GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
FOREIGN LANGUAGE / LATIN PK-12

EDCI 560
METHODS OF TEACHING FOREIGN/WORLD LANGUAGES
Fall 2014
Wednesday 4:30-7:10 PM
Innovation Hall Room 316

PROFESSOR:
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Office hours: By Appointment
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COURSE DESCRIPTION:
   A. **Co-requisite:** EDCI 516
   B. **University Catalog Course Description:** Covers approaches, theories, and methods of teaching foreign and second languages, with practical application to classroom. Students demonstrate teaching strategies, develop lesson and unit-planning skills, and evaluate curricula and materials.
   Note: Requires field experience in schools.

DELIVERY METHOD:
This course is highly interactive by design. Students examine past and current approaches, strategies, and techniques for teaching foreign/second languages. Students demonstrate teaching strategies; develop lesson and unit planning skills, demonstrate knowledge of the application of basic concepts of phonology, syntax, and morphology, and evaluate foreign/second language resources available in the field. The course includes a field experience component and meets Virginia licensure requirements for foreign language teachers.

The course delivery is predicated upon *learning by doing* and *discovery learning*. Students will engage in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, and student-led micro teaching simulations. Instruction will include guest-speakers, videos, and other multimedia resources. Assessments are performance-based. Students are encouraged to complete the

performance-based assessments such that they are relevant to their own teaching circumstance. Rubrics are provided for the field experience report, the TAR project, the midterm project, the unit/lesson plan, and the preparation and participation grade.

TECHNICAL REQUIREMENTS:
To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:

EXPECTATIONS:
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **at least three (3)times a week** to read announcements and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.

LEARNER OUTCOMES OR OBJECTIVES:

This course is designed to enable students to:
- Demonstrate ability to teach a foreign/second language using a synthesis of both older and more recent innovative methods
- Use instructional strategies which accommodate methods of teaching foreign/second languages
- Demonstrate ability to organize a detailed lesson plan for foreign/second language teaching, including all three communicative modes (interpersonal, interpretive, and presentational) while focusing on the end goal of oral proficiency and performance.
- Plan and demonstrate 2 mini lessons that are standards-based and are delivered in the target language

PROFESSIONAL STANDARDS:
Relationship to GSE Program Goals, National Standards, and Professional Organizations: ACTFL/NCATE

Domain	Language, Linguistics, Comparison	Cultures, Literatures, Cross-Disciplinary Concepts	Language Acquisition Theories, Instructional Practices	Integration of Standards into Curriculum & Instruction	Assessment of Languages and Cultures	Professionalism
Standard Number			3.a. 3.b.	4.a. 4.b.		

The EDCI 560 relationship to the GSE program goals include:

1. *Knowledge base for teaching in the second language classroom*. Learn the fundamental concepts of the knowledge base pertaining to second language acquisition/learning, and the teaching of other second and foreign languages; understand the application of basic concepts of phonology, syntax, and morphology to the teaching of foreign languages; psycholinguistics, sociolinguistics, pragmatics, and language pedagogy.

2. *Utilization of research*. EDCI 560 students should be able to understand and critically evaluate second language learning theories and engage in systematic investigation of the knowledge base to inform their own or others teaching practices.

3. *Classroom teaching*. EDCI 560 students should be able to plan and manage a second language class effectively and be able to evaluate and selectively apply a range of teaching strategies as appropriate to their students' needs and characteristics. For this purpose, they will need to be able to assess different teaching situations and changing conditions in culturally and linguistically diverse classrooms, so as to select appropriate

teaching procedures and adapt to teaching students with differing learning styles and cultural backgrounds.

4. *Curriculum*. Students will develop the skills needed to design, implement foreign/second language teaching strategies.

The *EDCI 560* Relationship to National and State Standards include:
1.   The ACTFL Standards for Learning Languages for Pre-K-12 Students
2.   Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
3.   National Board for Professional Teaching Standards (NBPTS)
4.   Virginia Standards of Learning (SOLs)

The EDCI 560 relationship to professional organizations include:
EDCI 560 follows the guidelines and recommendations made by the *American Council on the Teaching of Foreign Languages* (ACTFL), the *National Association for Bilingual Education* (NABE)*,* and the *National Association for Multicultural Education* (NAME). ACTFL along with NABE and NAME, are the largest professional organizations that specialize in research on working with culturally and linguistically diverse populations.

REQUIRED TEXTS:
Must be purchased and brought to class by 2nd class meeting.
1. Hall Haley, M. & Austin, T. Y. (2014). 2nd edition. Content-based second language teaching and learning. Boston: Pearson.
2. Buttner, Amy (2007). Activities, Games, and Assessment Strategies for the Foreign Language Classroom. Larchmont, NY: Eye on Education.

Required Resources: *Provided by CRIN-FLL Program on loan*
The following resources will be loaned to graduate students in EDCI 560 as needed throughout the semester. *Do not use highlighters or make any other marks* in resources that are loaned to you from the CRIN-FLL program.

1. Clementi, D., & Terrill, L. (2013). The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design. Alexandria, VA: ACTFL.
2. Adair-Hauck, B., Glisan, E., & Troyan, F. (2013). Implementing Integrated Performance Assessment. Alexandria, VA: ACTFL.
3. National Standards in Foreign Language Education Project (NSFLEP). (2006). *Standards for foreign language learning in the 21st century*. Lawrence, KS: Allen Press.
4. Blaz, D. (2001). *A collection of performance tasks and rubrics: Foreign languages.* Larchmont, NY: Eye on Education.
5. Blaz, D. (2006). *Differentiated instruction: A guide for foreign language teachers.* Larchmont, NY: Eye on Education.
6. Patrick, P. (2007). *The keys to the classroom: A basic manual to help new language teachers find their way.* Alexandria, VA: ACTFL

7. ACTFL Performance Guidelines for K-12 Learners

Required Online Access: *must have access by 2nd class meeting*
1. **GMU Email** http://www.gmu.edu/resources/students/
2. **BlackBoard:** http://mymason.gmu.edu

Recommended Texts and Online Resources:
1. Sandrock, P. (2010). *The keys to assessing language performance: A teacher's manual for measuring student progress.* Alexandria, VA: The American Council on the Teaching of Foreign Languages.
2. Erben, T. & Sarieva, I. (Eds.). (2008). *Calling all foreign language teachers: Computer-assisted language learning in the classroom.* Larchmont, NY: Eye on Education.
3. Dr. Haley's Exemplar site: http://cehd.gmu.edu/people/faculty/mhaley/exemplars
4. Merlot website: http://www.merlot.org/merlot/index.htm
5. Startalk Teacher Development website: http://startalk.umd.edu/teacher-development
6. NOVA StarTalk: Technology-Enhanced Language Instruction website: http://novastartalk.nvcc.edu/
7. Teaching Foreign Languages (TFL) Library www.learner.org
8. Wiki for Differentiating Instruction: http://daretodifferentiate.wikispaces.com/

COURSE ASSIGNMENTS, REQUIREMENTS, PERFORMANCE-BASED ASSESSMENTS, AND EVALUATION CRITERIA:

Assignments are listed under PROPOSED CLASS SCHEDULE

Requirements: Students in EDCI 560 are expected to:
Attend all class sessions, *__arriving on time__*, and actively participate during large and small group discussions and activities. **Three or more absences and/or tardies will result in one letter grade reduction.**
- Attend all class meetings, arriving on time and with all relevant course materials. Notify Dr. Haley by email if you cannot attend a class.
- Complete all weekly reading and written assignments according to the syllabus and prepare to discuss these assignments in each class.
- Organize course materials electronically or in paper format by purchasing a large 3-ring binder.
- Visit BlackBoard at least once a week to access course documents and materials in preparation for each class meeting.
- Prepare typed and printed weekly assignments. Dr. Haley may collect weekly assignments as part of your preparation and participation grade.
- Hand in all graded projects at the beginning of class on the due date. Late assignments will not be accepted unless prior arrangements are made.

