GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Multilingual/Multicultural Education
EDCI 684 – SECTION 001
ADVANCED METHODS OF TEACHING FOREIGN/SECOND LANGUAGES
IN PK-12 SCHOOLS
SPRING 2015
WEDNESDAY: 4:30-7:10 PM
THOMPSON HALL 1017

PROFESSOR:

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A. **Prerequisite:** EDCI 560 or permission of instructor. Field experience in public schools will be required during course.

B. **University Catalog Course Description:** Blends theoretical knowledge and practical application. Provides advanced study of second language pedagogy and teaching trends. Topics include multiple learning styles, alternative forms and assessment, and teaching diverse populations.

C. **Expanded Course Description:** Provides advanced study of foreign/second language pedagogy and current practices to give pre- and in-service teachers the tools needed to facilitate contextualized and content-based language learning. These tools include standards-based teaching, learning, and assessment; current topics in today's schools; addressing the needs of diverse learners; integration of technology for enhanced language teaching and learning; and textbook analysis and evaluation. Blending theoretical knowledge and practical application in an interactive format, this course provides advanced study that incorporates field experience, self-monitoring, and critical reflection to assist the course participants in integrating and implementing content into their own teaching in order to improve instruction and consider its impact on language learners.

LEARNER OUTCOMES:

This course is designed to enable students to:

1. Demonstrate proficiency in the target language the use of the 3 communicative modes in the teaching setting to facilitate instruction that is aligned with Standards (ACTFL/NCATE Standards 1a, 4a, 4b)
2. Present required sections of the Foreign Language Professional Development Portfolio which includes identified program performance-based projects, a professional development plan, and critical reflections (ACTFL/NCATE Standard 6a)
3. Engage critically in the analysis of field-experience while examining student development and learner differences (ACTFL/NCATE Standards 3a, 3b)
4. Plan and implement content-based or thematic standards-based classroom instruction that a) focuses on language learning, b) addresses the needs of diverse learners, and/or integrates technology, and c) and includes a critical reflection of the lesson's impact on student learning (ACTFL/NCATE Standards 2c, 3b, 4a, 4b, 4c, 5b, 5c)
5. Articulate his/her philosophy of education for world language teaching and learning that includes a plan for ongoing professional development (ACTFL/NCATE Standard 6a, 6b)

PROFESSIONAL STANDARDS:

The following standards aim to provide consistency in teacher education programs across the United States in terms of what foreign/world language teachers need to know and be able to do – that is, the knowledge, skills, and dispositions that are essential for the effective teaching of culturally and linguistically diverse students.

The *EDCI 684* relationship to National and State Standards include:
The ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers
Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
National Board for Professional Teaching Standards (NBPTS)
Virginia Standards of Learning (SOLs)

Licensure courses are aligned specifically with the national standards of the American Council on the Teaching of Foreign Languages (ACTFL). This course also follows the INTASC guidelines (Interstate New Teacher Assessment and Support Consortium) that identify those principles that should be present for new teachers in all teaching environments, regardless of the subject or grade level.

The **ACTFL/NCATE *Standards for the Preparation of Foreign Language Teachers*** articulate what foreign language teachers need to know and be able to do in order to be successful teachers of foreign languages. They were approved in 2013. We also align with the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards for licensure candidates, as well as the Propositions of the National Board for Professional Teaching Standards (NBPTS) for practicing teachers.

These three sets of national professional standards serve as a framework for systematic teacher preparation and professional development programs in our program. Evidence of the degree to which the standards have been met is compiled in a program participant's **Professional Development Portfolio** (refer to the program's PDP Guidelines) throughout the licensure component of the program and presented to faculty at the conclusion of the licensure internship.

REQUIRED TEXTS:

Must be purchased by 2nd class meeting.

