

Discussion Board:

Name	1	2	3	4	5	6	7	8
Mortarelli	+	+	+	+	=	+	+	+

Key

1. Inoue
2. Delpit & Kittle
3. annotation
4. Freire
5. Rosenblatt & Smith
6. Iser
7. Ted Talk Resilience
8. Ted Talk ELA

CODES

+YOU DID IT

= HARD TO TELL IF YOU READ IT OR JUST DID A BAD JOB OF WRITING ABOUT IT

-YOU DIDN'T READ OR I CAN'T TELL THAT YOU READ.

0 DIDN'T POST AT ALL

A bit more information: You know, [REDACTED] it's really interesting to me how your reflections about the reading and the posting in some ways is actually stronger than your original posts. You've always been a diligent poster, and I felt like you took greater thinking risks in the second half of the semester, which I welcome and you can see indicated above. But your reflections, in many ways, are *exactly* what I would have hoped to see all semester long. I appreciate this careful record of what you learned from the reading. And, to be clear, I will very brag about you when I find out that a first year student of mine had (and loved) Mr. Mortarelli's class. I'll tell them that they are like my teaching grandkid that way. And I promise I'll take the best care of them. All that said, you've met the requirements for the A grade.

Reading Journal/Discussion Board posts: A

Annotated Bib/Cover letter: Your cover letter essentially provided an overview of what you learned about ADHD on a most basic level. I question your use of the word "disease" here, because I don't think folks who manage ADHD or the medical establishment would call it that. Perhaps cognitive condition? Not sure. I feel like your cover letter leaned a little too heavily toward summary of your articles. I did not see much by way of you comparing or contrasting what you learned across the articles, but I, as I read, I did see that you were building a picture of what we know about ADHD student needs. I would have suggested that you frame your cover letter more specifically around that idea. I think it would have made more space for you to summarize less and analyze more. I bet if you had a second draft, much as you did with the discussion board reflections, you would do that. I think, [REDACTED] that you don't trust yourself enough as a thinker and writer. You've got to give yourself some grace in this department. Your annotations are solid. Of course I think there are places where you've got extra words that you don't need—like how many times do you need to say "this article," but generally they would help a scholar decided if these are useful articles. **Annotated Bib: B+**

Assignment Design: Your assignment is very reading heavy, which I don't object to at all since reading is a larger part of the 9-12 curriculum than writing for sure. But I don't know that I see how writing plays a role in the reading. You talk about "assessments" and I wonder what those are. Reading quizzes? One way to do an assessment and ask students to write is to have them write about what they've learned. Pick two gods that you are particularly interested in. Write about a time when you experienced one of the "stages" of grief emotionally (you don't have to be grieving). Is it foolproof? No, but it asks students to do more than parrot back information. I'm not totally clear how the texts you've mentioned here are all working together. My suggestion would be to focus on Orpheus and Eurydice because it allows you to bring in the gods and the grief stuff. That material doesn't otherwise relate to the other two texts you have here. It's not clear to me what the papers they are writing would be about. Is it why do we have to learn this or the theme question. Another question I have is what is the connection between the work they did previously and this paper? I appreciate the pre-reading aspect of talking about the five stages of grief, but I think this would be a stronger assignment if they used the writing they did on that to help them draft the paper.. This would mean that they could 1) build a start to a draft as the days go by and 2) it would mean they are not doing the writing solely. As I read your piece, I think that individually you have some interesting ideas here and that the next step for you is to think about how they connect to each other and how you can use writing to support your student's writing development. **Assignment Design: B+**

Book Club Reflection: I appreciated your reflection on the readings connected to book club. In doing so, you articulated more about what you learned from the readings. You also, in a tangential way, got at some of the questions I asked in the assignment about how reading as a group and using writing can help a reader to figure out what a text is saying. However, the assignment was not simply to reflect on the readings. The idea was to talk about the experience of reading the fiction and nonfiction and poetry that we read to be able to discuss. I realize that you were in the middle of the family crisis and that perhaps this small assignment simply got lost in the shuffle: **Book Club Reflection: B**

Mentor Text Memoir: Your mentor text memoir is very charming and I love the way that a movie brought you to a book that brought you to classical literature. I think we often underestimate how popular culture can light a fire in us, how it can spark our curiosity about something that we eventually find a passion for. Your piece articulates that. And I appreciate the added move you make to connect it to your future classroom. **Mentor Text Memoir: A**

Interview with a teacher: This is a thorough and respectful discussion with Scott, and it's clear to me that you enjoyed learning about his experience in the classroom. I felt at times as I read that it was a report on everything he said—rather that you wanted to make sure you included every thing he had to say and not as cohesive as the piece might have been. But as I read I also felt the over-arching theme was something about how it's not what you teach or even how you teach, but how you make your students feel seen and feel valued. I think that if I had a revision out of you, I would get you to try to articulate that a bit more clearly in the introduction and then make a point in both your organization and your transitions to remind us of that is point. But that said, it's a strong piece. I hope you will share it with Scott. I think he would value knowing how your conversation affected you. **Interview with a Teacher: B+**

Final Portfolio Cover letter: As I read your cover letter, I'm struck by something that you wrote very early on in the semester about being afraid to post to the discussion board because you were worried about your writing, and about how this fear of doing the wrong thing kept you from taking intellectual

risks. I think this is something you really struggle with and so I was very interested in how you wrote about error here. Your cover letter is a hopeful reflection on what you learned in class and how it makes you think about future classrooms.