Other Requests:
1. Please place cell phones on vibrate mode or turn them off completely
2. Please refrain from <u>texting and/or emailing during </u>class

- **Performance-Based Assessments**
  1. 10 hours of Field Experience & Paper *(Pre-Service)*   10 points
     -or- Teacher Action Research Project *(In-Service)*
  2. Teaching Simulations   25 points
  3. Midterm Project   20 points
  4. Final Project   30 points
  5. Class Attendance, Preparation, and Participation 15 points

- **Criteria for evaluation:** Using the designated rating scales and rubrics, performance-based assessments will be evaluated and summed to calculate a final course grade.

- **Grading scale:** The University-wide system for grading graduate courses is as follows:

Grade	Standards	Grading
A+	Substantially Exceeds Standard	98 - 100
A	Meets Standard	93 – 97.9
A-	Meets Standard	90 – 92.9
B+	Approaches Standard	88 – 89.9
B	Approaches Standard	83 – 87.9
B-	Approaches Standard	80 – 82.9
C	Attempts Standard	70 – 79.9
F	Does not Meet Standard	Below 70%

TASKSTREAM REQUIREMENTS

Every student registered for any Multilingual/Multicultural Education (MME) course <u>with a required performance-based assessment</u> is required to submit this assessment, **Unit Lesson Plan,** to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code (See
   http://oai.gmu.edu/the-mason-honor-code/).

b. Students must follow the university policy for Responsible Use of Computing (See
   http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See **http://caps.gmu.edu/**).

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See **http://ods.gmu.edu/**).

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See **http://writingcenter.gmu.edu/**).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: **http://cehd.gmu.edu/values/**.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website http://gse.gmu.edu/.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

Student Expectations

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2. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
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4. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
5. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
6. Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

7. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
8. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

9. For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

PROPOSED CLASS SCHEDULE

FALL 2014

8/27/14: Week # 1 – *FL/WL Education in U.S. Schools: Program Models & Professional Organizations* *(INTASC Standards: 9.2, 9.3-Reflective Practice and Professional Development).* Orientation. Review Syllabus. Reading Partners. Think-Pair-Share: Personal language learning experiences. Field Experience Requirement. Course materials on loan.

ASSIGNMENT For Next Class: (1) Read Chapter 1: Clementi and Terrill. Be prepared to discuss changes in FL/WL education since your K-12 experiences in the U.S. *-or-* how FL/WL education in the U.S. differs from that in your home country. **(2)** Read Chap. 1, Haley & Austin. Prepare type-written responses to questions on p. 20, I, III, IV. **(3)** Use Web Links to access websites for: ACTFL, NECTFL, FLAVA, and GWATFL. Prepare type-written information on membership fees, publications, 2014-15 conferences (date, cost, location). **(4)** Register for field experience online at: http://cehd.gmu.edu/endorse/ferf
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9/03/14: Week # 2 -- *Second Language Acquisition and Learner Diversity (INTASC Standards: 1.1—Content Pedagogy; 2.1, 2.4, 2.5—Student Development; 3.1, 3.4, 3.5—Diverse Learners).* Language Pedagogy and SLA Theories: Affective Filter Hypothesis, i+1, ZPD, comprehensible input, interlanguage, feedback and error correction. MI Theory: Accommodating cognitive, linguistic, cultural diversity of millennial learners.
Lesson Plan Template: Demographics & Theme/Topic of Lesson

ASSIGNMENT For Next Class: **(1)** Read Chap. 1 (pp. 7-13) in Keys to the Classroom (on loan) and browse templates pp.14-27. **(2)** Create and print your own "To-Do List" Brochure to help new FL/WL teachers prepare for the school year. **(3)** View WGBH Video #2 "Standards and the 5Cs at: http://learner.org/resources/series185.html. **(4)** Read Haley/Austin, Chapt 2 and answer questions on pp 49-50, I, II, III, V. **(5) REMINDER:** Register for field experience online at: http://cehd.gmu.edu/endorse/ferf
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9/10/14: Week # 3 – *Planning for a Standards-based Classroom* *(INTASC 7.1, 7.2, 7.4—Planning; 10.3—School and Community Involvement).* Patrick Book: Keys to the Classroom--To-Do Lists. Applying the 5Cs to lesson planning—Annenberg Video and SFLL Manual. The Lesson Plan Template: Writing Performance-based Objectives.
Lesson Plan Template: Performance-based Objectives

ASSIGNMENT For Next Class: (1) Write (type-written) 5 performance-based objectives *and* state how the SFLL apply to each one. **(2)** Read Chap 3 in Haley/Austin.   Prepare type-written responses to questions on p. 53. **(3)** Read Clementi/Terrill, Chapter 3. **(4)** Read syllabus information on Teacher Action Research / Field Experience Report / Informal Teaching Demos **(5)** Read Buttner, pp. 35-38.

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9/17/14: Week # 4 – *Methods and Approaches (INTASC Standards: 4.1, 4.2, 4.3 Multiple Instructional Strategies).* Identifying and Selecting Methods and Approaches to Accommodate Diverse Learners.   Backward Design: Review Writing Performance-Based Objectives. Three Communicative Modes: WGBH Video—"Meaningful Interpretation." Identifying authentic materials/realia.   *Q&A on Teacher Action Research and Field Experience Reports. Sign up for Informal Demos. Review expectations for demos.*
Lesson Plan Template: The Three Communicative Modes & Warm-up

ASSIGNMENT For Next Class: **(1)** View WGBH Video "Person to Person" on the Interpersonal Mode. Complete worksheet available on BB. **(2)** Print (or create an e-copy) of the Virginia State Foreign/World Language Standards (practicing teachers may use the standards to their state/district) and bring them to the next class.
MUST SIGN UP FOR "INFORMAL" TEACHING DEMONSTRATION
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9/24/14: Week # 5 – *Standards-based Teaching* (*INTASC 7.1, 7.2, 7.4— Planning; 4.1, 4.2, 4.3 Multiple Instructional Strategies).* National, State, and Local Standards: Their Impact on Teaching. Communicative Modes—Integrating Four Language Skills. WGBH Video "Delivering the Message." Lesson Plan Template: Backwards Design. Creating Authentic Tasks. Teaching in the Target Language.
Unit Plan Segment Due: One paragraph scenario describing the setting; TL, grade, level, program model, time; and Title of Unit Plan
INFORMAL TEACHING DEMONSTRATIONS: Groups 1 and 2

Lesson Plan Template: Standards (National & VA SOLs)
ASSIGNMENT For Next Class: (1) Write (type-written) one activity for each of the three communicative modes. Write the performance-based objectives for each activity (i.e. how will you measure what students know and are able to do?) State the SFLLs that apply **(2)** Read Chapter 9, Haley/Austin, "Integrating Technology in an Interactive Content-based Classroom," Summarize and be prepared to discuss the role of technology in your language classroom. **(3)** *In-service teachers: provide your puzzlement for your teacher action research project / Pre-service teachers provide schedule for your classroom observations.*
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10/01/14: Week # 6 – *Using Technology to Enhance Modes of Communication* (*INTASC Standards: 5.1, 5.2 —Motivation and Management;*

7.1, 7.2, 7.4—Planning; 6.4—Communication and Technology). Review Communicative Mode Activities. Transitions: Connecting Activities. Synchronous and Asynchronous Communication: Creating Authentic Tasks with Technologies for Language Learning: Blogs, Wikis and Webquests. Preview: NoVa StarTalk Teacher Professional Development Workshops.   TAR and Field Experience Updates.
INFORMAL TEACHING DEMONSTRATION: Groups 3 and 4

Lesson Plan Template: Creating Transitions
      ASSIGNMENT For Next Class: (1) Prepare (type-written) <u>standards-based lesson plan</u> for one day that includes performance-based objectives, 1 activity for each of the three communicative modes with transitions between activities, a warm-up activity, a closure, and homework assignment (use the lesson plan template in the syllabus). **(2)** Visit NoVa Startalk website: http://novastartalk.nvcc.edu/. Review various resources available for Units 1-5 (Presentation Tools, Audio Tools Video Tools, Collaborative Tools, Online Resources and Social Media. Be prepared to discuss the technology (or technologies) you plan to use in your mid-term project. **(3)** Begin work on mid-term projects—**Due October 15th**.
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10/08/14: Week # 7 – ***Technology for Teaching Across the Curriculum***
(INTASC Standards: 6.1, 6.2, 6.3, 6.4—Communication and Technology; 7.1, 7.2, 7.3 —Planning).   Review Lesson Plans. Technologies that promote learner-centered instruction- PowerPoint (Prezi), WebQuests, Wikis, and Blogs. Review: NoVa StarTalk Teacher Professional Development Workshops: Photostory, Voxopop, Animoto, Toondoo, Wordle, VoiceThread.