1. Hall Haley, M. & Austin, T. Y. (2014) (2nd Edition). *Content-based second language teaching and learning*. Boston: Pearson.
2. Sandrock, P. (2010). *The keys to assessing language performance*. ACTFL.
3. Mandel, S. (2009). *The new teacher toolbox*. Thousand Oaks: Corwin
4. Glanz, J. (2009). *Teaching 101: Classroom strategies for the beginning teacher. Thousand* Oaks: Corwin.

Recommended Texts:
1. Glynn, C., Wesely, P., & Wassell, B. (2014) *Words and actions: Teaching through the lens of social justice.* Alexandria, VA: ACTFL
2. *World Readiness Standards for Learning Languages* (2014). Alexandria, VA: ACTFL
3. Erben, T. & Sarieva, I. (Eds.). (2008). *Calling all foreign language teachers: Computer-assisted language learning in the classroom.* Larchmont, NY: Eye on Education.
4. *Teaching and Learning Through MI (2nd edition)* by Linda Campbell, Bruce Campbell, and Dee Dickinson (1996)
5. *Worksheets Don't Grow Dendrites – Instructional Strategies that Engage the Brain* by Marcia L. Tate (2003)
6. *Kagan Cooperative Learning* by Spencer Kagan (2009)
7. *Big Book of Books and Activities* by Dinah Zike. (1992)
8. *Teacher to Teacher: Model Lessons for K-8 Foreign Language*. Edited by Mary Lynn Redmond (1999
9. Blaz, D. (2001). *A collection of performance tasks and rubrics: Foreign languages.* Larchmont, NY: Eye on Education.
10. Blaz. D. (2006). *Differentiated instruction: A guide for foreign language teachers.* Larchmont, NY: Eye on Education.
11. Patrick, P. (2007). *The keys to the classroom: A basic manual to help new language teachers find their way.* Alexandria, VA: ACTFL
12. *Russell, P. (Ed.). (2009).* Early Language Learners. [Special Issue]. *Learning Languages,* 14(2).
13. ACTFL Integrated Performance Assessments Manual
14. ACTFL Performance Guidelines for K-12 Learners

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Other Recommended Resources:
1. Speaking in Tongues-DVD
2. Merlot website: http://www.merlot.org/merlot/index.htm
3. Startalk Teacher Development website: http://startalk.umd.edu/teacher-development
4. NOVA StarTalk: Technology-Enhanced Language Instruction website: http://novastartalk.nvcc.edu/
5. Teaching Foreign Languages (TFL) Library www.learner.org
6. Deborah Espitia and Leslie Grahn: Wiki for Differentiating Instruction: http://daretodifferentiate.wikispaces.com/
7. Useful Foreign/Second Language Websites:

(a) American Council on the Teaching of Foreign Languages (ACTFL)
www.actfl.org
(b) Northeast Conference on the Teaching of Foreign Languages (NECTFL)
www.nectfl.org
(c) National Capital Language Resource Center (NCLR*C)*
http://www.nclrc.org
(d) Fairfax County Public Schools (Foreign Languages)
http://www.fcps.edu/is/worldlanguages/overview.shtml
(e) WGBH Teaching Foreign Languages Library: www.learner.org
(f) Foreign Language Association of Virginia (FLAVA)
http://flavaweb.org/
(g) Greater Washington Association Teachers of Foreign Languages (GWATFL)
http://www.gwatfldc.org/
(h) National Standards: 5 Cs: http://www.actfl.org/i4a/pages/index.cfm?pageid=3324

Recommended
CD Rom: 50 Years of Northeast Conference Report

Useful Foreign/Second Language Websites

1. Teaching Foreign Languages (TFL) Library Web: www.learner.org
2. American Council on the Teaching of Foreign Languages (ACTFL)
www.actfl.org
3. Northeast Conference on the Teaching of Foreign Languages (NECTFL)
www.nectfl.org
4. Foreign Language Association of Virginia (FLAVA)
http://www.userhome.com/flava
5. National Capital Language Resource Center (NCLR*C)*
http://www.nclrc.org/
6. Fairfax County Public Schools (Foreign Languages)
http://www.fcps.edu/is/worldlanguages/overview.shtml

TASK STREAM REQUIREMENTS:

The Impact on Student Learning Assessment and Philosophy of Teaching Paper are required MME performance-based assessments (PBAs). Every student registered for any Multilingual/Multicultural Education (MME) course with a required performance-based assessment is required to submit these assessments to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessments will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Students will be expected to...