Semester Grade: B+

Reading journals/discussion board posts: Here is a breakdown of the remaining discussion board posts:

Name	1	2	3	4	5	6	7	8
Mullen	+	+	+	0	+	+	+	+

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More information about your posts: you have been a strong and consistent voice on the discussion board. Your responses indicate to me that you read with care. Your responses indicate that you thought about the implications of what you read, and I appreciate, most of all, the sincerity of your thinking and writing here. I appreciated reading what you had to say about your posts in your reflections. I really, really—I can't say it enough, really—appreciated how you dissect the Gertrude Stein moment within the contexts of Smith and Rosenblatt, that's exactly how I hoped that would go. From here you think about what your own experience of this moment implies for your classroom later. Nice work. Connecting back to your midterm work, when you talk about, in both the reflection and in your reflection of your discussion board posts, this moving away from thinking one thing about what Language Arts should look like and what it actually can be. In so many ways, everything that I looked at in your portfolio, both of them, speaks to a blossoming on your part--about how you think about reading, writing and teaching reading and writing. Really loved seeing it. **Reading Journals/Discussion Board: A**

Teacher Interview: Sarah Bruns is very dear to me, and, knowing her as well as I do, I was delighted at your ability to capture her essence in your interview. That part about finding your home. That is so Sarah. And it's wise, too. I appreciated how you keep that theme and explore how one creates a home in various ways: creating a home with colleagues; creating a home for students; and, even, creating a home away from school so that when you are in the classroom, you are really there for your students in the classroom. This was strong work and I hope you will share it with Sarah. **Teacher Interview: A**

Book Club: It doesn't surprise me to see how strong your book club reflection is. It's clear to me from your discussion journals, your mentor text memoir, and both of your reflections in your portfolios that thinking about how meaning gets made in a text, how we help our students to feel ownership over the meaning they make in the text weighs heavily on your mind. I loved the part where you said you needed to be patient with yourself—which, yes, you do. I can tell you are uber hard on yourself. And I think that this will help you be patient with your students as well. And you figured out my trick: write, talk, re-

write. I do it in every class first year students to graduate students. It really helps build confident readers and writers. **Book Club/Reflection: A**

Mentor Text Memoir: I appreciated how your essay was about two kinds of mentors. One was a book but the other was most certainly Mr. Randall. It often works out that way. And I appreciated that you weaved those two strands together so nicely here. I like, also, how your mentor text memoir really dovetails with your own thinking about reading that is evident in the second half of your semester and particularly in your final portfolio reflection. Your discussion of the fish-bowl assignment exactly mirrors a lot of what you are saying here. **Mentor Text: A**

Annotated bibliography: This is the littlest, pischiest thing: you didn't need "this article" in each of your opening lines. The authors' examined, the authors' argue, etc. You get my point. This is what I mean about "small word syndrome." That said, these are successful annotations that identify the argument of and how they came to make that argument (methodology). You used a lot of passive voice, both in your annotations and in your introduction. It made for awkward reading at times. But what you did really well in the introduction, and is infinitely more important than passive voice awkwardness is to synthesize what you learned from the research and make the connect between socioeconomic factors, lack of equity and ADHD. That's very good work there. I liked that you talked broadly about the issue to frame it and then dug into the parts of the articles that gave nuance and detail to your point. **Annotations and Cover Letter: A-**

Assignment Design: I laughed a little bit when you kept calling me Dr Torda in the overview. Who were you writing to if not to me [REDACTED]? But that aside, how could I not love an assignment where you connect what we learned in class about labor based grading and how that might be very well suited to an assignment that, in your words, "is labor intensive and focused on staying on task." I appreciate the care that went into choosing the focus of your assignment—a significant grade five task from the frameworks. I loved *Matilda* as a young reader. I always wonder about assigning books I know girls will like. The weird, wrong thing about assigning texts in school is that girls will read what they are assigned, but boys will only read books about boys. Which is stupid and wrong and we shouldn't create classrooms that maintain that truth, but it's something to consider. I like that you have students work in groups for a lot of the project. I like the pre-reading exercise, which brings in your thinking about reading you talk about in your reading journal and book club reflection. I like how the class settles into a rhythm as the assignment progresses. Routine is good for all students (and, as you discovered in your research, particularly good for ADHD students). You later talk about ADHD students and transparency and I would say the same thing is true here: if it's good for some students it's probably good for all. That's certainly the case here. I really love how you run the peer workshops here—in the small group they've worked in to develop trust and then the single focus on one at a time presentation. Nice. Overall, the arc of this assignment is great. The work is scaffolded from low stakes to high and the low stakes writing plays importantly into the high stakes. It's a strong assignment that shows a good instinct for the work. **Assignment Design: A**

Final cover letter: I was so charmed by your reflection. Like all of your work with readings this semester, it was sincere and excited and demonstrated you making connections and building up ideas about language arts. My favorite moment, because how could it not be, is when you say "I really love these quotes so far because it's so mind blowing otm e how much they connect to English Language Arts." I try [REDACTED], I really do try. I won't lie. I'm a little emotional at the end of this long, difficult semester, but I was honored to read what you had to say about a class being an ecology, about reading for purpose,

about labor based grading. Most of all, I want to say, don't be shy [REDACTED]. You have an excellent mind. The world is better for seeing it. Thanks for your excellent work this semester.

Semester Grade: A