Lesson Plan Template: Designing the Closure
      ASSIGNMENT For Next Class: Work on Mid Term Projects. Read "Introduction" in Kapalka pp. 1-15). Prepare to discuss your opinion of why students misbehave. How might misbehavior connect to technology-based lessons?
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10/15/14: Week # 8 – **Mid-Term Projects Presented-DUE IN CLASS**
Managing a Learner-Centered Classroom: *(INTASC Standards: 5.1, 5.2, 5.3, 5.4, 5.5—Motivation and Management; 10.3—School and Community).* Organizing Teacher Records: Student work, absences and make-up work, tracking homework, student infractions, contact with parents/guardians. Classroom Management-Discipline: Why do students misbehave? Form groups for Kapalka Steps 1-6. Review group presentations on six steps for next class.
Q& A Formal Teaching Demo Format. Sign up for Formal Teaching Demos

      ASSIGNMENT for Next Class: (1) Read "Prologue" in Kapalka (pp. 17-25). Be prepared to discuss your strengths and weaknesses when it comes to working with "challenging" students. **(2)** Continue work on Field Experience Reports (pre-service teachers) or TAR projects (in-service teachers) **(4)** Read

Buttner, pp. 1-14. **DUE DATE on Field Experience and TAR projects is Oct 29th.**
MUST SIGN UP FOR FORMAL TEACHING DEMONSTRATION
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10/22/14: Week # 9 – ***Managing Classroom Discipline Issues*** *(INTASC Standards: 5.1, 5.2, 5.3, 5.4, 5.5—Motivation and Management).* Seating, Forming groups, Learning centers, Bulletin boards. Establishing daily routines, establishing routines for disciplinary actions. Working with Challenging Students.
Unit Plan Segment Due: Major learning goals (what will students know and be able to do)
        ASSIGNMENT for Next Class: (1) Work on field experience reports /or/ TAR Projects
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10/29/14:   Week # 10 – **Field Experience Reports / TAR Projects Presented and DUE IN CLASS.**
Managing Multi-Level Classrooms *(INTASC Standards: 5.1, 5.2, 5.3, 5.4, 5.5—Motivation and Management).* Case Studies: Implementing Effective Discipline Strategies. Kapalka Book: Eight Steps to Classroom Management Success. WGBH Video: Exploring New Directions-Multi-level Chinese HS Classroom.

        ASSIGNMENT for Next Class: (1) Watch WGBH Video #6 "Valuing Diversity in Learners" at: http://learner.org/resources/series201.html **(2)** Read Chap 1 pp. 1-8 and Chap 3 pp. 37-45 in Blaz-"Differentiated Instruction" (on loan) Be prepared to discuss "what differentiated instruction is and what it is not." **(3)** Select 2 ideas from Chapter 5- "Ideas Smorgasbord" in Blaz. Prepare type-written standards-based, thematic examples of how you would use these two ideas in your classroom (be language specific). Include grade and language level for each example.   Bring copies to share with your classmates. **(4)** Take the MI Inventory (available on BB). Bring printed version to class.
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11/05/14: Week # 11 – ***Brain-Compatible Teaching and Learning*** *(INTASC Standards: 2.1-2.5—Student Development; 3.1-3.5-- Diverse Learners).* Defining "learner diversity." Differentiating Activities Review-Blaz book-share Ideas Smorgasbord. MIRS WebSite--MI Inventory. MI Activities. MI Activity Tracking Charts. Visit: http://daretodifferentiate.wikispaces.com
        ASSIGNMENT for Next Class: (1) Read Clementi/Terrill Chapter 4 **(2)** Read Paul Sandrock book, Chapters 1 & 2. **(3)** Examine ACTFL Performance Guidelines for K-12 Learners
http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf
  How are these guidelines useful for planning assessments?
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11/12/14: Week # 12 – ***Assessment in a Learner-Centered Classroom***
 (INTASC Standards: 8.1, 8.2, 8.3, 8.4—Assessment). Formative and Summative Assessments—WGBH Video Summaries. Admit / Exit Slips,

Checklists, Dialogue Journals, Interviews, Observations (anecdotal records), Portfolios.
WGBH Video—Planning for Assessment. Examination of ACTFL Performance Guidelines. Preview: Integrated Performance Assessment (IPA).
Unit Plan Segment Due: One paragraph describing strategies for meeting the needs of diverse learners. See syllabus for remaining questions.

ASSIGNMENT for Next Class: **(1)** Read pp. 1-33 in Blaz—A Collection of Performance Tasks and Rubrics (on loan). **(2)** Prepare (type-written) 5 key elements for evaluating a rubric **(3)** Select and view _one_ of the videos (Numbers: 4-30) on http://learner.org/resources/series185.html Prepare a 1 page type-written summary of the video and give specific examples of how the teacher assesses learning during instruction.**(4)** Review final project guidelines and rubrics and bring questions to the next class meeting.
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11/19/14: Week # 13 GUEST PRESENTER
– **_Integrated Performance Assessment_** (INTASC Standards: 8.1, 8.2, 8.3, 8.4—Assessment). WGBH Video Summaries. World Language Assessment Video –YouTube.   Backwards Design. Creating an IPA. Blaz Book: A Collection of Performance Tasks and Rubrics for FLs. Identifying Elements of a Good Rubric.
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11/26/14: Week # 14 THANKSGIVING BREAK: VIRTUAL CLASS
ASSIGNMENT for Next Class: (4) Work on final projects.
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12/03/14:   Week # 15 –
 FORMAL TEACHING DEMONSTRATIONS: GROUPS 1, 2
Unit Plan Segment Due: One paragraph describing what you learned about the planning process. How have you grown? See syllabus for remaining questions.
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12/10/14: Week # 16
All work is due. GMU Course Evaluations. Return all textbooks on loan to Dr. Haley's Office (Thompson 1504).
FORMAL TEACHING DEMONSTRATIONS: GROUPS 3, 4

GUIDELINES, TEMPLATES, & RUBRICS

GUIDELINES AND EVALUATION FOR
INFORMAL TEACHING DEMONSTRATION
FALL 2014—10 POINTS

Informal Demo Guidelines:
1. You and your partner(s) will prepare and present a **15-minute** standards-based lesson in class. At the end of your demonstration the class will take 5 minutes to ask questions and give feedback.
2. You and your partner(s) will sign up for a specific date to prepare and present your lesson. You will select a program model (FLES, HS Level 1, etc) and a topic/theme. You will create a <u>simple agenda</u>, <u>performance objectives</u>, <u>a warm-up</u> <u>activity</u>, and <u>one activity of your choice</u> on the topic.
3. It is your responsibility to bring the necessary materials (markers, pens, tape, magnets, transparencies, PPTs, sentence strips, poster paper, timers etc), visuals, and manipulatives for your demonstration.
4. You will be given very limited class time to "set-up" your lesson. Imagine that you share a classroom and do not have access to the room ahead of time.
5. <u>Conduct your lesson in the target language.</u>
6. When preparing your lesson, consider students' diverse learning styles, multiple intelligences and proficiency levels. How can you differentiate instruction so that <u>all</u> students' diverse needs and proficiency levels are accommodated?
7. You and your partner(s) may choose one, two or any combination of methods/approaches/strategies to present your lesson.
8. We will be your students. You and your partner(s) can assign us different proficiency levels and ages. Be realistic about student proficiency.
9. Teaching responsibilities can be divided, or you may wish to team-teach.