1. 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 a grade reduction. <u>You are to refrain from checking email and/or texting during class.</u>**

2. Complete all assignments on time.

3. Come to every class with access to all course materials.

GMU POLICIES AND RESOURCES FOR STUDENTS

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

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

      c. 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/].

      d. 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/].

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

f. 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/].

Inclement Weather/Emergency Policy
In case of snow, hurricanes, other bad weather, or security emergencies, call 703-993-1000 or go to www.gmu.edu for information on class cancellations and university closings.
Dr. Haley will notify you no later than 3:00 PM via Blackboard if class is cancelled due to weather.

SPECIAL ATTENTION

- Please turn off cell phones and/or pagers while in the classroom.
- Please activate your GMU e-mail account. All correspondence will be through your account.
- All notices regarding whether class will be cancelled or delayed will be posted via appropriate university sources.
- Any exceptions to the following guidelines for attendance, tardiness, and late assignments will only be made with pre-approval by the professor.

Late Assignments:
If class must be missed, prior to the absence the student must contact the professor and submit any work that is due during your absence at the next class meeting. In case of an emergency, the professor must receive notice as soon as possible. All assignments are due on the assigned date. Late assignments will receive a 20% penalty for each missed deadline.

Collaboration:
Collaboration is a cornerstone for this course. **Many of the class sessions utilize a workshop format. In advance you must locate materials, complete readings, and be prepared to discuss and share instructional resources in class.** Careful record is maintained by the instructor of your attendance and participation in collaborative activities. Students are expected to participate in a lively, professional, punctual, and equitable manner in all collaborative work.

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

CORE VALUES COMMITMENT
The College of Education and 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 [See http://gse.gmu.edu/].

COURSE REQUIREMENTS

Project	Goal	Percentage of Grade	Due Date
Class Assignments for EDCI 684.001			
In-class Participation, Group Work, and Readings	Students are expected to actively participate in every class session. Students are expected to attend all classes, **arriving on time,** and must inform instructor of the need for an absence from class. *ACTFL/NCATE Standards: 3a, 4a, 6a*	20 points	**Each class meeting during the semester**
Teaching Simulations With Reflection *(Theory and Research to Practice)*	Candidates will teach a mini lesson to colleagues in the 684 class clearly aligned with the Standards and designed to promote active student learning. It will use the lesson plan template provided as an overall planning tool, and *may* serve as a dry run of, and/or be a component of, the impact project's (see below) lesson. *ACTFL/NCATE Standards: 3a, 3b,4a, 4b, 4c*	15 points	**Throughout the semester, as signed up**
Mid-Term Projects **Philosophy of Education Statement & Professional Development Portfolio With Three Reflections** *(Theory, Research, and Professionalism to Practice)*	**Philosophy:** Based on personal beliefs and professional knowledge about SLA theory and research, language learning, and learners, candidates write a Philosophy of Education statement, or update the one written previously in EDCI 516, that includes knowledge gained from coursework and learning experiences. To be included in the professional section of your Portfolio, this statement should encompass your beliefs about the role of culture in FL, instructional practices, and your plan for ongoing professional development. **Three Sections written in the target language for evaluation of written performance.** **Portfolio:** Set up of full Professional Development Portfolio (Electronic Format) with all sections clearly marked and Table of Contents created. Completion of a minimum of two full Sections (with reflections), and all program related performance-based evidences for remaining sections inserted, as available. This document is preferred in electronic format, but may be considered in hard copy under certain circumstances with instructor permission. *ACTFL/NCATE Standard 6a, 6b*	20 points 10 points	**Philosophy Paper** **March 18** **&** **Portfolio With 3 Reflections** **March 4**

