a teacher, a practice that will hopefully make a good example for my students, too.

Personal Distinctions

Project Wild

Several weeks before Maymester began, the Maymester teachers were offered the opportunity to participate in a day-long Project Wild certification class with Mr. David Green at Albion College's Whitehouse Nature Center. Project Wild is an international program designed to link

"students and wildlife through its mission to provide wildlife-based conservation and environmental education that fosters responsible actions toward wildlife and related natural resources." In this, Project Wild is very much linked to the field of education, prioritizing the development of awareness, knowledge, skills, and commitment.



Throughout our day going through the Project Wild certification class, Mr. Green led us in several wildlife-oriented activities designed for students from Kindergarten to high school. Together we furthered our knowledge about sustainability by engaging in a number of fun activities designed to get students excited and thinking about things outside. A favorite of mine was an activity that illustrated the dynamic between deer

population and the availability of resources: both a great form of exercise and an apt illustration of a sustainable system.



Danielson Framework: Introduction

Prior to working in MHS full time for four months, I probably could have offered explanations of Charlotte Danielson's components of professional excellence, but they would have been trite and without substance. The truth is, for me, these domains are not something you study in a classroom as a student to later exhibit in and out of the

classroom as a teacher.

Pragmatically, I never entered a classroom thinking about what components of excellence I wanted to display that day. Rather, it is through reflection that I am finding these



components most valuable. Going back and examining my teaching—the good and the not-so-good—I'm realizing how my behaviors fit or don't fit these categories. More importantly, I think, examining my teaching behaviors in comparison to the Danielson framework provides me a language structure with which I can more aptly critique and learn from the reflective endeavor. Some of the examples to come may seem tired and easy while to others you may ascribe more intellectual merit, but I assure you that every artifact and reflection in this component of my portfolio demonstrates a cognizance of the many details—big and little; significant and seemingly insignificant—that make up a teacher's day. As such, this reflective practice was invaluable.

Domain 1: Preparation and Planning

(1a) – Demonstrating Knowledge of Content and Pedagogy

Teaching at the secondary level *requires* intimate knowledge of the content being taught. In fact, I've found that demonstrating consistent knowledge of content to students is one means by which a teacher can gain the students' respect as an educator. I try to make sure that I come prepared to every class with knowledge and resources necessary to communicate competently about the subjects at hand, both verbally or through my written works. The ***Introduction to Propaganda*** below demonstrates both my knowledge of the content (combined with my personal passion to superheroes to demonstrate the applicability of these concepts) and knowledge about how students will need to contextualize and understand the information, as seen in the exercise on the second page.

But knowledge of content and how to teach that content comes into play far before the single lesson level. I also recognize that knowing the content and the appropriate pedagogy is crucial at the unit planning point of the process, because one needs to know how to string together the many connections one wants to build in throughout the unit. As such, I always preface my units with a detailed conceptualization that demonstrates my understanding of the connections between the content being taught and how it's being taught.

Introduction

In this unit, I will read a novel that uses allegory to present a narrative on multiple levels. On one level, it is about animals leading a revolt on the farm, and on another level it is symbolic (and thereby critical) of the Russian Revolution.

Primary Essential Questions:

- What is the relationship between a government and freedom?
- How is change related to conflict?
- How can an author promote social change through writing?
- How can individuals gain and abuse power?
- How can I use satire or allegory to increase social awareness of an issue or event?

Primary "I Can" Statements

- I can use the four levels of text to explain the novel: factual, interpretive, critical, and personal.
- I can define, recognize and provide examples for the literary devices allegory, fable and satire.
- I can use historical context (namely the Russian Revolution) to better understand the novel and its intended purpose.
- I can use prior knowledge and context clues to understand new words.
- I can explain what a fable is and how it relates to the story.
- I can recognize the universal themes allegorized in *Animal Farm*, such as complacency, ignorance, and greed for power.
- I can construct a fable, satire, or allegory of my own.

Conceptualization

George Orwell wrote that *Animal Farm* "was the first book in which [he] tried, with full consciousness of what [he] was doing, to fuse political purpose and artistic purpose into one whole." As a scholastic endeavor, *Animal Farm* in high school curricula that allow for equal work of literature, the novella is founded on fable. The story is a tale of power, corruption, clear protagonist, which separates it from most lack of focus puts impetus on the reader as a protagonist herself. Thus is the point of allegory, exercise in persuasion as well as an exploration

As a historical analysis, the novel tells the story of the Russian Revolution. Though Orwell meant his story to relate the events of the revolution to the rise of Stalin's power. Orwells' main argument is that the betrayal of the pure socialist revolution as the

22

Introduction to Propaganda



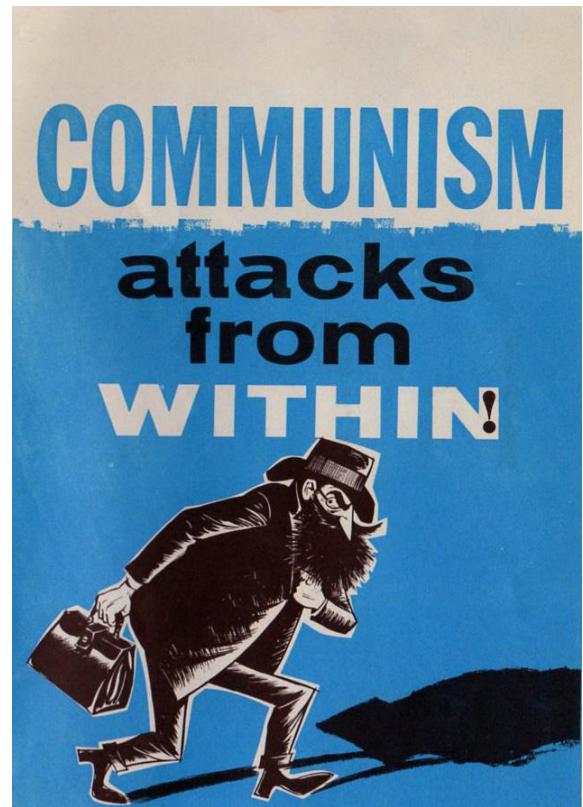
While you might not yet recognize it, you see propaganda every time you see a commercial on TV or an advertisement on the web. At its heart, propaganda is persuasion - it is advertising.

By definition, propaganda is any information (usually of a biased or misleading nature) used to promote or publicize a particular campaign, political cause, or point of view. As they matter more in Orwell's *Animal Farm*, we will focus more on the political elements of propaganda rather than the daily advertising elements, though you will undoubtedly note overlap.

The poster to the left is an artifact of propaganda. Captain America is in the forefront of the scene in his red white and blue while trusty US soldiers follow behind. The words tell readers to fight and be a part of the victory. Pretty obvious, yes, but propaganda works on a more subtle level. The

poster is trying to get readers to do something based on some assumptions that it communicates: "because Cap is on our side and leading the charge, of course the US will win the battle, so come be a part of the winning team."

Contrarily, propaganda can be used to condemn something deemed undesirable just as well as it can be used to promote or praise. The poster to the right is an example of such propaganda. It pictures a shady figure in black with a dastardly grin who seems to be skulking away; its words imply that the man is a secret Communist trying to infiltrate a capitalist state. Just as Napoleon makes the farm animals paranoid of Snowball by telling them that Snowball is trying to destroy Animal Farm and was working with Jones, this poster is meant to spread fear of a hidden enemy. Its purpose is probably the same: to make it so people can reasonably blame their problems on something else, and to make it seem like the good guys are fighting a malicious foe who would otherwise destroy everything...or something like that.



Propaganda Techniques

Directions: Here are a few Propaganda techniques we have seen in *Animal Farm*. In the space below each technique, provide an example from Animal Farm (does not have to be a direct quote) that fits the description.

The “This or That” fallacy: Presenting only two choices, with one product or idea being propagated as the better choice.

Ad Nauseum: The technique of repeating something like a simple slogan enough times that it begins to be taken as the truth.

Appeal to Fear: Otherwise known as the “scare tactic,” this technique involves building support by instilling anxieties and panic in the general population.

Bandwagon: This technique involves persuading the target audience to join in and take the course of action that “everyone else is taking.” It involves assumptions that more people are on one side and that they are right or will win.

The Powerful Personality: When someone creates an idealized and heroic image, usually by using unquestioning flattery and praise.

Euphoric Event: The use of an event that generates euphoria or happiness, or using an appealing event to boost morale. Declaring a holiday, making luxury items available, or mounting a military parade with marching bands and patriotic messages can make euphoria (Wikipedia).

Make your own Propaganda: With your new knowledge of propaganda, you will - in your team - design a propaganda campaign for a cause of your choice. Write a letter detailing the techniques you would recommend, how they could be used, and why. You may use the techniques on this sheet or those discussed during the Propaganda presentation.

Domain 1: Preparation and Planning

(1b) – Demonstrating Knowledge of Students

Teaching requires a variety of domains of knowledge: knowledge of content, knowledge of school culture, knowledge of self, just to name a few. But critical to the success of any classroom is knowledge of students. Their experiences, their interests, and their motivations are clearly factors that will affect the success of all lessons. They create the framework onto which education is applied, and informed teaching will mean tailored education for all unique classes and students.

The Personal Inventory

On the first day of our unit together in Maymester, I began both classes by passing out something called a personal inventory worksheet. This list collection of questions asks students about themselves and their interests, both in and out of school. The students get to enjoy talking about and answering questions about themselves, and I—as the teacher—gain insights into the students' interests, which can be used in later teaching methods.

Name (optional): [REDACTED]

PERSONAL INTEREST INVENTORY

- What is/are your favorite music genre(s)?
Indie
- What radio station(s) do you listen to? (this is partially for my benefit...I need good stations to listen to)
Pandora
- Do you play any instruments? Which ones?
French Horn
- What sports do you enjoy watching?
Tennis
- What sports do you like to play? (In my opinion, Halo multiplayer counts as a sport)
Volleyball, tennis
- What hobbies or interests do you have?
Horse riding
- What TV shows do you like to watch?
Bones, Game of Thrones
- Who is your favorite cartoon character?
Spongebob
- What is/are your favorite movie(s)?
Dead Poets Society / Frozen
- What movie are you most looking forward to this summer?
The Fault in Our Stars
- What is your favorite book(s)?
The House on Mango Street
- What three things that you own mean the most to you?
 - Head tennis racket
 - Rose gold ring
 - Kate Spade purse
- What do you like to do after school?
Sleep
- What is your favorite subject in school?
AP [REDACTED] Biology

“Any good teacher knows how important it is to connect with students and understand our culture.”—William Glasser

Domain 1: Preparation and Planning

(1c) – Setting Instructional Outcomes

The planning stage of teaching was always a daunting one for me. Thinking ahead about the unit is easy until one takes into account one very important variable: students. I can structure “stuff” about which I want to discuss, but that discussion will more than likely prove fruitless if planned in a vacuum. During my Maymester placement, I learned quickly that students are real people who need to be met halfway with content and lessons – that their buy-in is a crucial component to the success of the lesson/unit. As such, throughout the student teaching internship, I strived to define first my objectives for the lesson or unit. This fit MHS’s Learning Design Model, which has students define first the objectives of the lesson or unit, then define the assessments that accurately measure those objectives, and then design the lessons that prepare the students for those assessments.

As such, I designed all of my unit plans with essential questions and “I can” statements, both of which acted as the definitions for my objectives. Then on the lesson level, each lesson plan is defined by 1-3 primary objectives that focus the

lesson and the assessments.

The image shows two overlapping lesson plan documents. The top document is titled "Animal Farm Lesson 11 - The Psychology of Ch. 7". It includes sections for Objectives, Standards Addressed, Materials, and Placement in Unit. The Objectives section lists three goals related to memory and authority. The Standards Addressed section lists CCSS.ELA-LITERACY.RI.9-10.8 and CCSS.ELA-LITERACY.RI.9-10.1. The Materials section lists a Ch. 4-6 Quiz, access to YouTube, and specific video links for Memory and Authority. The Placement in Unit section discusses the chapter's importance and its role as an introduction to psychological phenomena. The bottom document is titled "Animal Farm Lesson 13 - Propaganda". It includes sections for Objectives, Standards Addressed, Materials, and Summary. The Objectives section lists three goals related to propaganda techniques. The Standards Addressed section lists CCSS.ELA-LITERACY.RI.9-10.8 and CCSS.ELA-LITERACY.RI.9-10.1. The Materials section lists an Overhead projector and an "Introduction to Propaganda" activity sheet. The Placement in Unit section discusses the novel's prevalence of propaganda and its culminating exercise. The Summary section describes the class project where students create propaganda campaigns for a topic of their choice, starting with the norms they observed in the novel.

Objectives

- To have students present on the history of the NKVD, so as to help the class better understand the actions of Napoleon's dogs
- To take a minor assessment
- To watch two brief psychology videos on memory and authority to broaden the context knowledge with which students can approach the text and the characters' actions

Standards Addressed

CCSS.ELA-LITERACY.RI.9-10.8: Delineate and analyze points of view presented in diverse media, including visually and orally.