Informal Demo Evaluation:
Student Name:
Topic / Program Model:
Date:

Instructor Feedback on:
- **Performance-based Objectives:**
- **Agenda:**
- **Warm-up Activity:**
- **Planned Activity on Topic/Theme:**
- **Use of the Target Language:**
- **Other Comments:**

GRADE: ___ / 10

GUIDELINES AND EVALUATION FOR
***FORMAL* TEACHING DEMONSTRATIONS**
Fall 2014—15 POINTS

Prepare a lesson plan using the template provided. Read at least three articles on <u>the method/approach or instructional strategy you have chosen</u>. Try to find at least one source by the original developer (if possible).

You will work with one or two other people as a team for your teaching demonstration.   You have **30 minutes.** Plan your time carefully. You have a maximum of 10-15 minutes for each person to teach. Your team may take another 5 minutes to provide background information about the method and we will take 5 minutes at the end of your demonstration to give you feedback and ask questions from the class.

The demonstration may include:
1. Background information about the method
2. The type of class your particular demonstration is intended for, e.g., level of proficiency, grade level, type of class, etc.
3. Skills you are teaching and basic objectives of the lesson
4. Special teacher-made materials; props and realia are <u>strongly</u> encourage
5. Possible follow-up activities to the lesson you have presented
6. How you might conduct assessment of the lesson you have presented, if appropriate
7. Others you can think of....

<u>BE CREATIVE!</u>

8. Try to spend less time talking about the method, more time demonstrating it. You may decide to introduce your lesson by describing the method first or you may wish to immerse us in the experience and explain after the demonstration.
9. We will be your students. You may assign us whatever roles and ages you wish. Be realistic about the proficiency level of your students.
10. As a team, you may try any combination of team teaching, or each of you may demonstrate a separate activity. If you wish, you may divide teaching responsibilities by proficiency level of students. Remember that you do not have a lot of time (maximum 30 minutes).
11. <u>Prepare a handout for the class AND your lesson plan</u>. It can be short. It might be a summary of some points you have made or it might be sharing something from the lesson you have developed that class members might like to use in their own teaching.

EVALUATION of your teaching demonstration will be based upon the following criteria:

1. Quality of lesson plan
2. Usefulness of handout
3. An accurate summary of the method chosen
4. Faithfulness to the general philosophy and techniques of the method chosen
5. Evidence of preparation
6. Use of teacher-developed materials
7. Flexibility in response to students' spontaneity
8. Efficient use of time
9. Class rapport, warmth, and enthusiasm of teacher
10. Creativity

FORMAL TEACHING DEMONSTRATIONS:
Methods and strategies to be demonstrated

Methods and Approaches Demonstration

- ❏ Audiolingual Method (ALM)
- ❏ Cognitive Approach
- ❏ Direct Method (such as Berlitz, Jespersen, de Sauze)
- ❏ Total Physical Response (TPR)
- ❏ Natural Approach (Terrell and Krashen)
- ❏ Total Physical Response Storytelling (TPRS)

Instructional Strategies Demonstration

- ❏ Cooperative Learning
- ❏ Games or other Interactive Activities
- ❏ Grouping
- ❏ Computer Assisted Learning
- ❏ Alternative Assessment
- ❏ Proficiency Testing

LESSON / UNIT PLAN TEMPLATE
FOREIGN/WORLD LANGUAGES

Teacher_____ School_____

Grade(s)_____ Language(s)_____ Level(s)_____

Date_____ Number of Students _____Time/Period_____

THEME / TOPIC OF LESSON / UNIT: _____

PLANNING PHASE

Performance-based Objectives—*As a result of this lesson/unit, students will be able to:*

    1.
    2.
    3.

Alignment with Standards:
    National:

    State:

    Local:

Assessment of Learning:
    Pre-teaching Assessment:

    Ongoing/Formative Assessment:

    Post-Lesson Assessment:

Materials Needed:
_____
_____
_____
_____

TEACHING PHASE
Lesson Outline
Theme or Topic: _____
    Warm up Activity: _____
    Vocabulary: _____
    Verb(s): _____

Grammatical structure(s): _____
Cultural perspectives: _____

Daily Lesson Plan
    Activity 1
    Transition
    Activity 2
    Transition
    Activity 3
    Transition

Presentation and Practice

Three Modes Employed:
    Interpersonal Activities:

    Presentational Activities:

    Interpretive Activities:

Methods/Approaches/Strategies Used:

_____
_____
_____

_____

CLOSURE:
    Review of this lesson:

    Preview for next lesson:

Expansion / Extension for learners
    This lesson could be expanded (in content) by:

    This lesson could be extended (in scope) by:

Other Activities or Lesson Details
    Accommodations made for varied learning needs:

    Assessment:

    Technology:

    Homework:

    Follow-up:

REFLECTION PHASE

SELF EVALUATION:
Learning Objectives and Assessments
- Were the class objectives met? How or how not?
- Formative assessment results:

Efforts to Accommodate:
What were the results of my efforts to accommodate the:
Visual learners _____
Auditory learners _____
Kinesthetic learners _____
Specials needs learners _____
Heritage/Native speakers _____
Multiple Intelligences _____

What worked well?

What didn't work well?

What will you do differently as a result of this plan?

How might this lesson be improved?

One important thing I learned was:

How did I use my pre- and post- teaching assessment data to inform my understanding of what the students learned? How will I use the assessment information to inform future instruction?

For the next class:

For longer reaching goals:
_____

NOTE: ALL SECTIONS IN GREEN ARE TO BE INCLUDED IN THE FINAL UNIT LESSON PLAN

EDCI 560

Teaching Foreign/World Languages in PK-12 Settings

Formal Teaching Demonstration Rating Scale

Presenter(s)

Method/Strategy: **Date:**

Evidence Scale: 5 = Outstanding 4 = Above average 3 = Average 2 = Below average 1 = No evidence	1	2	3	4	5
Handout on Method or Strategy is Accurate and Useful					
Lesson Models Method or Strategy					
Quality of Standards-based Lesson Plan					
Activities Appeal to Various Learning Styles and Multiple Intelligences					
Target Language Use Appropriate for Age and Level of Learners					
Use of Transitions Between Activities					
Use of Teacher-made Materials					
Flexibility in Response to Students					
Efficient Use of Time					
Evidence of Preparation					
Class Rapport, Warmth, Enthusiasm					
Creativity					

Comments:

Recommendations:

GUIDELINES FOR MID-TERM PROJECT
Due October 15, 2014
20 POINTS

Option A

Using Technology to Enhance Learning Experiences for Foreign/World Language Learners

"Learner-centered instruction is based on the premise that children learn more effectively by becoming active participants in the process" (Hall Haley & Austin, 2004, p. 282). The challenge for many teachers is creating lessons that engage their students in tasks that are relevant and meaningful to the learner. This is particularly true for technology-based lessons, as many millennial language learners state that they are often asked to unplug the technologies they use in their everyday lives when they enter the classroom (Prensky, 2001).

The goal of this mid-term project is for you to challenge yourself to create a lesson that includes a technology with which you are NOT familiar. NOVA Startalk has several tutorials that will teach you how to use technologies such as Voxopop, Photostory, and Prezi. The website is: http://novastartalk.nvcc.edu/ Your use of this technology must do more than enhance a teacher-centered lesson (as is often the case with PowerPoint presentations). Your learner-centered, standards-based technology lesson must enhance the learning experiences of your students and must be age and language level appropriate.