Impact on Student Learning Assessment Project *(Theory, Research, Professional Collaboration & Practice)*	**The EDCI 684 Designated Performance-Based Assessment** Engage in and understand the impact of teaching on student learning in an authentic learning setting **Pre-Service Teachers**: Spend some time observing your mentor teacher to understand the context. Then, working with the mentor teacher, teach (or co-teach) a mini-lesson to the class or a group of students that includes a pre- and post-activity assessment; write a full description of the learning activity/lesson, the pre- & post-activity assessment, and a reflection on the impact of your instruction on student learning & how the assessment will inform upcoming lessons. **Option for In-Service Teachers**: In your *own* classroom, you may conduct the above project, or design a lesson and video-tape yourself teaching it; write a description of the learning activity/lesson, (your pre- & post-activity assessments), and a reflection about the impact of instruction on student learning, what you learned from the video about teaching and learning with your students. Analyze student – teacher interactions. *ACTFL/NCATE Standards 3a 3b, 4a, 4b, 4c, 5a, 5b, 5c*	**35 points**	**May 6** Final Report Due

GRADING

The University-wide system for grading <u>graduate</u> courses is as follows:

Grade	Standards	Grading	Grade Points
A+	Substantially Exceeds Standard	100	4.00
A	Meets Standard	94-99	4.00
A-	Meets Standard	90-93	3.67
B+	Approaches Standard	85-89	3.33
B	Approaches Standard	80-84	3.00
C	Unsatisfactory	70-79	2.00
F	Unsatisfactory/ Failing	<69	0.00

- **Note:** Mason students are advised that a B-, while it is a passing grade for many courses, is an unsatisfactory grade for CEHD graduate students. Students receiving a B- or below must re-take the course. A student's performance will be evaluated using letter grades.

PROPOSED CLASS SCHEDULE

EDCI 684 – Advanced Methods of Teaching Foreign/World Languages

21 Jan: Week # 1 -- Orientation. Review Course Outline. Discuss Portfolios, Philosophy of Education, and Impact on Student Learning Assessment Project requirements. Bios collected. Readings' partners selected. *Professionalism* (ACTFL/NCATE Standard 6): Professional organizations, journals, and conferences. Professional development portfolio discussed.
Assignments for next class:
(1) Read http://www.cal.org/resources/digest/peyton02.html
(2) Go to: http://www.actfl.org/i4a/pages/index.cfm?pageid=5226
(3) Go online and find the two regional foreign language professional organizations to which Virginia belongs. Read about their annual conferences and what they offer in the way of professional development.
(4) Go online and read more about membership in the National organization, ACTFL.
(5) Search online for information about FLAVA and GWATFL.
(6) What are the names of the language specific organizations which will be of particular interest to you?
(7) Identify the names of at least three professional foreign language journals.
(8) Read Sandrock, Chapters 1, 2, 3
(9) Domain A of Philosophy of Teaching Paper

28 Jan: Week # 2 -- ASSESSMENT: A Closer Examination in Foreign/World Language Teaching and Learning.
Examining online resources available to the profession. ACTFL OPI and WPT. A closer look at IPA, Holistic, Analytic, Formative and Summative Assessment. Fairfax County Public Schools' PALS assessment model.
Guest Presenter: Lydia To (ISLA)
Discuss this week's assignments on "Professionalism."