CCSS.ELA-LITERACY.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Materials

- Ch. 4-6 Quiz (scantrons optional)
- A means of showing videos from the internet (projector and screen)
- Access to YouTube
 - Memory: <https://www.youtube.com/watch?v=IkvOMt34hAg>
 - Authority: <https://www.youtube.com/watch?v=xOYLcvSPVqM>

Placement in Unit

As chapter 7 is such a large and important chapter, this is the first of two classes devoted to it. Since class time will be taken by the quiz and the presentation, the actual lesson is designed as an introduction to some psychological phenomena that are both interesting for the students to think about and relate to and for approaching the later sections of the book, starting with ch. 8, really.

Summary

After the quiz and the presentation, the students will watch two psychology videos, one on the susceptibility of memory to alteration or suggestion (the clip is centered around the "lost in the mall" experiment), and the other is a 5 minute walkthrough of Milgram's shock experiment and the power of authority (a continuation of the prior class). First the students will watch the memory video, discuss its content, then relate it to ch. 7 in a waterfall reading exercise during which the teacher reads passages of the text and the students raise their hands as soon as they notice something that could relate to the idea of memory suggestion. The teacher calls on hands as they are raised, the students says their thought, if anyone else wants to add, they can, then the teacher reads on until another hand is raised, and so on. After discussing the memory alteration in terms of Snowball and how that happened, move on to the Milgram video, use the remaining time to discuss the confessions at the end.

Animal Farm: In this unit, I will read a novel that uses allegory to present a narrative on multiple levels. One level is a story about animals leading a revolt on the farm, and the other level is symbolic of the Russian Revolution.

I Can Statements (Objectives)

- I can use the four levels of text to explain the novel; factual, interpretive, critical, and personal.
- I can recognize the universal themes allegorized in *Animal Farm*, such as complacency, ignorance, and greed for power.
- I can define, recognize, and provide examples for the literary devices allegory, fable and satire.
- I can use prior knowledge and context clues to understand new words.
- I can use historical context (namely the Russian Revolution) to better understand the novel and its intended purpose.
- I can explain what a fable is and how it relates to the novel.
- I can construct a fable, satire or allegory of my own.

Assessments (how will I show my new knowledge?)

Pretest, post test, advertising critique, chapter quizzes, short and long writing assignments, story guides

Essential Questions

1. What is the relationship between a government and freedom?
2. How is change related to conflict?
3. How can an author promote social change through writing?
4. How can individuals gain and abuse power?
5. How can I use satire or allegory to increase social awareness of an issue or event?

New Vocabulary:

Domain 1: Preparation and Planning

(1d) - Knowledge of Resources: Whitehouse Nature Center

It was not until Mr. David Green spoke during one of our collaboration dinners mid-semester that I realized just how bountiful a resource the Nature Center here at Albion could be for teaching. As soon as I heard about a previous Maymester class that went canoeing, I knew I wanted to try and get my students out to the nature Center canoeing.

When I was senior in high school, I enjoyed the opportunity to go with my senior Biology class to a river to test water and swim as a treat for all our hard work, so I wanted to give my students that same opportunity. The Whitehouse Nature Center, I learned, has several spots ideal for water

testing, acts as a great outdoorsy meeting area for students, and even provided waders for the

students to use while testing. Mr. Green, the director of the nature center, also proved himself an invaluable resource, and I eagerly piqued his brain for insights concerning water testing areas, scheduling, and general suggestions for planning a field trip to the nature center.



THANK
YOU,
MR. GREEN.

Domain 1: Preparation and Planning

(1d) - Knowledge of Resources: iPads, Chromebooks, and Computer labs at MHS



My being able to create units and lessons that incorporated video as I did completely depended on the technological resources provided by Marshall High School. Teachers and students at Marshall High School enjoy access to a variety of resources, including dedicated computer labs to portable carts of both iPads and Chromebook laptops that can be brought to and used in classrooms. Upon inquiry with Shannon Clark, the media specialist at MHS, I discovered that all of the iPads come equipped with a version of iMovie, a digital editing software students could use to shoot, edit and publish video.

While many of the students elected to shoot and edit their videos outside of class during Maymester, I still needed to know that ALL of my students could have access to some video hardware and software. That said, the iPads were valuable teaching assets during my lessons on videography, as the students could use them to practice different kinds of shots and editing, and they also made use of the iPads when doing the in-class research on their elected topics. We later used the computer labs to work on and produce the pamphlet versions of the students' PSAs. In Yearbook class, the technology is obviously an essential component to the success of the class. Students relied on Chromebooks for the daily editing of photos and page design via the Jostens Yearbook platform, *yearbook Avenue*.



Domain 1: Preparation and Planning

(1e) – Designing Coherent Instruction

Coherent instruction is the resultant indicator of a teacher's knowledge of content, of objectives, and of students. It is the cognizance of both student needs and teaching demands. Maximizing student yield of learning entails intentional placement of lessons, the timing of activities, the examples used, and even the places where students sit.

Thoughtfully Planned Learning Groups

My Eng 10 H classroom during my student teaching internship was designed so that students could easily sit in teams of four. During the first marking period, these teams were defined by last names; however, for the second marking period, my mentor teacher and I redesigned the teams so that each quad was made up of at least one high-achieving student, two average students, and one lower achieving student. The goal of this design was to have the higher achieving students provide the necessary structure and help to those lower achieving students in the team.



Instructional Aids

Throughout my student teaching, I intentionally sought out different means by which I could scaffold my students' learning through different aids. Different graphic organizers, note sheets, and art projects proved useful in giving students a leg up on the material or having them approach the material from a different (hopefully refreshingly so) perspective. The chart on the following page is an example of such an organizer I used in my *Animal Farm* unit. It asks students to record the major elements of each chapter and then, in a mirror square, rephrase those events as "how-to" statements they could follow or suggest to anyone wanting to start/run a revolution/dictatorship of their own. The idea of this aid is to get the students separating the events from the context of the novel so they can more readily notice their presence in the events/characters of the Russian Revolution.



Name _____ Block _____

How to Run a Revolution (or a Dictatorship)

Directions: As you read *Animal Farm*, you will see examples of successful strategies for achieving a revolution, and you will see not-so-successful examples of a revolution (also known as the strategies for running a dictatorship). Use this chart to record both as you progress through the novel.

Chapter Number	What the animals (pigs especially) on the farm do	Universally applicable “do” or “do not” tips for a successful revolution (or dictatorship)
1		
2		
3		
4		

Domain 1: Preparation and Planning

(1f) – Designing Student Assessments



As mentioned in the section about instructional outcomes, I familiarized myself with the Learning Design Model (LDM) for unit and lesson planning, meaning that the assessments were the second step of planning after the establishment of objectives. As such, the assessments I created during my internships ideally would have reflected closely the objectives of every unit and lesson as they were designed as means to directly measure the degree of achievement for each objective. The lessons followed suit afterwards.

The types of assessments, both formative and summative, I used throughout the internships at MHS varied greatly. Some, like the video project in Yearbook or the Short Story in Eng 10, were performative in nature, measuring students' abilities to demonstrate a learned skill while others, like quizzes or multiple-choice tests, asked students to demonstrate their knowledge of specific content. Some, however, asked for a mixture of the two, such as the satire/allegory project I assigned to my English students. After studying both the techniques of satire and allegory and the way they were employed in *Animal Farm*, the students were asked to create their own satire or allegory to promote change just as Orwell did with his novel.

Another *Animal Farm* assessment of which I am proud is the Reading Log assignment(s) I created for the unit. This formative assessment doubles as a record keeping exercise that will help students keep track of the characters and events in the novel, which will prove especially helpful when writing a comparative analysis on *Animal Farm* and Orwell's famous dystopian tale *1984*. The Reading Log asks students to summarize the events of the previous chapter and note any anticipations they have going into the current chapter, to summarize the major events of the chapter they are reading, and to predict what will happen in future chapters. This form allows students to highlight what they find important and/or interesting while actively keeping track of the entire novel. It is forced active reading. I would then check these RLs, either via spot check or more formal collection, to see what the students highlighted as important. I would then celebrate the common findings and, if necessary, highlight some items that seem to be slipping by. It was a great tool and an incredibly helpful resource for class discussions and group projects: "Get with your partner and go over the similarities and differences between your Reading Logs for Ch. 7" – "You may use your Reading Logs on this activity."

Allegory/Satire Assignment

Orwell's *Animal Farm* is both allegory (a story in which the characters and events have one-to-one connections with real world events or problems) and a satire (a work of fiction that pokes fun at or makes ridiculous an issue with the intent of inspiring social change or awareness) of the Russian Revolution. Orwell even wrote that his purpose with the novella was to combine art with political purpose.

Your longer assignment for this unit will be the penning of your own satire or allegory (or a mix of the two, like *Animal Farm*). You may satirize a social, political or cultural issue or phenomenon - poking fun at it in order to inspire change. Or you may write an allegory of a personal or historical issue - remember, allegories have a purpose beyond retelling a story; they must help readers see the issues more clearly.

This assignment should be between 2-4 double-spaced typed pages in MLA format. You will also write a half-page explanation of your satire or article in which you indicate and detail the social or personal issues discussed in your work, the methods by which you communicate them, and the lesson(s) you want readers to learn or realize after reading the work.

Your work will be graded on:

- The clearness of object being satirized or allegorized
- The effectiveness of the satire or allegory
- The employment of specific satire conventions (parody, hyperbole, understatement, irony, sarcasm, etc.) or allegory conventions (obvious metaphors, personification, etc.)
- The absence of spelling and grammatical mistakes, and the use of proper MLA formatting

Planning Tips

- List three social or cultural phenomena you deem problematic in the space below. Potential examples: "YOLO," dress codes, sexting, standardized testing, etc.
- Pick one of the items you listed above and explain your discontent with it.
- Brainstorm about how you could satirize the issue by ridiculing it. Remember, the point of satire is social change, but it does NOT require an alternative answer - just the elimination of a certain institution, behavior, or trend.

Name: _____ Date: _____ Block: _____

Animal Farm Reading Log

Chapter 8

Previous Chapter

Summarize the major events of the previous chapter(s).

List at least two questions or predictions you had after reading the last chapter.

This Chapter

Summarize the events of this chapter.

Explain your questions were addressed or developed in this chapter.

What was/were your emotional reaction(s) to the events of this chapter? Explain.

Chapters to Come

What do you predict will happen in future chapters?

Short Answer Questions

1. Discuss the way Napoleon is “named” in this chapter. How does Squealer portray Napoleon in his speeches. Are these titles true, do you think? If not, why would it be important to build such an image?

2. Contrast the battle against Fredericks in ch. 8 with the Battle of Cowshed in ch. 4. Pay close attention to the reactions after the battle.

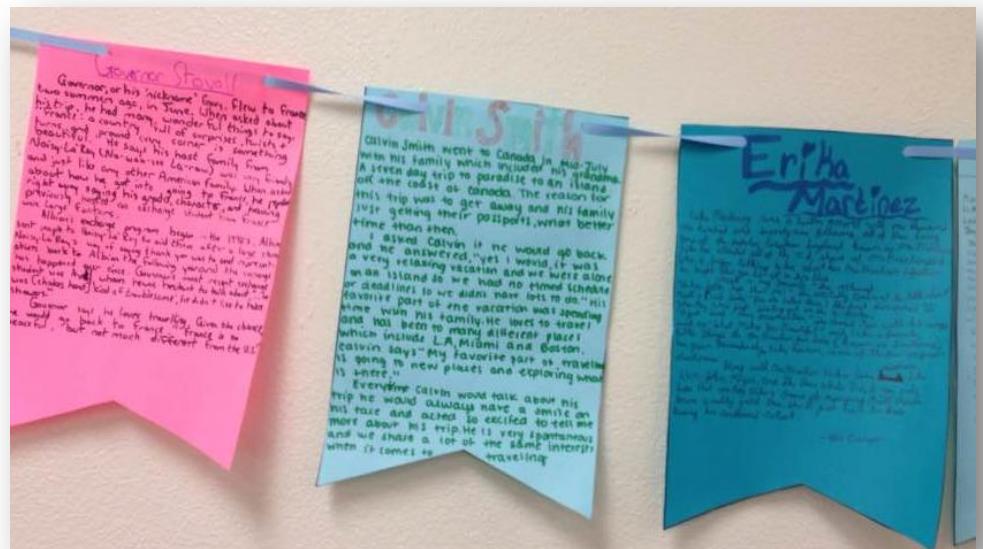
Domain 2: Classroom Environment

(2a) – Creating an Environment of Respect and Rapport

Establishing the culture of a classroom is a multifaceted endeavor made even more complex by the fact that as much as the teacher tries to structure and intentionally institute the culture, the students bring much to the table that cannot necessarily be controlled by the teacher. As such, a critical component to the classroom environment is respectful rapport. Establish a culture of respect, at least, sets the groundwork for expectations, rewards, and – when necessary – discipline. It ensures that all students feel safe and like they have a voice in the creation of their learning environment and the general goings-on of their classroom.