Objectives:
Teachers in EDCI 560 will be able to:
- Create a learner-centered, standards-based product/project that engages the student in the target language and cultures through the use of technology
- Write an introduction that situates this lesson within the larger curriculum and includes references to course readings to support the use and choice of technology
- Create a step-by-step user guide for a novice teacher to use the project

Task:
Create a learner-centered, technology-based product/project that includes a: WebQuest, Interactive PowerPoint / SmartBoard Activity, Blog, Wiki, Podcast, Voxopop, Flip Video, Facebook/MySpace, Skype, YouTube, Photostory, or other technology

1. Prepare/create a technology-based product or project that employs a course outline topic of your choice and apply it to a teaching setting. The lesson time should be no less than 30 minutes. The purpose of the project is to focus on one course topic (such as standards-based teaching; alternative assessments;

grouping, or learner diversity) and illustrate its implications for teaching through the use of technology.

2. Your product/project should be interactive in the sense that the language learners are active participants in the lesson (No "Death by PowerPoint" projects please!). Tutorials for various technologies are available through NOVA Startalk at: http://novastartalk.nvcc.edu/

3. Prepare a printed guide to your product/project to help a novice teacher use it. Include the following:
   - An introduction that describes the student population and their diverse needs.
   - A section that explains how your project can be adapted to the context of a standards-based lesson or thematic unit plan.
   - A section that provides step-by-step details of how to use your product/project
   - Several references to various course readings to support your choice of technology _and_ your course topic.

4.   Submit your project in both electronic and in paper format.

5. Mid term projects are due on or before **October 15, 2014**

Option B
If you have other ideas for ways to increase your knowledge on the successful implementation of technology in your classroom, please see your instructor for permission to pursue another option. **You must obtain approval for this option at least 2 weeks in advance of the due date (October 15, 2014).**

Analytic Scoring Rubric – Mid Term Project Option A
EDCI 560– Fall 2014

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
18-20 points A	15-17 points B	12-14 points C	9-11 points F
Fulfillment of task _____/5 points			
Prepares a 30 minute WebQuest, Wiki, Blog, Interactive PowerPoint or other learner-centered technology-based project	Prepares a 30 minute WebQuest, Wiki, Blog, Interactive PowerPoint or other learner-centered technology-based project	Prepares a WebQuest, Wiki, Blog, Interactive PowerPoint or other learner-centered technology-based project that is less than 30 minutes.	Does not prepare a 30 minute WebQuest, Wiki, Blog, Interactive PowerPoint or other learner-centered technology-based project
Completion of task requirement _____/5 points			
Project is based on a course outline topic	Project is partially based on a course outline topic	Project is not based on a course outline topic	Project is not based on a course outline topic
Project clearly applies to a teaching setting	Project mostly applies to a teaching setting	Project partially applies to a teaching setting	Project does not apply to a teaching setting
Submits project on both CD and in paper format	Submits project on both CD and in paper format	Submits project on either CD or paper format	Does not submit project on either CD or paper format
Appropriateness and usefulness of materials selected _____/5 points			
Describes the teacher/student population and their needs	Partially describes the teacher/student population and their needs	Does not clearly describe the teacher/student population and their needs	Does not describe the teacher/student population and their needs
Analysis _____/5 points			
Prepares a printed guide of the product to help a novice use it	Partially prepares a printed guide of the product to help a novice use it	Partially prepares a printed guide of the product to help a novice use it	Does not prepare a printed guide of the product to help a novice use it
Provides clear adaptation to a standards-based lesson/unit plan	Provides a partial adaptation to a standards-based lesson/unit plan	Provides adaptation or partial adaptation to lesson/unit plan that is not standards-based	Does not provide any adaptation to a lesson/unit plan
Clearly and concisely refers to several course readings in support of technology and selected course topic	Refers to several course readings in support of technology and selected course topic	Refers to few course readings that may partially support technology and/or selected course topic	Does not refer to course readings to support technology and/or course topic

Student name: _____   **Score:_____**

Comments/Feedback:

GUIDELINES FOR FINAL UNIT LESSON PLAN
EDCI 560-FALL 2014—30 POINTS
Performance-Based Assessment for ACTFL NCATE Assessment #3
Assessment Project: Assessment of candidate ability to plan for instruction - Unit Lesson Plan

Description of Assessment (Unit Lesson Plan) and Its Use in the Program

The Unit Lesson Plan is the culminating project for the methods course, EDCI 560, *Methods of Teaching Foreign/World Languages*. The Unit Lesson Plan is an assessment of the candidate's understanding of the goal areas and standards of the *Standards for Foreign Language Learning* (SFLL) and Virginia Standards of Learning (SOLs); integrating the SFLL and SOLs into language instruction; using the standards and curricular goals to evaluate, select, design, and adapt instructional resources; demonstrating an understanding of language acquisition at various developmental levels; and developing a variety of instructional practices that reflect language outcomes and addressing the needs of diverse learners. This assessment connects theory to practice in the application of most of the content, i.e., second language acquisition and methodology, learned throughout the course. The candidates design a standards-based unit plan that is to be taught over the course of five consecutive days.

PROCEDURE FOR CANDIDATES

- Use the lesson plan template provided in the syllabus for planning a unit/lesson plan that is specific to your own *current or future* teaching circumstance.
- Provide a written text scenario of the setting for which this plan is intended. This should include geographic location (urban, rural, suburban), approximate time during school year, brief description of student population, and where this unit lesson plan fits in with the school district's curriculum. (Must be written in the Target Language)
- This plan should cover 5 days (1 separate lesson plan for each day – 1 plan must be written in the Target Language) and each day's plan must include national (ACTFL) and state standards (SOLs).
- Choose one theme or topic and the level/age/grade you want to teach. Include this in the title.
- Define the program model, i.e., Foreign Language in the Elementary School, Foreign Language Exploratory, Advanced Placement, Immersion etc.
- Include all components in the table "Alignment with ACTFL Standards, Explanation and Description" (revised version).
- Use the "Analytic Scoring Rubric-Unit Lesson Plan" (included below) as a guide for meeting and exceeding the criteria for this performance-based assessment.

Objectives of the Unit Lesson Plan

This signature performance assessment's objectives require Foreign Language licensure candidates to:

Alignment With ACTFL Standards, Explanation, and Description

Points	ACTFL Standard		Explanation/Description	To Be Completed By
		Scenario, Context, Title	• One paragraph scenario describing the setting • Target language, grade, level, program model (FLES, FLEX, Immersion, etc.), time (minutes/day, days/week) • Title of the unit plan	Week # 5
	4.a.	**Goals**	List the major learning goals, i.e., what will students learn in terms of learning outcomes (what students will be able to know and do as a result of the lesson)	Week # 9
	4.a. 4.b.	**Standards**	Virginia Standards of Learning (SOLs) and ACTFL Standards for the unit. Each of the five days will list national and state standards.	
	2.a., 2.c. 3.a., 3.b.	**Five Day Unit Plan**	Create a five-day unit plan that demonstrates sustained and sequential teaching. The plan must include integration of the 3 communicative modes: interpersonal, interpretive, and presentational. The unit plan must include the following (although not every day): 1. Evidence of planning for language acquisition (Standard 3.a.) 2. Planning for diverse/special needs students (Standard 3.b.) 3. Integration of cultural products, practices, and perspectives (Standard 2.a., 4.b., 4.c.) 4. Student critical thinking and problem solving (Standard 3.b.) 5. Integration of other content areas (Standard 2.c., 4.b.) 6. Describe an assessment (formative or summative) for each day (Standard 5.a.)	Week # 15
	4.b.	**Lesson Plans**	Create 5 consecutive days lesson plans using the GMU lesson plan template for secondary or elementary levels: 1. Objectives must be stated in behavioral terms and measurable 2. Lesson plan format must include number of minutes anticipated for each activity as well as a description of the transition 3. At least one technology application 4. Describe one formative or summative assessment 5. Must include a warm-up and closure activities	Week # 15
	3.b.	**Diverse Learners**	One paragraph describing strategies (instructional and assessment) for meeting the needs of diverse (culturally, linguistically, and cognitively) learners. How does the unit plan accommodate diverse learning styles, multiple	Week # 12

			intelligences, heritage speakers, etc.?	
	2.a. **4.a.** **4.b.** **4.c.**	**Materials**	Include instructional materials that <u>you</u> created for the unit plan: 1. One technology application 2. One of the cooperative, collaborative, or other interactive activity 3. Adaptation of authentic materials (literary and/or media texts)	
	6.a.	**Reflection**	Reflection: One paragraph describing what you learned about the planning process. How have you grown in what you now know about standards-based planning? What were your challenges? Were there any surprises? How will this experience impact your future classroom teaching?	Week # 14