Assignments for next class:
   (1) Read Haley/Austin Chapter 4.Use the lesson plan template provided in the syllabus and create a one day lesson plan. This should <u>not</u> be a duplicate from EDCI 560! Come prepared to share your plan and discuss how and why your decisions were made in the planning process. Must be typed!
   (2) Read Glanz, Chapter 7
   (3) Read Sandrock, Chapters 4, 5, 6

Feb 4: Week # 3 – ASSESSMENT and *Planning for today's millennial language learner* (ACTFL/NCATE Standard 4 – Integration of Standards into Curriculum and Instruction and INTASC Standard 7 – Planning and INTASC Standard 3 – Diverse Learners). Planning for and an examination of program models: FLES,

FLEX, Immersion, and Secondary IB. Accommodating diverse and heritage learners. **Guest Presenter: Noriko Vankeuren (ISLA).** Share and critique one day lesson plans.
Assignments for next class:
- **(1)** Reflection # 1: You may choose any <u>one</u> of the 7 reflections. See the guidelines.
- **(2)** ISLA Action Plan Due
- **(3)** Search for any world language textbooks and bring them to next class.
- **(4)** Domain B of Philosophy of Teaching Paper

Feb 11: Week # 4 – *Textbook Analysis and Evaluation* (ACTFL/NCATE Standard 4 – Integration of Standards into Curriculum and Instruction). Examination of current textbooks and ancillaries including online/distance learning media. Designing rubrics to analyze and evaluate texts. Utilizing authentic texts and realia.
Reflection # 1 is due!
Assignments for next class:
- (1) Read Blaz, Chapter 7
- (2) Search online for a textbook evaluation rubric
- (3) Bring a laptop or tablet to begin construction of Professional Dev Portfolio
- (4) Domain C of Philosophy of Teaching Paper

Feb 18: Week # 5 – Construct Professional Development Portfolio
Time permitting: Visit to textbook repository in Johnson Center. Simulated textbook evaluation/analysis exercise.
Assignments for next class:
- **(1)** Reflection # 2:
- **(2)** Draft of Pre-Test and Rubric
- **(3)** Summary of Feedback from in-service teacher
- **(4)** Read Mandel, Part I
- **(5)** Domain D of Philosophy of Teaching Paper

Feb 25: Week # 6 – *Classroom Management and Discipline* (INTASC Standard 5 – Motivation and Management). Seating, forming groups, centers, bulletin boards, students' papers, keeping track of homework, managing multi-level classrooms, daily routines, establishing routines.
Reflection # 2 is due!
Assignments for next class:
- **(1)** Mid-term – Portfolio with reflections
- **(2)** Revised Pre-Test and Rubric
- **(3)** Read Glanz, Chapter 9
- **(4)** Domain E of Philosophy of Teaching Paper

March 4: Week # 7 – *Technology and Social Mediated Forms of Language Learning.* (INTASC Standard 7 – Planning). Smartboard, Blackboard, wikis, blogs, picasa, prezi, toondoo, jing, extranormal, wikispace, animoto, voxopop, druple, wordle, audacity, flip cameras, photostory, mimio, flickr. Technology as a tool for teaching across the curriculum.
Portfolio with reflections is due!
Assignment for next class:
Mid-term – Domains F and G and entire Completed Philosophy of Teaching Paper

March 11 – NO CLASS. SPRING BREAK.

March 18: Week # 8 -- Mid-Term Projects Due! (Philosophy of Teaching Paper – uploaded to Task Stream)
Assignment for next class:
   (1) Read Glanz, Chapter 5

Mar 25: Week # 9 – Classroom Discipline: Guest presenter (master teacher). Case studies that illustrate effective discipline strategies. Curwin & Mendler book, Discipline with Dignity. Gordon's Imessages. Fred Jones – Preferred Activity Time (PAT). Kounin's Withitness.
Teaching Demonstrations # 1

Assignment for next class:
   (1) Work on ISLA

April 1: Week # 10 – *Assessment* (ACTFL/NCATE Standard 5 – Assessment of languages and cultures). Examination of ACTFL performance guidelines. MOPI and SOPI. Integrated Performance Assessment (IPA). *Interactive Teaching Using Kagan Structures.*
Teaching Demonstrations # 2

Assignment for next class:
   (1) Work on ISLA

April 8: Week # 11 – Assessment: Impact on Student Learning Project. Review the assessment instruments. *Project-Based Instruction.*
Teaching Demonstrations # 3