Banners

One means by which teachers can establish this culture of respect and rapport is by validating students lived and backgrounds outside of the classroom. In the first week of school during my student teaching internship, we had the kids practice the skill of asking good questions by having them interview and write profiles for a partner in the class (the lesson plan for which can be seen on the next page). Once completed, the students wrote their articles on special banner pages we made for them, then I hung those banners around the room using ribbon. The student interviews became the primary decoration for our class, literally displaying our respect for the students in our physical space.



Good Writing is Good Questions - Interview Lesson Procedure

- 1.) Have students, independently, think of and write down on a blank sheet of lined paper 3 unique/interesting facts about themselves.
 - These facts need to be TRUE.
 - They could be things they have done (I jumped off a waterfall), things they like (I'm obsessed with superheroes), places they visited, hobbies, likes/dislikes, fears, embarrassing anecdotes, pets, etc.
 - Ideally, this process will be modeled by the teacher and a student teacher or co-teacher, one being the interviewer and the other the interviewee. **NOTE:** If a modeling is possible, do so after you explain the instruction but before you give them the go-ahead to begin writing.

2.) Have students identify and then sit with a partner and have them share their three facts with one another.

3.) Have the students draw a line underneath their three interesting facts on their sheets, and under that line have them write their partner's name. The students will then write five "delving" questions they will ask their partner about ONE of the three interesting facts he or she shared.

Example: If my 3 interesting items were "I jumped off a waterfall, I'm afraid of water snakes, and I like superheroes," my partner could focus on my jumping off the waterfall and write down these questions to ask me: "Where was it, how tall was it, who were you with, did it hurt, and why did you do it?"

Interviewing Tips

- Open-ended questions are the best questions for interviews, not closed questions that can be answered with a simple :yes or no." In a real interview, yes/no questions are sometimes important in order to build, but the goals are the open ended or specific explanations.
- Be sure to note body language or tone of voice of the person you are interviewing. This can add to the write-up and provide valuable context.
- You don't have to write down everything the person says word-for-word. Direct quotes are great, but they should be reserved for the best or most important information, or those quotes that communicate character. Otherwise, paraphrasing information is fine. You can sometimes word thing better than the interviewee can, anyway.

4.) Have the students take turns "interviewing" each other by asking the other person the five questions they wrote. Interviewers should number and write down the answers to their questions on their paper.

TIP: designate the roles in the group, i.e. "The person with the earlier birthday will ask his/her questions first."

5.) Once both partners have asked their questions and recorded the answers to their questions, each student will then write four more questions, this time asking about one of the answers given in the last round of questions. This is about exploring different information, and demonstrating how to jump from one subject to another.

Example: If I was asked where I jumped off a waterfall, I would answer "Tahquamenon Falls, in the upper peninsula of Michigan." The interviewer could then ask me questions about my being up north: "Why did you go up north? What else did you do? When did you take this trip?"

6.) Repeat step 4.

7.) Assign the homework.

Students are to make a "write-up" of their interview. They must put their subject's name at the top of the page. They must include at least 2 direct quotes and at least one mention of body language or tone.

Domain 2: Classroom Environment

(2a) – Creating an Environment of Respect and Rapport: Part 2

A remnant of my original unit plan Maymester schedule, I wanted the lab report assignment for the water testing done on the field trip due on the first Friday of the unit—three days after the field trip. At first, none of the students seemed to take umbrage with this deadline. That was at first. That Thursday, however, the second class began the day with a class-wide petition to push the deadline back until Monday so they could have the weekend. They cited responsibilities like sports, family gatherings, ceremonies, and class night rehearsal, among a few others, as their reasons for the extension. While the first class didn't make the same appeal, many students in that class expressed concern and anxiety about this new kind of assignment. Knowing that these are AP students who are, by nature, more involved with school and community activities and who *want* to try and do well, I allowed the extension, and decided to make the deadline Monday morning before the first bell. I sent out an email to all the students indicating the change. The email is depicted below, typos included, unfortunately.



Travis Trombley <tjt11@albion.edu>

to 14zcdeg, anna, Austin, Brady, Brooklyn, Brooklyn, Casie, Chandler, eevoorheis, eliza

May 15 (7 days ago)



Alright everyone...4th block made some convincing arguments. If you chose to do so, you may turn the lab report in to me BEFORE SCHOOL Monday morning. I will not accept reports delivered to Mrs. Haroff's room ant later than 7:40 am.

Mr. T



I'm happy I made this decision. The student were able to approach the assignment with less stress by being able to also study for other classes and participate in other activities that were probably more important to them than my lab report. As a result of this experience, I was much more understanding of students' extracurricular lives and other class activities during my student teaching internship, which the students appreciated.

Domain 2: Classroom Environment

(1a) – Creating an Environment of Respect and Rapport: Part 3

Body Language

I am not, as inheriting my *little* brother's hand-me-downs indicates, a large individual. I realize this. Therefore, I automatically lack the authority and respect often garnered by a more traditionally masculine physique, especially when it comes to male students. As such, I have always had to be cognizant of my body language when interacting with students. I try to never fold my arms or cross my arms over my chest in any way, because I want to emphasize as much as possible a demeanor of openness and approachability. Making myself open students this way is my way of hopefully instilling in them an image of someone who is available and approachable. I may only be 130 pounds (when wet), but hopefully they know students know they can come to me—that's one of my methods for establishing a physical presence. The other method is exaggerated gesturing. Like the Shakespearean actors of Elizabethan England, I try to emphasize movements when teaching to communicate a liveliness, though I must be careful and not let my movement become a distraction. The idea is, again, that the kinetic body language communicates to the students a passion for the topic and learning. I also hope that it can, to a degree, set me apart—establish the character, if I may continue my Shakespearean analogy.



Body Language Cont.

The following is a reflection of my body language after watching a video of my teaching during Maymester.

Travis Trombley

22 May 2014

Video Reflection

The clip of my teaching I recorded using my iPhone was of a small discussion at the start of one of my Maymester classes. I began the class with a brief writing prompt: "What do you think the term scientific persuasion means?" I administered the prompt verbally before turning the camera on. In my demo, I am playing the role of a discussion facilitator.

Usually, I prefer more movement in my teaching. I like to navigate the classroom, use a lot of gestures, and keep the students' eyes moving. As such, this video made me really think once again about the role the physical environment. In this video, I do not move around that much. I step laterally a few times, and I oscillate back and forth between the desk and the white board, but I never move out from behind the teacher's desk throughout the duration of the discussion. Was there need for me to do so? Not really. Yet I'm still made aware of the influence that a long, tall desk can have. Watching the video, I remember the claustrophobia and distance from the students that the desk made me experience. While there is authority behind the desk, it comes at a cost.

Another item that stood out to me was my use of gesturing an general hand movements. It seems, in this case at least, that I have a sort of "base" for my hands—whenever I am not using them, I hold them together, folded or pressed together somehow, near the Zyphoid Process area of the sternum, with my elbows bent in and locked. It is from this position that I tend to gesture outward, usually by pointing. In this position, I also tend to fidget with the hair tie I wear on my wrist—something to keep an eye out for. When I'm not folding my hands, my other "base" is putting my hands on the desk and, again, moving my arms from that spot to gesture and then bringing them back to the desk when done. I think such habits may be less common if I were to move about the classroom more. In addition, when I talk for extended periods of time, I tend to clench my hands together even more, often holding one in the other and manipulating it as I speak.

Domain 2: Classroom Environment

(2b) – Establishing a Culture for Learning

I strongly believe that establishing a culture of learning requires working with students to establish at least some degree of buy-in for the content at hand. This applies not just to a content area like “English” or “U.S. History,” but to specific units and even lessons. Rationalizing and emphasizing the importance and/or applicability of the learning at hand mitigates general antagonism and disruptions.

Pre-Reading Questions

One way I emphasized the importance of what was being learned in my classroom was through the use of pre-reading questions. These questions, which highlight the abstract elements of the texts in the form of short answer “what would you do?” or True/False questions. Separate from the plot, for which students often express disdain, the questions indulge the bigger, more relatable (and more interesting, generally) questions of text in a vacuum. Having the students answer and discuss these questions sets them up for more effective reading and learning, and it gives me something to reference during lessons to help contextualize information.

Name: _____

Pre-Reading Questions for Animal Farm

PART 1: True or False.

1. All humans are equal. (T or F)
2. Some people are naturally smarter than other people. (T or F)
3. The best/brightest of a society should be the leaders. (T or F)
4. Governments usually do what’s best for most people. (T or F)
5. Governments must limit the freedoms of their people. (T or F)

PART 2: Short answer.

1. America’s nickname is “the land of the free.” What does freedom mean to you? Do you think everyone is completely free in America?
2. What freedoms would you be willing to give up in order to improve society as a whole?
3. What is the responsibility of government (and those in it) to the people of the country?
4. What are the qualities of an effective leader? Is it better for a leader to be feared or respected?

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PART 2: Short answer.

1. America's nickname is "the land of the free." What does freedom mean to you? Do you think everyone is completely free in America?

freedom is being able to say/do
what you want. I don't believe
everyone is free. Certainly more
are "free" than others.

2. What freedoms would you be willing to give up in order to improve society as a whole?

I wouldn't give up my freedoms
if it was something I could
live without yes but not
my freedom

3. What is the responsibility of government (and those in it) to the people of the country?

To protect the what is best
for the country.

4. What are the qualities of an effective leader? Is it better for a leader to be feared or respected?

respected, honest, intelligent
the leader should not
be feared because then he is

Domain 2: Classroom Environment

(2b) – Establishing a Culture for Learning

Another means by which I establish student buy-in when it comes to classroom content is giving students choice when possible about how they want to apply the skills or techniques learned about in class. When I had the students write their own satires or allegories as the extended writing assessment for the *Animal Farm* unit, I urged them to seek out topics about which they were passionate. I wanted them to add a weight of importance to the class content by relating it to something they care about or are at least interested in. The results were some of the best student writing samples I have seen thus far in my still brief career in education. Many students tackled issues close to them like unfair dress codes, American ethnocentrism, overuse of cell phones or equality people of different sexualities, while others re-interpreted issues like the French revolution or the Marshall-Albion merger. They saw merit in the techniques because

Allegory/Satire Assignment

Orwell's *Animal Farm* is both allegory (a story in which the characters and events have one-to-one connections with real world events or problems) and a satire (a work of fiction that pokes fun at or makes ridiculous an issue with the intent of inspiring social change or awareness) of the Russian Revolution. Orwell even wrote that his purpose with the novella was to combine art with political purpose.

Your longer assignment for this unit will be the penning of your own satire or allegory (or a mix of the two, like *Animal Farm*). You may satirize a social, political or cultural issue or phenomenon - poking fun at it in order to inspire change. Or you may write an allegory of a personal or historical issue - remember, allegories have a purpose beyond retelling a story; they must help readers see the issues more clearly.

This assignment should be between 2-4 double-spaced typed pages in MLA format. You will also write a half-page explanation of your satire or article in which you indicate and detail the social or personal issues discussed in your work, the methods by which you communicate them, and the lesson(s) you want readers to learn or realize after reading the work.