Analytic Scoring Rubric Unit Lesson Plan
Addressing ACTFL/NCATE Standards 2.a., 2.c., 3.a., 3.b., 4.a., 4.b., 4.c., 6.a.
[Required for Licensure Portfolio]

Requirement + ACTFL Standard	Not Acceptable (Minimum Evidence Provided)	Not Acceptable (Approaches Standard)	Acceptable (Meets Standard)	Target (Exceeds Standard)
Scenario, Context, Title and Goals *4 points*	**1**	**2**	**3**	**4**
Scenario, Context, Title	Description of scenario, and context are not included. Format does not follow the requirements.	Most elements are included, but some or many are not complete. Format does not follow the requirements.	Contains all required elements (scenario, target language, grade level, program model (FLES, FLEX, Immersion), time (minutes/day, days/week), and title.	Has all the required elements. scenario, target language, grade level, program model (FLES, FLEX, Immersion), time (minutes/day, days/week),Is exceptional in organization.
Goals (4.a.)	No description of how the goal areas and standards (national and state) are addressed in the unit plan. No description of how the elements fit together, what students know beforehand, and what they will study later. Candidates provide only a minimal level of understanding of the Standards and their application in the unit plan.	Incompletely or partially describes how the goal areas and standards (national and state) are addressed in the unit plan. Little description provided of how the elements fit together, what students know beforehand, and what they will study later. Candidate has an emergent understanding and application of the Standards.	Describes the goal areas of the unit plan, and provides a rationale for using national and state standards for curriculum development. Refers to textbook, local standards, goal areas and Standards. Describes accurately how the elements fit together, what students know beforehand, and what they will study. Demonstrates an understanding of the standards.	Describes the goal areas of the unit plan. Clearly and accurately. Articulates a clear rationale for using national and state standards as a basis for curriculum development. Refers to textbook, local standards, goal areas and Standards. Describes clearly and in detail how the elements fit together, what students know beforehand, and what they will study later. Demonstrates a clear and strong understanding of enhancing knowledge and expertise with standards.
Standards and Five Day Unit Plan *8 points*	**1-2**	**3-5**	**6-7**	**8**
Standards (4.a., 4.b.)	Does not demonstrate knowledge and skills to integrate national and/or state standards for the unit plan. The plan lacks the 5Cs and 3 modes.	Demonstrates limited or partial knowledge and skills to integrate national and/or state standards for the unit plan. The plan lacks several of the 5Cs and/or 3 modes.	Demonstrates the knowledge and skills to integrate national and/or state standards for the unit. The unit plan includes some of the 5Cs and all 3 modes.	Demonstrates strong understanding of knowledge and skills needed to integrate national and/or state standards for the unit plan. These then are the focus of all classroom activities.

				The unit plan includes all 5Cs and all 3 modes.
Five Day Unit Plan (2.a., 2.c. 3.a., 3.b.)	Does not create a five day unit plan that demonstrates sustained and/or sequential teaching. Does not include integration of the 3 communicative modes: interpersonal, interpretive, and presentational. Does not provide: Evidence of planning for language acquisition; Planning for diverse/special needs students; Integration of cultural products, practices, and perspectives; Student critical thinking and problem-solving; and Integration of other content areas.	Creates fewer than five days unit plan that demonstrates little or no sustained and sequential teaching. Includes integration of 2 communicative modes. Provides: Little or no evidence of planning for language acquisition; No planning for diverse/special needs students; No integration of cultural products, practices, and perspectives; No student critical thinking and problem-solving; and no integration of other content areas.	Creates a five-day unit plan that partially demonstrates sustained and sequential teaching. Includes integration of the 3 communicative modes: interpersonal, interpretive, and presentational. Provides: Some evidence of planning for language acquisition; Some planning for diverse/special needs students; Little integration of cultural products, practices, and perspectives; Student critical thinking and problem-solving; and Some integration of other content areas.	Creates a five-day unit plan that demonstrates sustained and sequential teaching. Includes integration of the 3 communicative modes: interpersonal, interpretive, and presentational. Provides: Evidence of planning for language acquisition; Planning for diverse/special needs students; Integration of cultural products, practices, and perspectives; Student critical thinking and problem-solving; and Integration of other content areas.
Lesson Plans and Materials *6 points*	**1**	**2-3**	**4-5**	**6**
Lesson Plans 4.b.	Creates fewer than 4 consecutive days standards-based lesson plans using the GMU lesson plan template for secondary or elementary levels. Objectives are not stated in behavioral terms and measurable. Lesson plan format does not include number of minutes anticipated for each activity or a description of the transition. Does not include at least one technology application. Does not either one formative or summative assessment. Does not include warm-up and closure activities.	Creates 4 consecutive days standards-based lesson plans using the GMU lesson plan template for secondary or elementary levels. Objectives are not stated in behavioral terms and measurable. Lesson plan format does not include number of minutes anticipated for each activity or a description of the transition. Does not include at least one technology application. Describes one formative but not a summative assessment. Does not include a warm-up and closure activities.	Creates 5 consecutive days standards-based lesson plans using a modified GMU lesson plan template for secondary or elementary levels. Most objectives are stated in behavioral terms and measurable. Lesson plan format mostly includes number of minutes anticipated for each activity as well as a description of the transition. Includes at least one technology application. Describes one formative or summative assessment. Includes a warm-up and closure activities.	Creates 5 consecutive days standards-based lesson plans using the GMU lesson plan template for secondary or elementary levels. Objectives are stated in behavioral terms and measurable. Lesson plan format includes number of minutes anticipated for each activity as well as a description of the transition. Includes at least two or more technology applications. Describes two or more formative or summative assessments. Includes a warm-up and closure activities.
Materials (2.a., 4.a., 4.b., 4.c.)	Does not include age and level appropriate materials valued by the	Does not include age and level appropriate materials valued by	Includes a few age and level appropriate materials valued by	Includes several age and level appropriate materials valued by