Assignment for next class:
   (1) Article posted to BlackBoard by Dr. Haley
   (2) Bring draft of final ISLA report

April 15: Week # 12

Re-cap review of ISLA projects. Progress reports.
Apr 22: Week # 13 – *Teachers as Researchers and Reflective Practitioners*
(ACTFL/NCATE Standard 6 – Professionalism). Teacher Action Research as a
useful tool in professional development. Creating communities of practice.
Teaching Demonstrations # 4 (if needed)

Assignment for next class:
   (1) Article posted to Blackboard by Dr. Haley.

Apr 29: Week # 14 -- *Critical Needs Languages*. Challenges and opportunities
to meet the needs of teachers and students. Shifting the paradigm to learner-
centered instruction and assessment practices. Pedagogical implications for non-
Roman script languages. Materials development. Heritage speakers and heritage
teachers. *Brain-Compatible Games*.

May 5: Week # 15 – Final Projects (Impact on Student Learning) presented in
class.

GUIDELINES, PROCEDURES, AND RUBRICS
REFLECTIONS

The Description of the Assessment Task
Write a three to five page Philosophy of Teaching Statement IN THE TARGET LANGUAGE describing your personal standards-based world language teaching philosophy. Reflect upon the three categories outlined below in your essay. Provide specific examples from your microteaching experiences in this course, readings and field observations to support your reflections.

Reflection Topics
Section I: *Language, Linguistics, Comparisons* ACTFL/NCATE Standard 1 – What are your beliefs about strong language proficiency in the target language? Why is it important for you to be able to present information, concepts, and ideas orally and in writing to an audience of listeners or readers? Why is it important to know your audience and adjust your presentation accordingly?

Section II: *Cultures, Literatures, and Cross-Disciplinary Concepts* – ACTFL/NCATE Standard 2 – Reflect on the value and role of culture and literary and cultural texts in language instruction. In your lesson plans, how will you demonstrate the integration of culture and content from other disciplines into language lessons?

Section III: *Language Acquisition Theories and Instructional Practices* ACTFL/NCATE Standards 3 and 4 – Reflect on the connection of SLA theories to classroom practice that includes the incorporation of the ACTFL Student Standards, target language input and usage, and how instructional practices meet the needs of diverse learners.

Section IV: *Integration of Standards into Curriculum and Instruction*– ACTFL/NCATE Standard 4 – Describe a classroom scenario that illustrates the integration of standards into teaching. Explain the rationales used for the selection of materials used in the lesson.

Section V: *Assessment Practices and Impact on Student Learning* – ACTFL/NCATE Standards 4 AND 5 – Reflect on your beliefs about assessment and its role in instruction and learning, how assessment impacts student learning, and in what ways you believe the evidence demonstrates your knowledge in multiple ways.

Section VI: *Technology* - ACTFL/NCATE Standards 3 & 6 – Reflect on your beliefs about technology and language learning and its role in meeting the needs of all learners.

Section VII: *Professionalism* – ACTFL/NCATE Standard 6 – Reflect on your practices and beliefs about professionalism, reflection, inquiry, and school and community collaboration in the support of student learning. Must include the *Professional Development Plan.*

Holistic Scoring Rubric

EDCI 684 – SPRING 2015
Reflections

Name_____ Reflection #_____

Criteria	Exceeded	Met	Did not meet	Comments
Full one-page, single spaced reflection				
Thoughts are grounded in current theory/research gleaned from readings and coursework				
Reference citations are provided on separate page				
Appropriate APA style format				

PHILOSOPHY STATEMENT
ACTFL/NCATE PERFORMANCE BASED ASSESSMENT REQUIREMENT
MUST BE UPLOADED TO TASK STREAM

The Description of the Assessment Task

Write a three to five page Philosophy of Teaching Statement IN THE TARGET
LANGUAGE describing your personal standards-based world language teaching
philosophy. Reflect upon the three categories outlined below in your essay. Provide
specific examples from your microteaching experiences in this course, readings and field
observations to support your reflections.