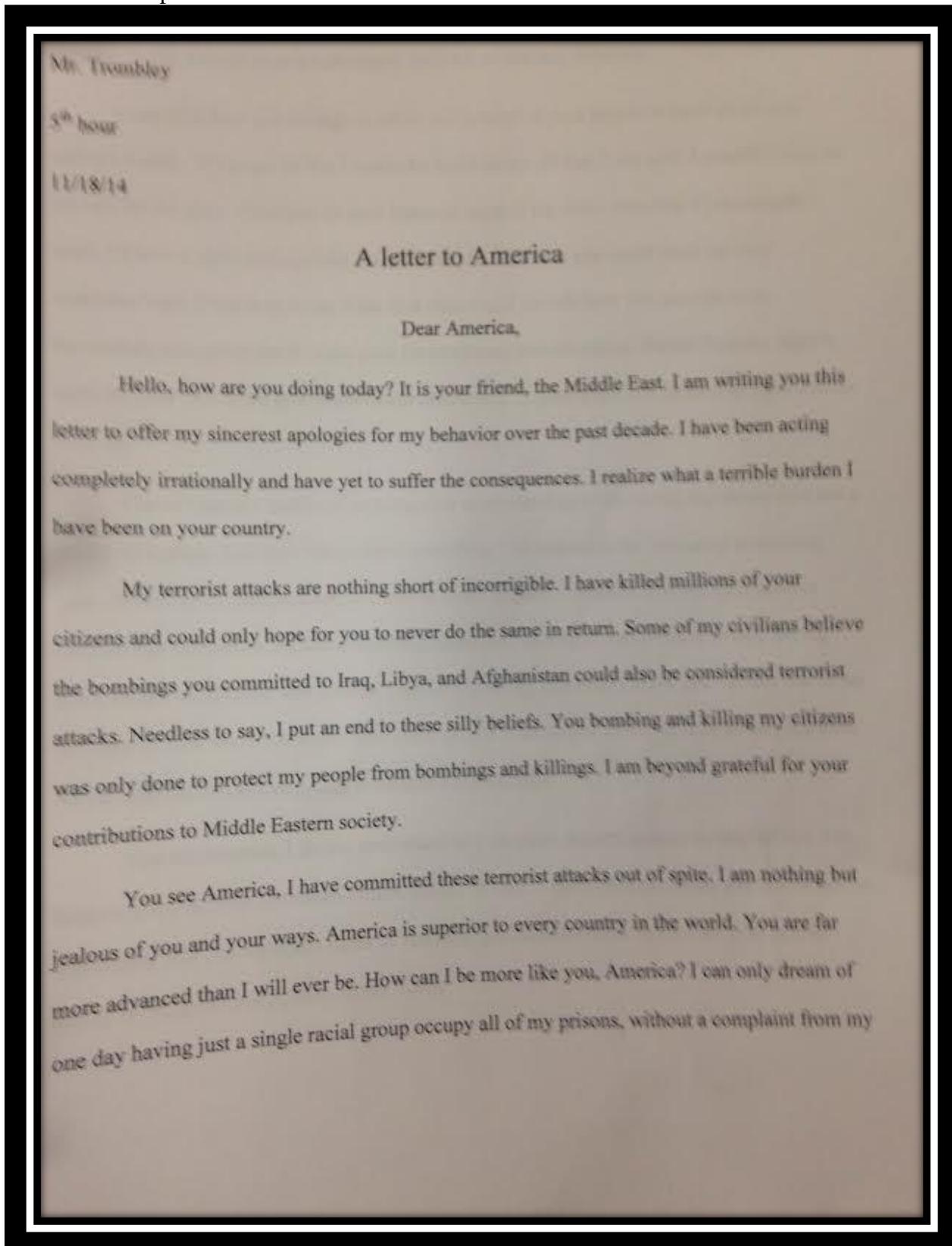
Your work will be graded on:

- The clearness of object being satirized or allegorized
- The effectiveness of the satire or allegory
- The employment of specific satire conventions (parody, hyperbole, understatement, irony, sarcasm, etc.) or allegory conventions (obvious metaphors, personification, etc.)
- The absence of spelling and grammatical mistakes, and the use of proper MLA formatting

Planning Tips

- List three social or cultural phenomena you deem problematic in the space below. Potential examples: "YOLO," dress codes, sexting, standardized testing, etc.
- Pick one of the items you listed above and explain your discontent with it.
- Brainstorm about how you could satirize the issue by ridiculing it. Remember, the point of satire is social change, but it does NOT require an alternative answer - just the elimination of a certain institution, behavior, or trend.

A student's satire about American ethnocentrism. This student noted the very one-sided way Americans tend to see people of other countries and used the techniques of sarcasm and parody to satirize the topic.



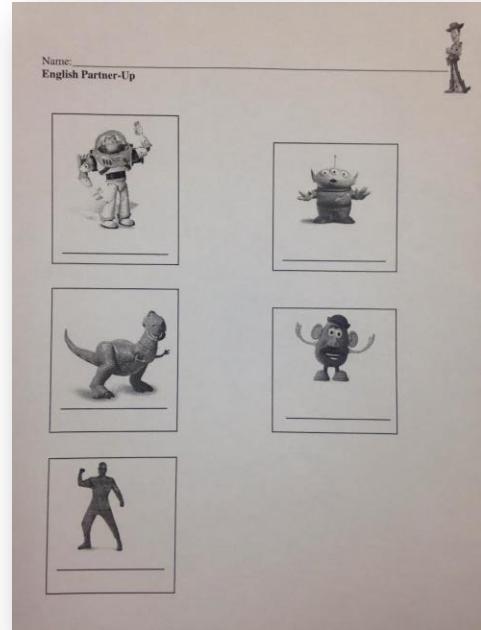
Domain 2: Classroom Environment

(2c) – Managing Classroom Procedures

Nancy Coleflesh, an education consultant and ex principal said, “When I interview prospective teachers, one of my favorite questions I ask is a scenario: ‘I’m sitting in your class and notice that you say something erroneous about the content. What would you like me to do?’” She told us the response she dreaded was the one most candidates offered: “I would want you stop me right then so that I can address the issue before the class, admit my mistake, and move on.” She told us that while she appreciates candidates who are prepared to admit their mistakes, she prioritizes classroom procedures, and allowing an interruption to the class procedure would be detrimental to the established procedures, and therefore detrimental to the students’ learning. Establishing classroom procedures is another integral component to classroom culture. Procedures help students both execute what is expected of them and feel comfortable doing so within established structures. Two types of procedures I used in my classroom were defined paired groups and the “hands-on-your-head” quiet-down technique.

Defined Pairs

As mentioned before, my English classroom was set up so that students had easy access to their four-person teams, but these were not the only groups used in the classroom. We also used defined pairs that we established in the first days of school. Every student had a partner that was defined by one of the five *Toy Story* characters pictured to the right. The partners were assigned by a variety of relationships: close friends, size disparities, gender, proximity, and birthdays. Having five different partners allowed us as teachers to keep the partner-pairing “fresh,” but more importantly, the students knew who their partners were, where they sat, and how they worked together. The procedure was established.



“Let’s sing hello together...”

“Mr. Trombley, we didn’t sing yet!” I heard that protest quite a bit towards the end of my student teaching internship. Another technique inspired by an elementary teacher (this time a music teacher), I began starting my classes every day with a song about $\frac{3}{4}$ of the way through. I would have them repeat after me, usually immediately after I shut the door at the bell and before I went over the agenda: “Let’s sing ‘hello’ together! Hello, hello, hello!” This immediately got the students vocal and excited. While it didn’t necessarily relate to the content, it infused the class culture with the peppiness and cooperativeness that I so enjoy and that create a fun learning environment.

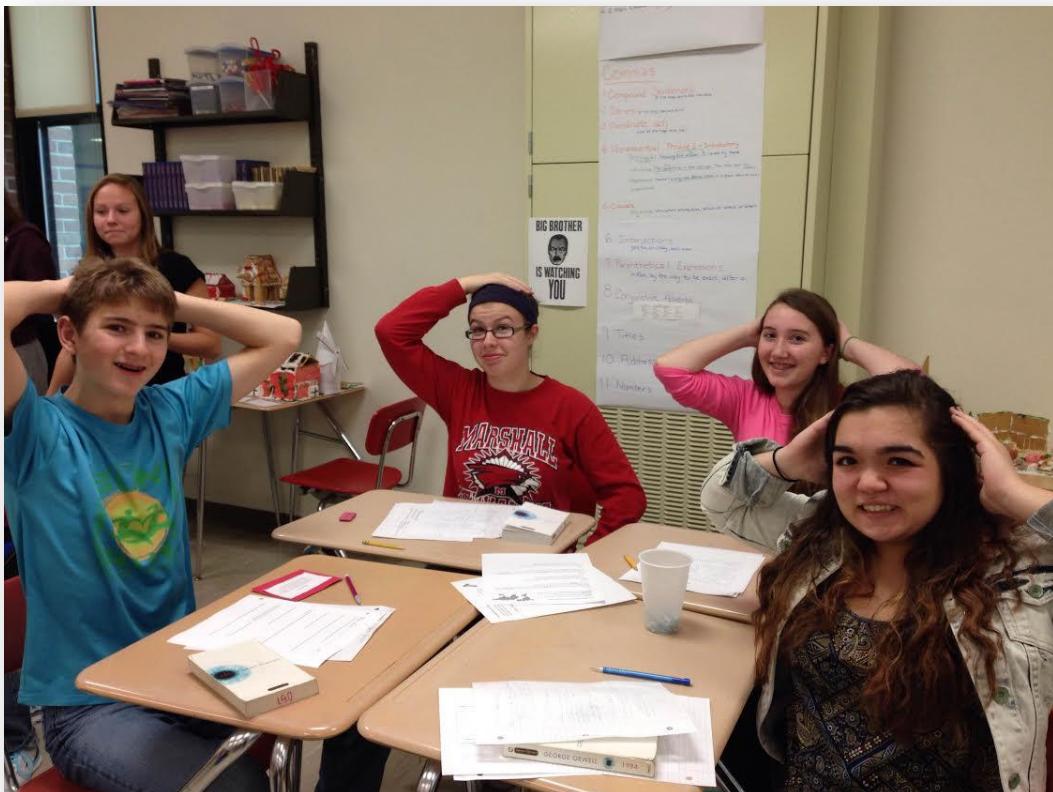
Domain 2: Classroom Environment

(2d) – Managing Student Behavior

The bane of inexperienced teachers' existence, behavior management is a leviathan-sized issue in education. That said, contemplation about behavior allows one to realize how connected it is to all other elements of instruction. Consistent and effective classroom procedures for learning, for example, can be the same tools that help mitigate behavioral issues. The importance of this issue is further realized by the emphasis on school-wide behavioral intervention programs like CHAMPS and PBIS. At MHS, many of our staff meetings were devoted to training in Positive Behavioral Intervention Strategies (PBIS). Both the large-scale strategies and the little class procedures work together to generate habits of mind and expectations in the classroom and school that are meant to maximize growth and learning.

Hands-On-Heads

During one of our collaboration meetings, a student teacher in an elementary school told us about one of the techniques she uses to get her kids to quiet down. When the class gets to rowdy or loud, she puts a hand on her head and says quietly, "If you can hear my voice, put your hand on your head." As students notice, they get quiet and put their hands on their heads. This pattern spreads until all the students realize the class is doing something odd and get quiet. I thought this was a cool technique, so I decided to use it in class, and it worked really well. It fit my more "goofy" teaching style, and the kids liked it. As such, this became my go-to procedure for quieting the class.



Domain 2: Classroom Environment

(2d) – Managing Student Behavior

PBIS Norms

As mentioned above, MHS hopped on the PBIS program at the same time I started my internship, so I got to experience it fresh, just like the rest of the teachers. The program is oriented around establishing positive norms (“we do” language instead of “we don’t” language) and understanding. Starting small, the administrators asked

teachers to gradually implement PBIS techniques into their daily pedagogy, from asking students about their tardiness and working together to solve a problem rather than just doling out punishment to taking times to establish and later reference classroom norms.



In the Cafeteria:

We Value Others:

We make sure to have passes, in advance, to leave the cafeteria.

We walk when we are in the cafeteria.

We Value Property:

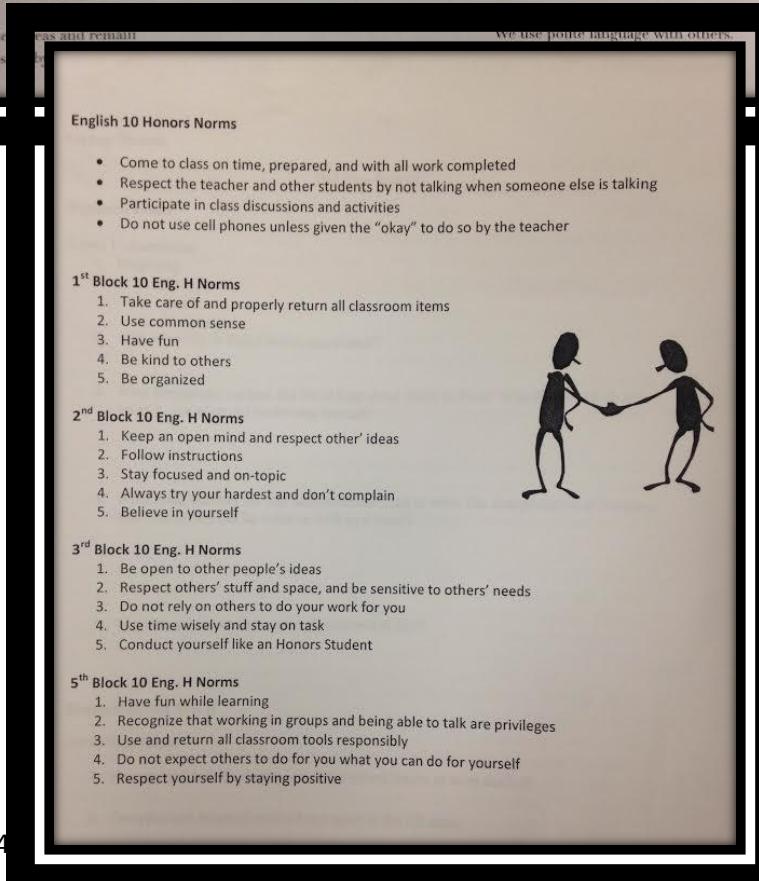
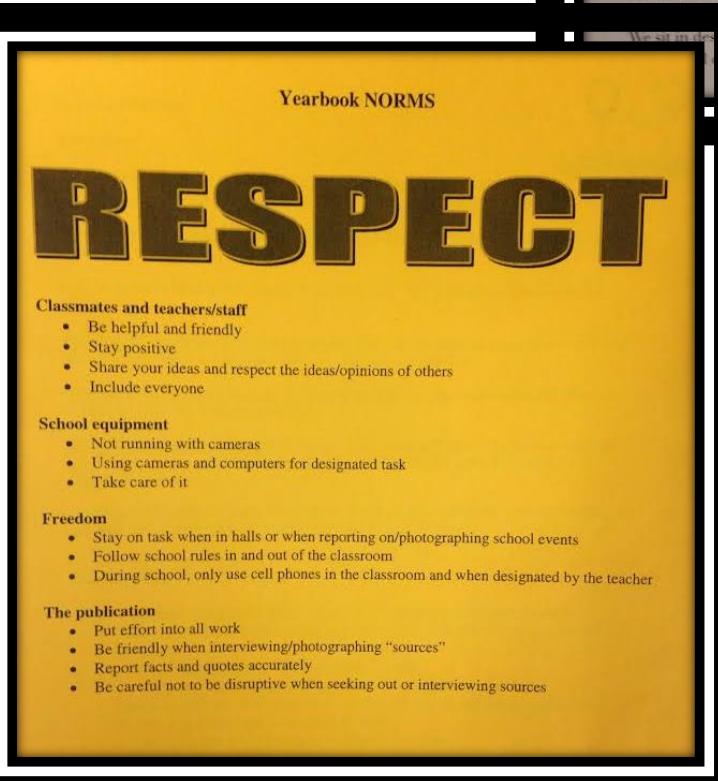
We take care of trash, spills and drops.