	target language/culture. Uses no authentic materials and no technology applications in activities. No evidence of cooperative, collaborative, and interactive activities. Does not adapt materials to make standards-based learning more student-centered. Does not include the use of literary and cultural texts to help students gain insight into products, practices, and perspectives of the target language/culture.	the target language/culture. Uses a few authentic materials and no technology application in some activities. Little evidence of cooperative, collaborative, and interactive activities. Little evidence of attempts to adapt materials to make standards-based learning more student-centered. Includes fewer than 2 uses of literary and cultural texts to help students gain insight into products, practices, and perspectives of the target language/culture.	the target language/culture. Uses some authentic materials and at least one technology application in cooperative, collaborative, and interactive activities. Activities. Where possible, adapts materials to make standards-based learning more interactive. Includes some use of literary and cultural texts to help students gain insight into products, practices, and perspectives of the target language/culture.	the target language/culture. Uses numerous authentic materials and more than 3 technology applications in cooperative, collaborative, and interactive activities. Where possible, adapts materials to make standards-based learning more student-centered. Includes the use of a variety of literary and cultural texts to help students gain insight into products, practices, and perspectives of the target language/culture.
Diverse Learners *4 points*	**1**	**3**	**3**	**4**
Diverse Learners (3.b.) **4 Points**	Provides less than one paragraph. Does not demonstrate a clear understanding of strategies (instructional and assessment) for meeting the needs of diverse (culturally, linguistically, and cognitively) learners. No evidence of ability to integrate appropriate design and use of questioning strategies and task-based activities.	Provides less than one paragraph describing strategies (instructional, but not assessment) for meeting the needs of diverse (culturally, linguistically, but not cognitively) learners. Does not integrate appropriate design and use of questioning strategies and task-based activities.	Provides one paragraph describing strategies (instructional, but not assessment) for meeting the needs of diverse (culturally, linguistically, and cognitively) learners. Integrates some appropriate design and use of questioning strategies and task-based activities.	Provides one paragraph describing strategies (instructional and assessment) for meeting the needs of diverse (culturally, linguistically, and cognitively) learners. Integrates appropriate design and use of questioning strategies and task-based activities.
Reflection *4 points*	**1**	**2**	**3**	**4**
Reflection (6.a.)	Paragraph includes few, if any of the reflection prompts. Does not articulate level of understanding of systematic engagement in a reflective process for standards-based teaching and learning.	Paragraph includes few reflection prompts. Articulates low level of understanding of systematic engagement in a reflective process for standards-based teaching and learning.	Paragraph includes most all reflection prompts. Articulates a modest level of understanding of systematic engagement in a reflective process for standards-based teaching and learning.	Paragraph includes all reflection prompts. Articulates high level of understanding of systematic engagement in a reflective process for standards-based teaching and learning.

Student name:_____   **Score:**_____

Comments/Feedback:

GUIDELINES FOR FIELD EXPERIENCE
COURSE TITLE: TEACHING FOREIGN/SECOND LANGUAGES
IN PK-12 SCHOOLS (EDCI 560)
DUE DATE: October 29, 2014

INSTRUCTOR: Dr. Marjorie Hall Haley   CLOCK HOURS: 10

COURSE DESCRIPTION:
Study of theories and methods of foreign/second language teaching, with practical application to the classroom. Field experience required for those seeking initial teacher certification.

FIELD EXPERIENCE OBJECTIVES: <u>PRE-SERVICE TEACHERS</u>
   A. To observe the application of foreign/second language teaching strategies and methods embodied in the classroom procedures of the cooperating teachers at K-16 levels.
   B. To learn and become familiar with successful and innovative practices.
   C. To gain valuable insight into student responses to each type of activity.
   D. To get to know students at a given age and grade, areas of strength and weakness, and general learning pace.
   E. To become familiar with special foreign/second language resources and activities in the particular school: (a) SmartBoard or similar technology, computer laboratory, its functioning and specific software available for use; (b) videos, interactive online workbooks, multimedia CD-ROMs or any other types of multimedia relating to language; (c) special foreign/second language classrooms, i.e., electronic, transition immersion, self contained, as well as those decorated with posters, interactive bulletin boards, and learning centers.

Method: As a requirement of the GMU Graduate School of Education, participants will engage in 10 hours of school-based field experiences. Students will engage in observations, interactions with students and in teacher interviews in the school setting. A short written report, should consist of **three principle parts** and be a **total of 6-8 pages, double-spaced, 12 point font**. Guidelines and suggested report format are listed below

Part I -- INTRODUCTION – Visit the school website to report information on **where you observed, demographics of the school community, etc.** Then, follow the list below as a guide for things you may wish to observe. <u>It is not necessary to cover all 20 items.</u>

   1. Observe how the teacher handles multiple learning styles
   2. Seating arrangements
   3. Discipline problems

4. Daily routine
5. What percentage of time is devoted to each of the 4 skills?
6. Describe the way the teacher began the class. Did it lead into the lesson effectively? Why or why not?
7. Combined classes
8. Homework – how was it assigned and checked?
9. Amount, if any of students' L1 used
10. Variety of activities
11. Use of daily lesson plan
12. Use of visuals and/or technology
13. Works with accelerated and slower students
14. Use of textbook(s)
15. Classroom appearance
16. How the teacher creates a community of learners
17. Were the objectives of the day's lesson given to the students? If yes, what were the objectives and how were they given?
18. Was the atmosphere conducive to motivating students to participate actively? Explain.
19. How did the teacher keep the students on task?
20. Describe the rapport between teacher and students

PART II – INTERVIEWS WITH THE TEACHER – plan to conduct at least two interviews with teacher(s). Use the following questions as a guide (add your own as appropriate).
1. What instructional approaches work well for this age group?
2. In terms of classroom management, what strategies are most effective for your students?
3. What are some effective methods/strategies/assessments for working with students from many different countries?
4. What are the areas of weakness or difficulty for students at your grade level and what do you do to overcome these difficulties?
5. In what ways do you assess student progress?
6. How would you describe your teaching style?
7. How has your teaching style changed since your started your career?

PART III – REFLECTION - Summarize your learning from each observation and interview. This provides you the opportunity to connect **theory to practice.** As you think and write about these school-based experiences, refer to the course content, readings, and discussions. Synthesize this information and apply it to the class content as well as your future (or current status) as a foreign/world language teacher.
****

SUGGESTED ACTIVITIES FOR FIELD EXPERIENCE:

1. Ask to conference with the teacher **both** before and after your observation to discuss the day's lesson and to ask questions. While this is NOT possible for each visit, a minimum of 3 times is expected.
2. Work with individual students or small groups to gain confidence and make some initial contact with students.
3. Seek advice and guidance in preparing for teaching assignment from faculty supervisor and cooperating teacher.
4. As student teaching time approaches, begin to plan in written form some general format for each week's work, including types of exercises in logical sequence, with an attempt at varying the activities sufficiently, along with games, visuals, and innovative strategies.

Note: *Pay strict attention to the above guidelines. Remember, you are a guest in these schools and classrooms. Appropriate attire and conduct are mandatory. Professional courtesy is essential. If you must cancel a scheduled visit, call as soon as possible to let the teacher know.*

These teachers are **not** on display. They have willingly agreed to make themselves available to you. Try to be helpful and lend assistance where possible. This is to be an **interactive** experience - not passive.

FIELD EXPERIENCE REPORTS ARE DUE NO LATER THAN OCTOBER 29, 2014.

Analytic Scoring Rubric
PRE-SERVICE Teacher Field Experience and Report
EDCI 560 – Fall 2014

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
9-10 points A	8 points B	7 points C	0-6 points F
Fulfillment of requirements _____ 1 point			
Meets all requirements	Meets most requirements	Meets some requirements	Does not meet requirements
Hours of Field Experience requirements _____ 1 point			
Completes 10 hours of field experience	Completes 8-9 hours of field experience	Completes 6-7 hours of field experience	Completes fewer than 5 hours of field experience
Familiarity with student cognitive, linguistic and social development and needs _____ 4 points			
Illustrates a clear familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Illustrates a partial familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Illustrates a limited familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Does not illustrate a familiarity with students at a given age and grade, areas of strength and weakness and general learning pace
Written Analysis _____ 4 points			
Organizes paper in a thoughtful manner Clearly describes resources and activities in a world/second language classroom Provides a clear description of application of world/second language teaching strategies and methods and student response to those strategies and methods Reflection demonstrates personal growth and a clear synthesis of applying theory to practice.	Paper lacks some clarity Partially describes resources and activities in a world/second language classroom Provides a partial description of application of world/second language teaching strategies and methods and student response to those strategies and methods Reflection demonstrates personal growth and a partial synthesis of applying theory to practice.	Paper is not well-organized Provides a limited description of resources and activities in a world/second language classroom Provides a limited description of application of world/second language teaching strategies and methods and student response to those strategies and methods Reflection demonstrates some personal growth and/or partial synthesis of applying theory to practice.	Paper is not well-organized. Does not describe resources and activities in a world/second language classroom Does not provide a description of application of world/second language teaching strategies and methods and student response to those strategies and methods Reflection does not demonstrate personal growth and/or lacks a synthesis of applying theory to practice.