Conceptualization of learning

1.   What do you believe about language learning? Why? (ACTFL 3a)
2.   What language acquisition theories do you consider pivotal in establishing an
inclusive, comfortable and productive learning environment for all types of learners?
(ACTFL 3a, 3b)
3.   How important is teaching IN, not ABOUT, the target language in the students'
learning process? (ACTFL 4a)
4.   What is the role of assessment of all modes of communication in the foreign
language classroom? (ACTFL 5a, b)

Conceptualization of teaching

1.   What do you believe about language teaching? (ACTFL 4a)
2.   What is the role of cultural products, practices and perspectives as a framework for
language instruction? (ACTFL 4a)
3.   What do the ACTFL Standards mean to you? How do you integrate the standards
(5Cs) to promote communicative and cultural proficiency in the world language
classroom? (ACTFL 4a)
4.   What is the role of assessment of all modes of communication in the foreign
language classroom? (ACTFL 5b)

Personal/Professional plan for ongoing professional growth & learning

1.   What do you believe about growing as a professional world language educator? Or
what does it mean to be a professional world language educator? (ACTFL 6b)
2.   Teacher candidates incorporate a final revised version of the essay into your World
Languages Professional Portfolio, required for licensure.

*Instructions: Your philosophy paper is a continuation of where you started in EDCI
516. While that may have been general in its focus, this paper will be more specific*

and grounded in research-based views on teaching and learning. This will be included in your portfolio. It is a document you should re-visit and revise according to your experiences and new funds of knowledge acquired. For EDCI 684 you must include the following areas:

- A clearly written rationale of your beliefs about teaching and learning
- Clearly described qualities, characteristics, ideal professional preparation and background experience of an effective foreign/world language teacher
- Provide a clearly articulated professional development plan
- Connect your beliefs solidly to research, theory, and current trends using references in cited format (APA style format)

SUGGESTED STEPS FOR WRITING THE PHILOSOPHY PAPER AND MAKING CONNECTIONS TO THE ANALYTIC SCORING RUBRIC

Domain 1: *Language acquisition theories*: Philosophy demonstrates knowledge of language acquisition theories and their connection to instructional practice. Emphasizes the use of strategies to meet the linguistic needs of learners.

Domain 2: *Dispositions for creating a supportive classroom environment:* Philosophy describes the teacher as facilitator of learning.

Domain 3: *Adapting instruction to address students' multiple ways of learning:* Advocates for multiple instructional models that accommodate different ways of learning.

Domain 4: *Dispositions for integrating standards into planning:* Articulates a rationale for using national and state standards.

Domain 5: *Formative and summative assessment models:* Describes formative and summative assessments that measure language proficiency.

Domain 6: *Dispositions toward global assessments:* Establishes a clear commitment to adjust instruction based on what was learned from assessments.

Domain 7: *Life-long commitment to professional growth:* Outlines a process for identifying ongoing professional development.

GUIDELINES FOR TEACHING SIMULATIONS
15 Points

Task: Each pre- and in-service teacher will do an in-class 30-minute (maximum) teaching simulation. The simulation is to be done in the target language and will align with the Standards and provide evidence of the students' understanding of teaching in the WL setting. You should prepare a brief handout that summarizes the lesson chosen. There will be a follow-up discussion during which the class will provide written and oral feedback. Creativity, visuals, and teacher-made materials are strongly encouraged. NOTE: If desired, you may work in 2 person teams, and this simulation may connect to the teacher's field-based teaching project, thus providing a "dry run" or practice teaching prior to presentation to students in the K-12 setting.
ACTFL/NCATE Standards 1a, 1b,2c, 3a,3b, 4a, 4b, 4c, 6b

1. Prepare a lesson plan (to be distributed in class) using the template provided. <u>A Critical Reflection on the lesson is to be completed after your teaching simulation and submitted to Dr. Haley the following week, incorporating the feedback from your colleagues from class.</u>

2. You must work <u>individually</u> for your teaching demonstration. You have **30 minutes.** *Please plan your time carefully*. The majority of your time should be spent teaching. You may take 2-3 minutes to provide background information about the theme and the class will take 5 minutes at the end of your demonstration to give you feedback and ask questions.