We keep our food to ourselves.

We Value Ourselves:

We respect personal space and boundaries.

We use conversational voice levels.



Domain 2: Classroom Environment

(2e) – Organizing Physical Space

In every field placement thus far, instructors have asked us to draw a picture of or describe the layout of the classrooms in which we had been placed. At first I found this practice rather silly—“What’s so important about the classroom as a place? I’m here to learn how to teach,” said ignorant Travis. I realize now, especially after the opportunity to be in a classroom full time, how important the idea of space is for both students and teachers. Recognition of the classroom space as a resource can help a teacher plan lessons, organize students and activities, and establish classroom routines.

For example, because my Maymester room is a lab space, it’s equipped with lab tables situated around the two sides and back wall of the room. When students in my class needed to get into groups, many went from the desks in the middle of the classroom to the lab tables at the exterior, as the latter are more conducive to collaboration whereas the former is meant for listening to lectures. Furthermore, the lab space comes with—you guessed it—lab equipment, which the students were able to use when conducting the two lab tests left over from the water testing field trip.



In the English classroom, the room was designed cleverly in three pods of eight: one on each side of the room facing center and the third in the middle facing the front. The configuration allows the teacher maximum movement around the room, easy reformation into groups, and it’s a break from the normal pattern. I will actually set up my classroom in a similar formation.

Domain 2: Classroom Environment

(2e) – Organizing Physical Space (Cont.)

Similarly, the Yearbook space was set up to maximize the efficiency for the types of work being done. The desks were arranged in a big U shape so that we could have class conferences when needed, but mostly the students had desk space to collaborate with one another on laptop computers, work with cameras, and – frankly – just move around a lot.



It all comes down to thinking of space as another resource to be managed and maximized for the students' benefit.

Personal Flare

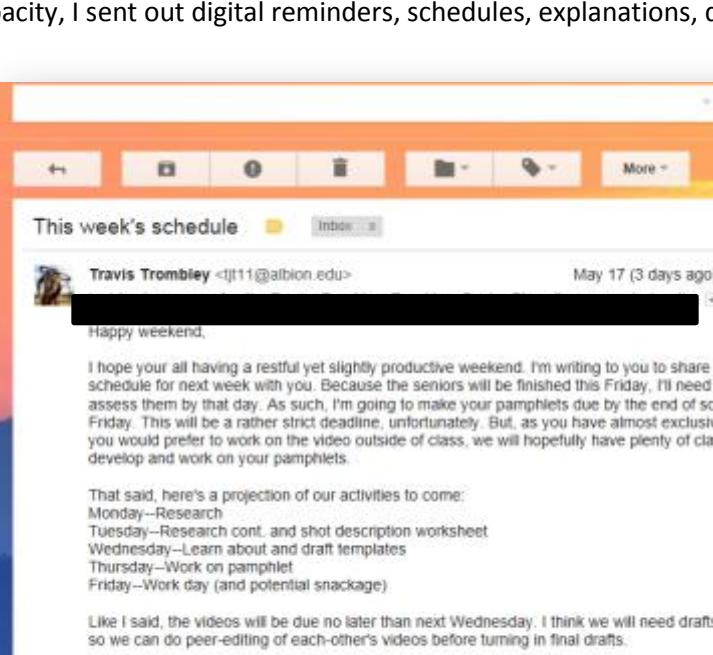
Of course, every teacher is entitled to decorate their personal space with their personality. Showing off who you are and celebrating your interests in the classroom can help students to see the legitimacy in celebrating themselves and their interests, even if they think yours are silly. Towards the end of the year, a student gave me a decoration for my desk that I proudly displayed and deemed "Thanos, the Paper Collector." The Marvel supervillain – a celebration of my passion for superheroes – quickly became associated with the language of the classroom. Instead of saying, "Put your papers in the basket," I got to say, "Give Thanos your papers."



Domain 3: Instruction

(3a) – Communicating with Students

On the first day of class, I asked all of the students for their email addresses. I knew from the start that I wanted to create an online presence and rapport with my students. As all the students possessed the capability to use email in some capacity, I sent out digital reminders, schedules, explanations, questions, assignments and class resources as often as I could. Everything that I sent out via email, I also mentioned or gave out in class, but the extra access to these resources in a digital format helped many of the students keep track of our schedule and class handouts. And as the students knew I actively made use of email, many of them felt comfortable sending me questions about their lab reports the weekend before the due date.



The screenshot shows an email inbox interface. The top bar is orange with various icons and a search bar. Below it, a message from 'Travis Trombley <jt11@albion.edu>' is displayed. The subject line is 'This week's schedule'. The message body starts with 'Happy weekend,' followed by a detailed schedule for the next week, including research, video descriptions, and pamphlet work. The message was sent on May 17 (3 days ago). At the bottom of the message, there is a note about potential snackage and a request for questions or comments.

This week's schedule

Travis Trombley <jt11@albion.edu> May 17 (3 days ago)

Happy weekend,

I hope your all having a restful yet slightly productive weekend. I'm writing to you to share a rough schedule for next week with you. Because the seniors will be finished this Friday, I'll need something to assess them by that day. As such, I'm going to make your pamphlets due by the end of school this Friday. This will be a rather strict deadline, unfortunately. But, as you have almost exclusively stated that you would prefer to work on the video outside of class, we will hopefully have plenty of class time to develop and work on your pamphlets.

That said, here's a projection of our activities to come:

Monday--Research

Tuesday--Research cont. and shot description worksheet

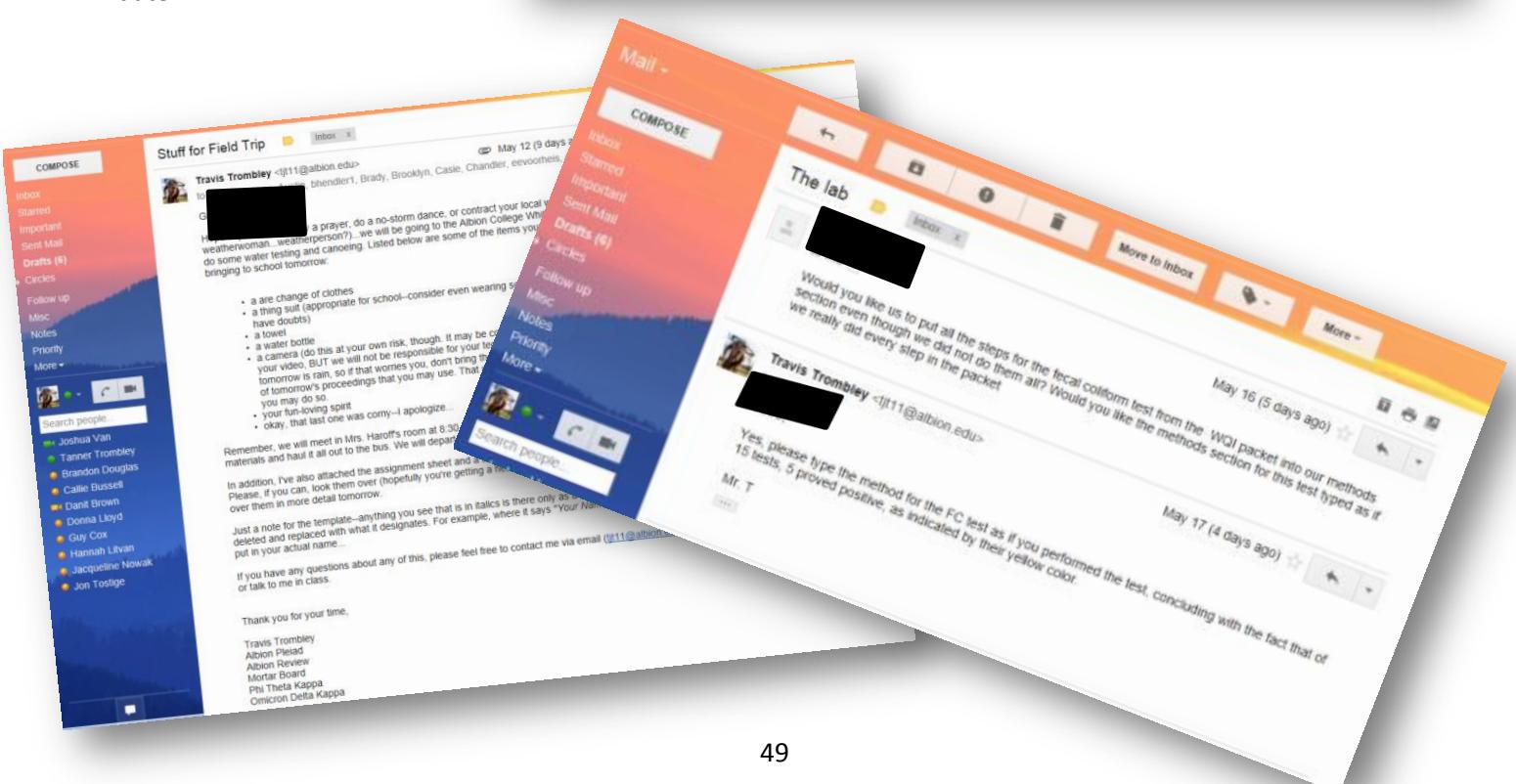
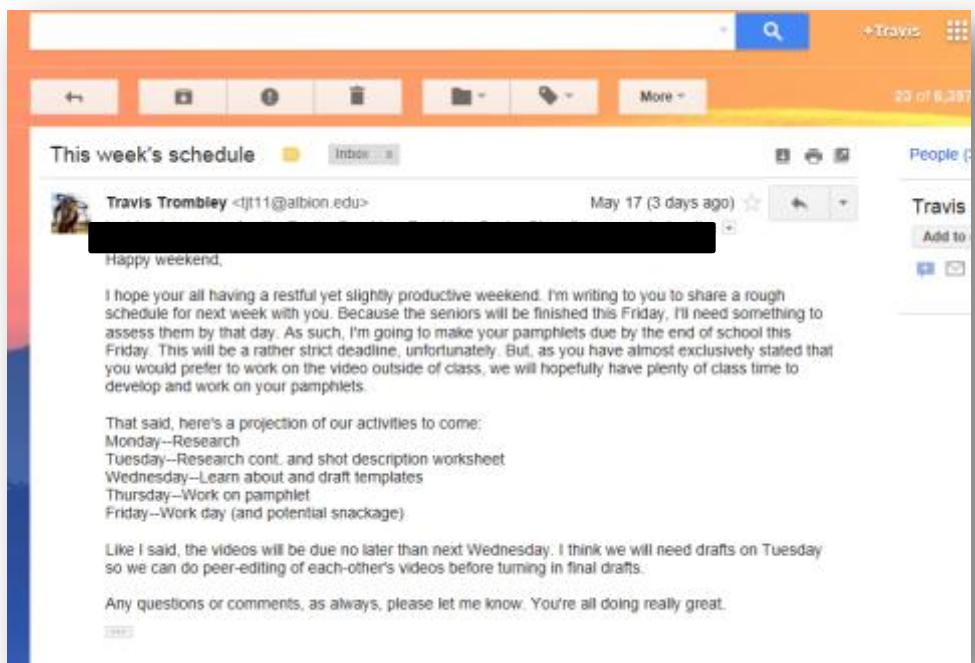
Wednesday--Learn about and draft templates

Thursday--Work on pamphlet

Friday--Work day (and potential snackage).

Like I said, the videos will be due no later than next Wednesday. I think we will need drafts on Tuesday so we can do peer-editing of each-other's videos before turning in final drafts.

Any questions or comments, as always, please let me know. You're all doing really great.