Student name:_____ **Score:**_____

Comments/Feedback:

GEORGE MASON UNIVERSITY
Graduate School of Education

<u>Field Experience Reporting Form</u>

<u>Name:</u>   **<u>Semester/Year</u>** Fall '14

<u>School:</u>

<u>Course:</u> EDCI 560

<u>Professor:</u> Dr. Marjorie Hall Haley   **<u>Clock hours:</u>** 10

<u>School site/class/grade</u>	**<u>Teacher</u>**	**<u>Date</u>**	**<u>Hours on site</u>**

Use this form as a way of keeping track of your required 10 hours of field experience.
Return this form when you submit your written report.

FIELD EXPERIENCE OBJECTIVES: <u>IN-SERVICE TEACHERS</u>
<u>Details for Teacher Action Research</u>
In-service Teachers Only
DUE DATE: October 29, 2014

In order to satisfy VA's requirement of 10 hours of field experience for this course, you will **(a)** observe and collaborate with colleagues in your school **(5 hours)**, submitting a brief one-page reflective summary and **(b)** conduct an action research project **(5 hours)** in your own classroom. Refer to http://www.gse.gmu.edu/research/tr for additional resources.

<u>Instructions for Observations and Reflective Summary:</u>
1. Use the list from "Part 1" on page 29-30 of this syllabus to guide your observations.
2. Write a 1-page reflective summary that illustrates how your observations will impact your practice (i.e. classroom management, instructional methods, use of technology, assessment practices, etc…)

<u>Instructions for Teacher Action Research</u>

❖ Develop a research question (puzzlement) based on your own curiosity about teaching and learning in your classroom
❖ Examine your underlying assumptions about teaching and learning
❖ Systematically collect data from and with your students
❖ Analyze and interpret data
❖ Write about your research
❖ Share your findings with students, colleagues, and classmates
❖ Assume responsibility for your own professional growth

Sample "puzzlements" – 1.) How do I get my students to do their homework? 2) How can I stay in the target language during instruction? 3) How can I move toward more learner-centered instruction without losing control? 4) How can I motivate my students to <u>want</u> to learn? 5) What can I do to ensure that I accommodate all my students' learning styles?

****

REFLECTIVE SUMMARIES (OF 5 HOUR OBSERVATIONS) AND TAR <u>PROJECTS ARE DUE ON OCTOBER 29, 2014</u>.

PLEASE SEE YOUR INSTRUCTOR TO <u>PRE-ARRANGE ANY EXTENSIONS</u> <u>BEFORE OCTOBER 29, 2014.</u>

Outline for TAR Paper
(Estimated 5-7 Pages)

Title Page:
ACTION RESEARCH TITLE
Your Name
George Mason University
EDCI-560 (semester and year)
Submitted: (date)

Body of Paper:

1. Introduction including the rationale

2. Puzzlement

3. School Setting, Program, and/or Class Description

4. Methodology: Participants, data collection procedure, data collection instruments, research procedures

5. Results/Analysis

6. Conclusion or Discussion

7. References

8. Appendices: Instruments developed and used, surveys, questionnaires, etc.

EDCI 560 – Fall 2014
Analytic Scoring Rubric
IN-SERVICE Teacher Field Experience and TAR Project Report

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
9-10 points A	8 points B	7 points C	0-6 points F
Fulfillment of requirements _____ 1 point			
Meets all requirements	Meets most requirements	Meets some requirements	Does not meet requirements
Hours of Field Experience requirements _____1 point			
Completes 5 hours of field experience

Completes a thoughtful written summary | Completes 4 hours of field experience

Completes written report summary that lacks some clarity | Completes 3 hours of field experience

Partially completes written report summary | Completes fewer than 3 hours of field experience

Does not complete written report summary |
TAR Project: Familiarity with student cognitive, linguistic and social development and needs ____/4 points			
Puzzlement question and examination of underlying assumptions illustrate a clear familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Puzzlement question and examination of underlying assumptions illustrate a partial familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Puzzlement question and examination of underlying assumptions illustrate a limited familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Puzzlement question and examination of underlying assumptions do not illustrate a familiarity with students at a given age and grade, areas of strength and weakness and general learning pace
TAR Project: Written Analysis _____ 4 points			
Organizes paper in a thoughtful manner

Clearly describes analysis and interpretation of data

Provides a clear description of application of world/second language teaching strategies and methods and student response to those strategies and methods | Paper lacks some clarity

Partially describes analysis and interpretation of data

Provides a partial description of application of world/second language teaching strategies and methods and student response to those strategies and methods | Paper is not well-organized

Provides a limited analysis and interpretation of data

Provides a limited description of application of world/second language teaching strategies and methods and student response to those strategies and methods | Paper is not well-organized.

Does not describe analysis and interpretation of data

Does not provide a description of application of world/second language teaching strategies and methods and student response to those strategies and methods |

Student name:_____ **Score:**_____

Comments/Feedback:

Analytic Rubric
Class Attendance, Homework, and Participation
EDCI 560 – Fall 2014

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meet expectations Limited Evidence	No Evidence Little or No Evidence
15 points A	13-14 points B	11-12 points C	0-10 points F
Class Attendance			
Attended all classes arriving on time.	Missed 1 class. Or arrived late or left early 2-3 times.	Missed 2 classes. Or arrived late or left early 4 times.	Missed 3 or more classes. Or arrived late or left early 5 or more times.
Homework			
Completed all weekly written and reading assignments on time Organized course materials and brought relevant materials to every class meeting	Completed most weekly written and reading assignments on time Organized course materials and brought relevant materials to most class meetings	Completed few weekly written and reading assignments on time Partially organized course materials and/or brought relevant materials to few class meetings	Did not complete weekly written and reading assignments on time Did not organize course materials and/or did not bring relevant materials to class meetings
Participation			
Engaged in meaningful class discussions	Engaged in class discussions	Rarely engaged in class discussion	Did not engage in class discussions
Participated in all class activities	Participated in most class activities	Rarely participated in class activities	Did not participate in class activities
Provided constructive feedback to class members	Provided some constructive feedback to class members	Rarely provided constructive feedback to class members	Did not provide constructive feedback to class members

Student name:_____   **Score:**_____

Comments/Feedback

STUDENT BIOGRAPHICAL INFORMATION

Please Print <u>clearly!</u>

Name:_____

E-mail address:_____

Home phone:_____ Work phone:_____

Home address:_____

_____

GMU Program:_____ Academic Advisor_____
Year admitted:_____ Expected completion year_____

Currently teaching?_____ If yes, where, what, and for how long?
_____

Language(s) you speak/read/write_____
Level(s) of proficiency_____

Travel experience?_____ Where?_____
For how long?_____

Career goals:_____

What you hope to gain from this
class:_____
_____
_____

Favorite leisure/pastime
activities:_____
_____

Materials Release Form
for
EDCI 560
Fall 2014 Marjorie Hall Haley

In this course, I will be electronically collecting and storing work samples of your projects and/or papers as performance evidence for program accreditation, which is conducted every seven years by the National Council for the Accreditation of Teacher Education (NCATE) programs. If you agree to let me use your materials for this purpose, please sign below. Pease note that every precaution will be taken to protect your anonymity.

1. I, _____, give permission for

        (please print your name)

materials produced to meet the requirements of this course **to be used as work samples for the NCATE** review process.

2. Please replace my name with a code on my papers and projects.

    YES   NO

_____ _____
 Signature

                                    Date

Tel. No. _____ (Home or cell phone)

Email address _____