Domain 3: Instruction

(3a) – Communicating with Students

I gave out three rather large assignments during my three week unit in Maymester, one of which—the lab report—I chose specifically because the students had little experience writing in APA style. For all of these assignments, I tried writing specific rubrics that communicated clearly what I expected from the students for each assignment and how they could meet those expectations, and I tried to provide templates the students could use to help them create their own works. For example, I provided the students with a template for an APA style paper—dispersed both in class and digitally—to help them through this new experience. Having seen the lab papers, I think the template was very helpful for a number of students. That said, I also learned a valuable lesson writing these rubrics and templates: if I forgot a detail, students will undoubtedly have a question about that exact detail. In addition, I found that students can get hung up on small details very easily, so what is actually included needs to be handled with discretion and intentionality.

RUNNING HEAD: **TITLE OF YOUR PAPER**

Title of Your Paper
Your Name
Marshall High School

Title of Your Paper

Abstract
The abstract of your paper is a short breakdown of the information contained in the report. It should contain a sentence about why you performed the test, a sentence describing the tests performed (simply list the 9 tests here), and a brief summary of your findings (the overall WQI found).

Introduction
In the Introduction of your report you should—as the name may suggest—paper. That entails, to a degree, justifying the test in the first place: why did you quality of the Kalamazoo River. This is where your two sources will come into which can be the booklet). For example, I might use a source saying why water to be tested and then cite the booklet as a viable means of testing water.

Method
This is your “materials and procedure” section. Here you will describe a tests used to discover the WQI. You should have already divided this portion of among the three members of your group. Your task is to convert the procedures from listed “Do this” language into more “We did this” or “This was done” language sentences and paragraphs. If your group did anything different in the field, you here.

Results
In this section, you just need to describe your findings. Do not just list them though—you also need to describe what your findings mean. For example, if you toxicity result, you need to explain what that means, too.

References
I have provided some APA examples here to help you with your citations.
Araia, K., & Lipidman, M. (2007). Religious people and paranormal believers: alike or different? *Journal of Individual Differences*, 28(1), 1-9.
Beck, R., & Miller, J. P. (2001). Erosion of belief and disbelief: Effects of religiosity and negative affect on beliefs in the paranormal and supernatural. *The Journal of Social Psychology*, 141(2), 277-287.
Hegelich, R. S., & Academy, M. (2005). Paranormal belief and religiosity. *The Journal of Parapsychology*, 69(2), 293-303.
Kelly, M. P. (2010). The evolution of beliefs in God, spirit, and the paranormal. I: Terror management and moral healing theories. *The Journal of Parapsychology*, 74(2), 335-357.
Tobacyk, J., & Milford, G. (1983). Belief in paranormal phenomena: Assessment instrument development and implications for personality functioning. *Journal of Personality and Social Psychology*, 44(5), 1029-1037.

My template for the APA style lab report in Maymester

Domain 3: Instruction

(3b) – Using Questioning and Discussion Techniques

While my planning skills took some developing over the course of my internships, I always considered myself a natural when it came to questioning students and facilitating discussions. However, over the course of student teaching I discovered that I was limiting the spectrum of possibilities that these techniques could offer by relying on my in-the-moment aptitude for them. While questions and discussions are great as learning techniques to be used on students, the same can be said, I realized, for me, too. As I started focusing more and more on the metacognitive element of learning in my classroom, I found that allowing students to pose questions or discuss their learning proved extremely beneficial to the class.

Planned Discussion Questions

During the *Animal Farm* unit, I planned and executed two seminar style “circle” discussions. While every class included informal discussions, these two days were devoted to specific type of discussion with its own norms and procedures. In these cases, I encouraged the students to speak to each other and have a respectful conversation rather than talk to me. I told them not to raise their hands to get called on, but to instead respectfully speak up when appropriate, raising their hand only to indicate their interest in speaking next/soon. To make sure that these conversations went smoothly, I actually planned out questions that I wanted the students to ask or get at eventually. These questions were higher-order questions that involved the themes of the novel or philosophical inquiries spurred by the novel’s events or the nature of the literature itself.

AF Mid-Unit Discussion Questions

Story Questions

- diagram ch. 3, 4, and 5.
- Who is the protagonist of the story? The antagonist?
- Theme so far? Conflict?
- Describe the pigs' rise to power.
- How do the other animal
- Why kind of emotional reactions does reading elicit?
- What's the difference between Napoleon and Snowball?
- Have you noted any of the elements we've discussed?

Moving seats after
Orderliness of answering

Metacognitive Question
How do you think reading will help you

Final Questions

the satirical quality of the piece, and from there the students' responsibility as citizens and watchers of power

How was *Animal Farm* a satire? Who is the ultimate target of the satire?
who was the antagonist?
the protagonist?

What would Orwell want us to learn from this story? (power corrupts, know your history and news to defend from the revision of history)

How did the allegory, satire, and fable elements come together?

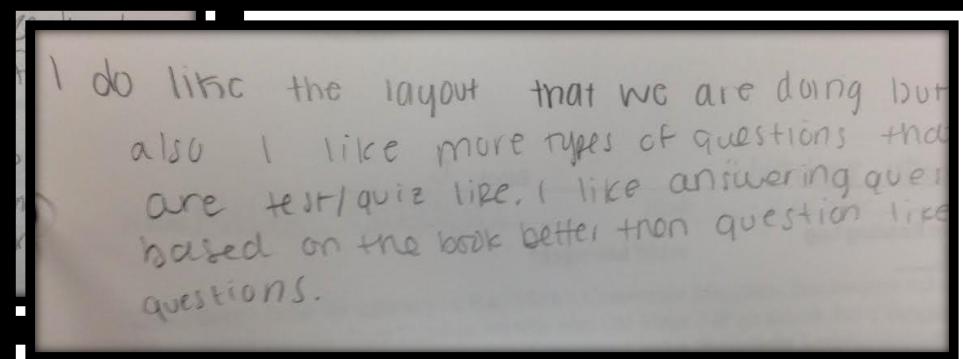
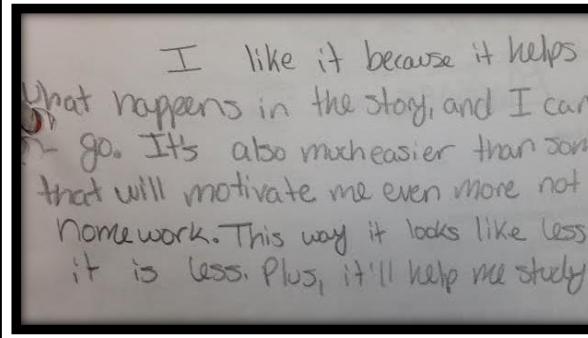
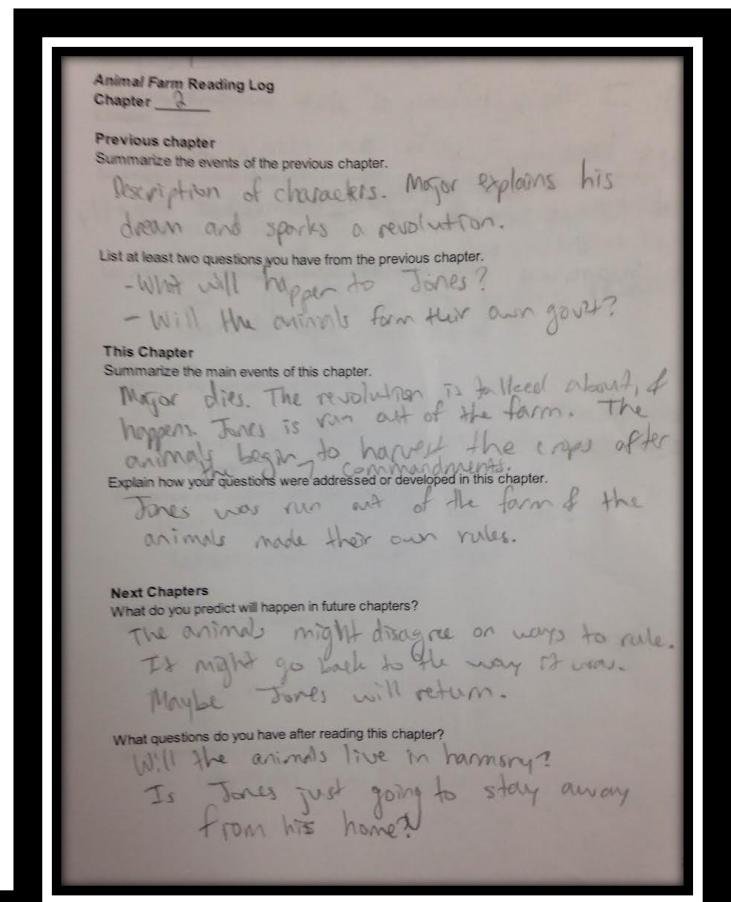
How realistic is the story?

Domain 3: Instruction

(3b) – Using Questioning and Discussion Techniques

Using Student Feedback

As already mentioned, I discovered great value in asking students about their learning, not just content, and spending time on discussions about their thoughts on the class or assessments to improve my teaching. I asked them often about what they thought of a new kind of exercise or what they would like to learn or think about moving forward. One specific example of this would be after I gave my students their first Reading Log for *Animal Farm*. Rather than have them do recall questions as they were used to, I came up with different assessments called Reading Logs, which asked students to summarize the events of the previous chapter and note any anticipations they have going into the current chapter, to summarize the major events of the chapter they are reading, and to predict what will happen in future chapters. This form allows students to highlight what they find important and/or interesting while actively keeping track of the entire novel. After the first RL, I had them write their thoughts about the practice on the back of their papers before handing it in. I noted that many enjoyed the practice because they felt like they had more freedom to explore what interested or stuck out to them, but at the same time many students remarked that while nice, they felt like they were missing out on specific questions that would be helpful for identifying content that would be on the test. As a result of that conversation, I added two short answer questions to the bottom of all RL's moving forward to highlight the most important events and/or themes in that chapter.



Domain 3: Instruction

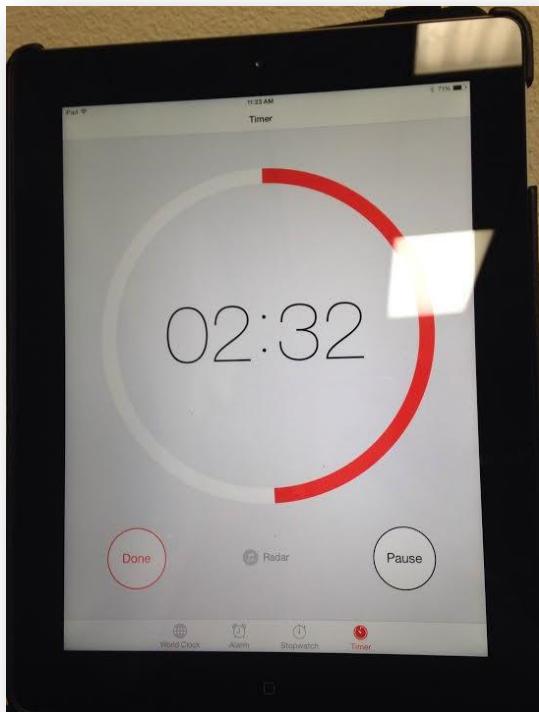
(3c) – Engaging Students in Learning

Engaging students in the classroom learning is any teacher's goal. It follows that if we are teaching content that excites us, we want students to get excited, or at the very least recognize some semblance of value in it. I struggled with this early on in the year during student teaching. Though I had four sections of honors students, very few of them recognized value in "English class." An official survey confirmed my observations. This spurned my Action Inquiry about metacognition. This led to the different, more transparent and introspective teaching style I adopted later, which included the Reading Logs and questions about learning discussed in the previous section.

Pacing and Timing

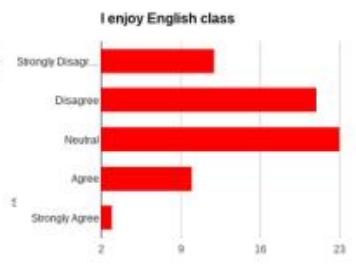
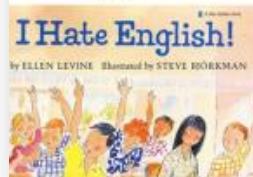
When I started student teaching, I could not, for the life me, keep track of time in class. The bell would often ring when I thought I had about 10 minutes left of class, resulting in a class not getting their homework assignment or closure in a discussion.

To counteract this issue, I printed the schedule in large print and attached it to the board where I could clearly see it, I started wearing my watch again, and I started using the timer on the iPad much more intentionally. The latter most intervention proved most effective, both for me and the students. When I did not use the timer, students were far more likely to get off track (as was I) and lost in other conversations. Setting defined intervals of time in which a task must be accomplished held the students and myself accountable. It provided structure and procedure, two items I've already expounded upon in this framework.



Part the First: What did I notice?

- Survey validated my observations
- Antagonism is expected, but became problematic in class



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Domain 3: Instruction

(3d) – Using Assessment in Instruction

As I knew I was asking my students to not only think about different forms of communication, but also to produce these different communications at a professional looking level, I knew I had to provide some scaffolding measures to help them along the way. To me, skill building is element of education that underlies all disciplines, and it is in helping students build skills that teachers need to provide sufficient framework for the students to build upon and opportunities that allow the students to practice. To address the former, I tried to create organizers the students could fill in to guide their thinking and planning. I used these tools often after we finished the lab reports and I wanted to get the students thinking about their topics in rather focused manners. For example, on the research day, I asked each group to fill out a Research Guide worksheet, which was series of four specific questions that would guide—as its name may suggest—the students thoughts and inquiries so that their final products would meet



my specific guidelines. I also had the students spend some time filling out a shot list as a group, which is simply a breakdown of the video, much like a storyboard, but much more efficient. Both of these, and more, I collected, commented on, and handed back to the students with no more than a day for turnaround so the students could use their work and my additions or questions on their work. I found this technique to be incredibly useful; I could review all of the groups' work at night and comment on it, and the next day I could easily move from group to group to address any problems and/or give praise where appropriate.

PSA Pamphlet Assignment Sheet

Due Date: Friday, May 23rd

Every group will produce a pamphlet version of their PSA using the same research and persuasive methods. In other words, I want you to transfer your video to paper. The design and layout (tri-fold, bi-fold, coodie-catcher, etc.) of the brochure are up to you, but your pamphlet must communicate the same information as your video:

- A description of a problem related to sustainability and chemistry
- A chemistry-oriented rationale for why it is a problem
 - Ex.) If your problem is water pollution, don't tell me just the effects, like it kills fish, but tell me about what those pollutants do to the water on molecular level that causes harm.
- A description for how the problem can be solved or prevented
- And a recommendation of simple measures that general audience members can take to solve or mitigate the problem.

Just as your video will be graded on the conventions of videography, so too will your pamphlet be graded on its adherence to effective conventions. These include:

- Visual attractiveness—it has to be pretty and neat
- Use of pictures, illustrations, and/or diagrams—these may be some of the same graphics you used in your video, but you need to include at least some visual aids to help readers understand what you are talking about (the chemistry) and demonstrating (the steps they can take to mitigate the problem—these could be as simple as petitioning people to recycle their plastics or to call/write to their congress person about a piece of legislation)
- Readable—use language that is clear and concise. Rely mostly on complete sentences, but feel free to use bullet points when appropriate

CATEGORY	(4) Excellent	(3) Good	(2) Almost	(1) Not Yet
Attractiveness & Organization (Organization)	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information, but lacks visual appeal.	The brochure's formatting and organization of material are confusing to the reader.
Content - Accuracy (Ideas)	The brochure describes a problem on a molecular level and provides instructions for solutions and why those solutions would work.	The brochure has all of the required information (see checklist).	The brochure has most of the required information (see checklist).	The brochure has little of the required information (see checklist).
Writing – Style and Mechanics (Conventions)	Writing is clear and concise. Complete sentences and bullet point are used. No spelling, grammatical, or syntactic issues are present.	Writing is free of mechanics errors, and a diversity of writing methods are present, but explanations are too wordy or too terse.	Little diversity of writing methods present. Some mechanical errors may be present.	Writing demonstrates little effort on behalf of the authors to make a presentable product. Mechanical issues are prevalent, and style choices appear random.
Graphics/Pictures	The graphics go well with the text and there is a good mix of text and graphics. At least one illustration of a chemistry concept is used.	The graphics go well with the text, but there are so many that they distract from the text or not enough to fully demonstrate the information.	The graphics slightly relate to the text, but there are too few.	The graphics do not go with the accompanying text. They appear to be randomly chosen or are absent from the pamphlet
Sources	There are many citations (minimum of 4) from a variety of sources accurately listed on the brochure. Sources are cited appropriately in-text.	There are some citations from a variety of sources accurately listed on the brochure.	There are a few citations accurately listed on the brochure.	Incomplete citations are listed on the brochure, or citations are absent.

Domain 3: Instruction

(3e) – Demonstrating Flexibility and Responsiveness

Part of what makes teaching so very exciting and appealing is that while planning is so very important, one must almost always plan to modify one's plan – to change. Thus is the nature of working in an environment defined by acknowledging the importance of a 1,000 different variables. It is at once exciting and maddening.

Unit Plan Changes

As I mentioned before, in Maymester I had difficulty planning for real students with real lives outside of my class, as I had never actually taught an extended unit before. I planned in the vacuum of my own mind. My learning in this domain continued into student teaching. Even with the *Animal Farm*, I constantly recognized a need to change the plans, either for timing's sake or because something just was not working. I've gotten much more effective at long term planning, but a large part of that improvement, perhaps paradoxically, is recognizing and building the possibility for adaptation. While I had originally planned 22 lessons for the unit, some involving song analyses and YouTube videos and acting and going outside and . . . none of them happened. Even the outline below, which shows none of the aforementioned activities, would change by the end of the unit.

Unit Breakdown of Lessons

1. Satire Lesson - (**read Modest Proposal**)
 1. Give a pamphlet or short article about an idea - something advocating change
 2. Then give a video or cartoon that - through satire - advocates for the same change.
 3. Discuss the differences
 4. Define Satire (the author has an agenda with a specific audience - in AF, that audience is the general public - the people who let the power hungry take power).
2. **Pre-test**, Intro to Orwell (and WS), dispersal of books, pre-reading activity
3. Ch. 1 - Intro to Fable (10 minutes) and Character Assignment Sheet (a stations-based “discover the animal” game), speech / **Tracking a Revolution Assignment**
4. Ch 2. (Introduce Allegory and Russian Revolution) and **Pre ACT/AP**
5. Ch 3 (Major and Marx activity) and **Ch 1-3 quiz...if time, allow class time to work on project before weekend**
6. Ch. 4 - Battle of Cowshed AND Class time to work on group project
7. Ch. 5 - **Snowball Presentation** and **Pre ACT/AP**
8. Mid-unit Circle Discussion
9. **Chaos day** (ch 6 or 7...or both?) class day
10. Ch. 7 - **NKVB/Purge Presentation**
11. Ch. 8 - **Hitler PRESENTATION, Song Activity**
12. **Ch. 7-9 quiz, Propaganda Presentation/Religion Presentation, propaganda activity (Marshall Class Pride, Electing a president, etc.)**
13. **Stalin Presentation** Ch. 10 read in class
14. (ACT/AP Prep)
15. **How it should have ended** activity and presentations
16. End-of-unit Circle Discussion
 1. (this should focus on two things: the satirical quality of the piece, and from there the students' responsibility as citizens and watchers of power).
17. Satire Workshop
18. Test

Domain 3: Instruction

(3e) – Demonstrating Flexibility and Responsiveness

Differentiation for Individual needs

As mentioned before, teaching requires acknowledgement of the legitimacy of many different issues and variables. This often takes the form of differentiating expectations to fit with student needs. This is a common practice for all teachers, especially those who want education to meet the kids where they are, even in unique situations. During student teaching, we had one student with a chronic illness who would miss days of school without warning. We reached out to the parents to establish a routine so that we could best help this student keep up with classroom and succeed. The email below is an example of one such communication that concerned changing an assignment to meet the student's needs in terms of access to technology.

This message has been deleted. [Restore message](#)

Hi Ann,

Thank you for contacting us and advocating for [REDACTED] in what is undoubtedly a trying time, from what I understand. Your communication will allow us to make the process of [REDACTED] keeping up with her school work in a meaningful and engaged manner so much easier.

As for the trailer, [REDACTED] does not need access to iMovie or even Windows Movie Maker. We understand that being out of class means missing the resources provided, too. I've discussed with [REDACTED] the possibility of making a PowerPoint version of the short story trailer, which would also entail a waiver of the sound requirement. Has she discussed this with you?

As for the format of delivery, it would be best if the trailer - in whatever form she makes it - could be saved to a flash drive and brought to class or sent via email. The latter option is especially doable if she decides to use PowerPoint as opposed to making a movie, which requires much more memory.

Again, we appreciate your communication. Hopefully this answers your questions regarding this particular assignment. Please keep in touch moving forward about how we can best help [REDACTED] keep in step with the class and on top of her assignments.

Travis

Domain 4: Professional Responsibilities

(4a) – Reflecting on Teaching

“Teaching requires reflection. When we look for new hires, we look for teachers who not only show evidence of being reflective, but who also recognize the importance of reflection in their teaching and lives.” This was a suggestion from Don Hoalgin, a local principal who facilitated mock interviews for my student teaching class. His stressing reflection mirrors Albion’s emphasis of the practice throughout the

entirety of the program. The heavy reflection seemed terribly redundant and unnecessary earlier in the program, but throughout student teaching, it’s utility and importance both became readily apparent. Without reflection, there is no structured growth or adaptation, two

requisites for successful teaching. During student teaching, I reflected after each day in a student teaching journal. By the end of the week, I averaged about 5-7,000 words per journal. These reflections covered everything from lesson successes and failures, interactions with students and fellow teachers, my thoughts on moving forward or ideas for lessons, and a metacognitive discussion about the student teaching process.

In addition to my weekly journals, I also adapted my lesson plans to reflect what went well and not so well. Instead of penning my reflections on a lesson plan and appending them to the plan, I simply

5. Give the students 20 minutes to work on the sheet in their teams.
6. Before having the students turn in their work, lead them in a short discussion about their findings
7. Have the students turn in their activity sheets

Reflections

The students handled the assignment surprisingly well, taking a lot from the manifesto breakdown. I would allow for more front-end discussion of the manifesto in the future to give it context and explain it a bit before setting them loose on it. As for the activity sheet, it would make much more sense to put the “Marx” column on the far left rather than the AF column, as they are starting with the breakdown and finding examples in AF.

revised my lesson plans according to my reflections. This was especially important to me for my *Animal Farm* showcase unit.

Journal 1: August 25-28

I arrived at the high school at 7:30, as instructed by my mentor teacher, herein designated as Mrs. Mouse. Teachers I recognized from Maymester (and many I didn’t) oscillated between the hallway outside the new performance center, where they got their pictures taken for new badges, and the cafeteria, where breakfast was being served. Mrs. Mouse was not among them. So, rather than wait around like a lost puppy, I began talking to people: other student teachers, teachers I recognized, my Maymester mentor teacher, and a handful of newcomers. When Mrs. Mouse arrived at nearly 8:00 am, the migration towards the performance center was already beginning, so we ate breakfast quickly and headed over, too. Being among the last to enter the auditorium, we had little choice of seating: first row or second. Both were empty, really, so either way we enjoyed stage seats for the kickoff the professional development week.

Most of the teachers grumbled about the week. “Another meeting.” “Another new program.” Despite the fact that I think the contracted times for teacher presence at these pre-school development days outnumber those required by the tasks for which they are designed, I enjoyed the experience, mostly, though probably because of the relative novelty.

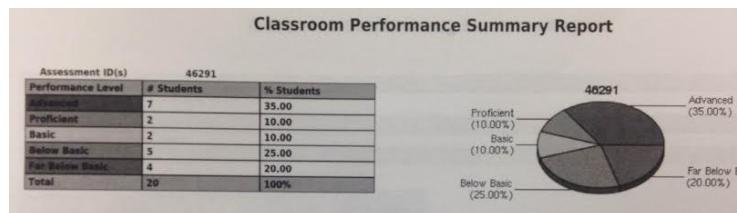
Domain 4: Professional Responsibilities

(4b) – Maintaining Accurate Records

“Professional teaching requires reflection. And reflection in today’s schools requires data,” Kim Brown, principal of Starr Commonwealth, told my student teaching class. As education seeks ever more fervently to discover what truly works and what doesn’t, reliable and communicable data will prove ever more mandatory. But in reality, this push is nothing new for effective teachers. Maintaining accurate records, the germinal process of any data-driven initiative, has always been key to appropriate adaptation and intervention. From seating charts to grades, and from behavioral issues to social dynamics, records give teachers the information necessary to maximize the efficiency of their classroom and the effectiveness of their teaching.

PowerSchool and Data Director

At MHS, I was introduced to two data-keeping programs. PowerSchool was used on a daily basis for generating seating charts, taking attendance, and keeping track of notes on specific students. PowerSchool was also the program used to record assignments and grades, which students and parents both had access to via a mobile app or website login. We used Data Director to input quiz and test results and analyze data in order to identify potentially problematic questions.



Yearbook Sales and Record Keeping

Being in charge of Yearbook, Mrs. Mathis (and by extension me) had to keep accurate records of orders, payments, and shipments beyond the regular duties of teaching. This took the form of excel sheets and – frankly – specific organization. In that same vein, simple data collection and organization of simple day-to-day issues like “Who registered and later paid for a book?” or “What number book of my class set did you take?” can really help a teacher maintain sanity.



Domain 4: Professional Responsibilities

(4c) – Communicating with Families

Teaching is about the students. Students have families. Therefore, teaching must involve families. Like students, parents have varying degrees of engagement with school, but it is still crucial nonetheless that teachers make contact with and maintain communication with parents in order to maximize student learning, whether that take the form of congratulations and positive reports, of fielding questions and helping a sick or otherwise encumbered students, or – the most common during my experience – of reporting on missing work or troubled behavior.

Parent-Teacher Conferences

During student teaching, I got to experience the start-of-the-school-year open house during which parents tour the school and meet their kids' teachers and – later in the semester – the fall parent-teacher conference. During both opportunities I introduced myself to the parents and detailed my place and responsibilities in their child's class. During student teaching, my mentor teacher allowed me to take point on several meetings to gain experience handling parents and reporting to them about their kids.



Emailing Parents

Unfortunately, there arose a few occasions on which I had to contact parents about their child's missing work and subsequent consequences. However, I found that by working with the parents, I could more aptly work with the student to help him/her finish the necessary work.

Ms. [REDACTED]

[REDACTED] completed his reduction over a week past his due date. I agreed to accept it with the understanding that his score would be halved as a result of the lateness.

The grade should now be visible in PowerSchool.

I'm confident that [REDACTED]'s ability to turn classwork in punctually will - with work - eventually coincide with his natural aptitude in class, so thank you for your support.

Travis

Domain 4: Professional Responsibilities

(4d) – Participating in the Professional Community

One of the more exciting elements of student teaching – for me – was the opportunity to engage in the professional community of teachers at MHS. In those meetings, one really gets a sense about how serious and how professional the teachers are about their job, which extends far beyond the walls of the classroom. It was just like one of the conceptual, abstract conversations one would experience in an education class . . . but applied! Real, impacting decisions concerning what I'd spent 2.5 years learning about were being discussed and made right before me. It was awesome, and it really excited me for the profession. Furthermore, I found throughout my internship a number of other plugs for professional participation.

MHS Theater Program

As part of my internship, I knew I wanted to get involved with the school outside of the classroom, so I sought out the theater program to see if I could help in any way. Dianne Long, the director of the fall play, eagerly took me on as a co-director for the fall production of *Moon Over Buffalo*. Mrs. Long graciously took me under her wing and taught me the ins and outs of the job while

simultaneously giving me responsibilities for making the show a success. See my “Professional Distinctions” section for more info.



Student Teaching Seminar

Invaluable throughout both Maymester and the student teaching internship were my fellow student teacher peers. Together we formed a community built on mutual respect and mission. We attended school board meetings, workshops like Project Wild, and collaboration dinners, all the while supporting each other when we could, in and out of the classroom. I certainly recognize the professional benefits of working and learning with a group of talented and ambitious people as a result of going through the education program with these colleagues.



Domain 4: Professional Responsibilities

(4e) – Growing and Developing Professionally

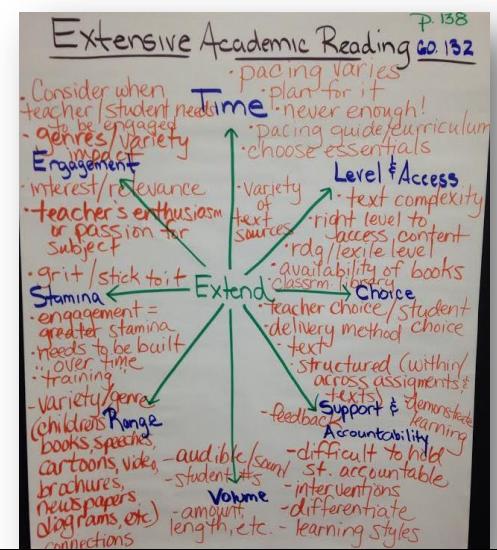
The capstone speaker for our student teaching internship talked to us at length about the importance of professional growth. “Education is a realm of opinions and stubbornness. The best teachers are not the ones who claim to have it figured out, regardless of their experience. The best teachers are those who admit to not knowing but are dedicated to finding out. As a teacher, your most important job is to be a student.” Ours is nothing if not a job of opportunity when it comes to personal and professional growth. It demands it, in fact.

Reading Apprenticeship Conference

Because my mentor teacher was a part of the Reading Apprenticeship conference during my student teaching internship, I was able to attend the fall conference with her. Like the staff meetings, this conference focused on the application of the cognitive and literacy elements discussed in my classes. The thesis of the conference was that students can become more effective readers across disciplines by focusing on metacognitive conversations. After the conference, I used several of the techniques recommended, such as the aforementioned reading logs.

Professional Development Staff Meetings

As stated before, I greatly enjoyed the staff meetings at MHS. They legitimized the professional nature of the, well, profession for me. During those bi-weekly meetings, we worked on school-wide behavioral interventions, strategies for improving reading, strategies for reaching the lower performing schools and closing the achievement gap, just to name a few that immediately stick out. In English Department meetings, we spent time discussing the merits and issues of potentially adding another English class for seniors, something between AP and regular English. Tackling these ambitious problems was exciting – it reminded me of the demanding and dynamic nature of education, qualities which initially attracted me.



SIT Meeting – August 27th – Reading Committee

- I. Welcome Back!
- II. Bi-weekly Worldly Article Introduction
 - Specific grade level class Data Collection
 - Department Monthly
- III. Split into Groups for Pre-Test and Bi-Weekly Worldly Article
 - A. Work on Pre-Test – Tuesday, October 7th
 - Find new test – Retype if necessary.
 - ID question types
 - Who will copy?
 - Who will distribute?
 - Who will create Data Director sheets?
 - B. Bi-Weekly Worldly Articles
 - Biology
 - World History
 - US History
 - Government/Econ
 - Find 2 articles for each group
 - Type 5 questions for each article that are multiple choice and ACT like (use provided ACT questions as starters)
 - Print master copies of articles & questions (1 for each teacher)
 - C. 3 Monthly Articles by Department (Needs to be discussed with Staff)
 - October – Math
 - November – Spanish
 - January – PE/Health
 - Feb – English
 - March – Music & Applied Arts
 - April – Science

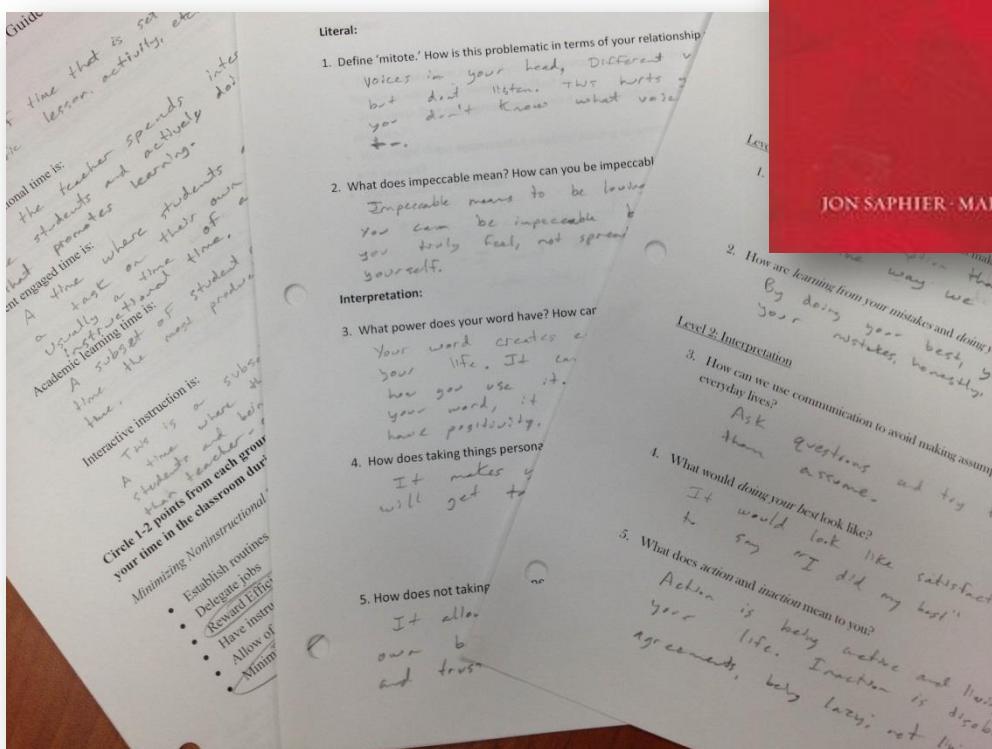
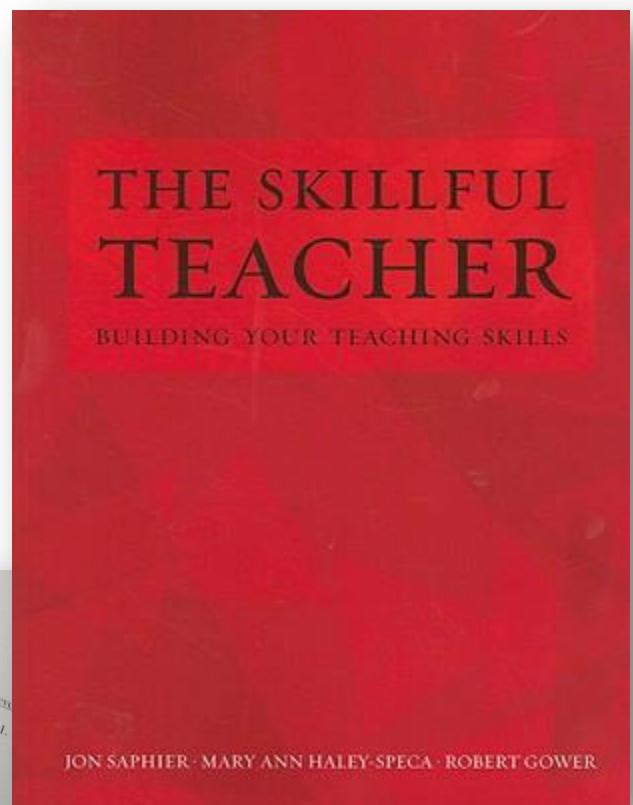
What will this look like? (Logs? Etc.)

Domain 4: Professional Responsibilities

(4e) – Growing and Developing Professionally

Attendance in Courses and Workshops; regular Academic Readings

As mentioned above, part of that readying process involved discussions about our assigned readings. These discussions were based around three-level reading guides (literal, interpretation, and application) created by students in the class—those students would also be responsible for facilitating the in-class discussion on their assigned chapters. Most of our readings came from *The Skillful Teacher: Building your Teaching Skills* by Jon Saphier et. al. While our discussions usual began with topics concerning the general field of education, the application questions almost always linked the material to what was then our impeding Maymester. Though they did not always seem fruitful in the moment, those readings and discussion gave us the language and awareness needed to more effectively reflect on and learn from our experiences over the past three weeks.



Domain 4: Professional Responsibilities

(4f) – Showing Professionalism

Establishment of one's self as a professional before students, fellow teachers, and administrators is important not only when it comes to navigating the school environment, but for getting the respect necessary to run an effective classroom. It follows, therefore, that intentionally demonstrating professionalism at all times is critical, though this demonstration can take many forms, from one's clothes to one's words.

The “Google Guy”

I like technology. I find it to be a wonderful tool when it comes to education, especially as our students' technological literacy increases and schools continue to develop and implement technology resources. As a fan of Google's many programs, I was excited to hear about the announcement of GoogleSchool over summer; I was even more excited in the fall when I learned that MHS was going to start using GoogleSchool. Having researched and demoed it, I quickly became known as a resource for the teachers who were not as comfortable with the software or its capabilities. One teacher started calling me “Google Guy” after I spent an entire planning period training her on the GoogleDocs shortcuts and options. The name caught on, I'm glad to say – I liked feeling like I had something unique to contribute to the other teachers.

Friendly Teacher vs. Buddy

Part of showing professionalism is cognizance of the necessary distinction between buddy and friendly teacher. I had some students whose interests in superheroes resonated with my own, and they asked if they could have lunch with me. Weary about crossing the border into non professionalism, I made sure that I retained my “teacher” status by providing a “lesson” style format for the lunch meetings. I actually “taught” superheroes, and it was great fun all around. Another touchy subject on this front was social media. My students quickly discovered my not insignificant presence online, so I had to be careful about my postings and communications with students.



•••• Verizon 9:37 PM 50%

Travis Trombley Edit profile

Professional undergraduate student, prospective educator, hopeful writer...and wearer of superhero-themed socks

129 FOLLOWING 71 FOLLOWERS

Tweets Media Favorites

Travis Trombley @TravisT7 23h
@TheGooGamer no, I haven't seen any of arrow season 3 yet. Tis it sweet?

Travis Trombley @TravisT7 3d
A sweet article concerning some gender equality to come in the realm

Timelines Notifications Messages Me

Danielson Framework Conclusion

The process of reviewing myself using the Danielson Framework has proven to be a time consuming but productive enterprise. The framework, I found, is not intended so much for evaluation as it is for reflection. It provides the structure and language by which educators can formulate and organize thoughts concerning their teaching. What's important are the emphases: preparation, environment, engagement, and professionalism. These categories reflect the most important categories of teaching, though one quickly finds how interchangeable artifacts for each section can be, which evidence of effective, holistic education is, I think.