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

3. <u>BE CREATIVE!</u>

4. Try to spend less time talking about your lesson, and more time teaching. You may decide to introduce your lesson by discussing the theme first or you may wish to immerse us in the experience and explain after the demonstration.
5. We will be your students. You may assign us whatever roles and ages you wish.

6. Prepare a handout for the class AND your lesson plan for the instructor. 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:

- Language Proficiency
- Quality of overall lesson plan
- Simulation conducted in the target language
- Effective Use of Time
- Flexibility & Creativity
- Handout

Topics/Themes/Program Models/Methods: You must select one!

FLES classroom	Computer Assisted Language Learning
FLEX classroom	Special Needs Learners
Immersion Classroom	Total Physical Response
AP Classroom	Content-based Instruction
Mixed levels Classroom	Direct Method
Differentiated Instruction	Information Gap/Jigsaw/Interactive Activity
Alternative Assessment	Cooperative Learning

LESSON 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:

  On-going/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:

LESSON / UNIT PLAN TEMPLATE
FOREIGN/WORLD LANGUAGES

REFLECTION PHASE

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

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

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:

_____

Lesson Plan Template for K-5 FLES
Foreign / World Language Instruction in the Elementary School

Teacher:		School:	
Grade(s):	Language:		Level: FLES
Date:	Number of Students:		Time:

PLANNING PHASE
1. **Thematic Unit:**
2. **Today's Topic(s):**
3. **Link to Previous Lesson:**
4. **Performance/Task-based Objectives:** *As a result of this lesson, students will be able to:*
   a.
   b.
   c.
5. **Standards: 5Cs**

TEACHING PHASE
1. **Preparation:**
   a. Materials Needed:
   b. Technology:
   c. Vocabulary:
   d. Cultural Products, Practices, and Perspectives:
   e. Communicative Modes:
      - Interpretive Activities:
      - Interpersonal Activities:
      - Presentational Activities:
2. **Practice:**
   a. Warm-up Activity:
      - Transition
   b. Activity 1
      - Transition
   c. Activity 2
      - Transition
   e. Closure Activity:
3. **Evaluation:**
   a. Formative and Summative Assessments for lesson and unit:

REFLECTION PHASE:
1. Were the objectives met? If no, why not?
2. Did your activities appeal to the multiple intelligences?
3. What worked well?
4. What did not work so well?
5. What will you do differently the next time you teach this lesson?

George Mason University
College of Education and Human Development

EDCI 684
Performance-Based Assessment Project for ACTFL/NACATE Assessment #5
[Required for Portfolio and ACTFL/NCATE Accreditation- this is to be placed in
your Portfolio]
MUST BE UPLOADED TO TASK STREAM
Impact on Student Learning Assessment Project

INSTRUCTOR: Dr. Marjorie Hall Haley

Objective: The purpose of the Impact on Student Learning Assessment Project is to provide teacher candidates the opportunity to work with and learn from a mentor teacher in the P-12 setting (field experience). During EDCI 684, Advanced Methods of Teaching Foreign Languages, candidates will work with a mentor teacher to teach a mini lesson and consider the effects of teaching on P-12 student learning. This hands-on learning module enables them to bring theory to practice through pre-and post-teaching assessments and to reflect fully on the effects of the learning outcomes.

Instructions to Candidates
As an experiential learning field based project, and as the **ACTFL/NCATE Assessment #5**, the **Impact on Student Learning Assessment Project** seeks to demonstrate a candidate's effects on P-12 student learning. Candidates will plan and carry out a teaching task from which performance data can be generated for the purposes of determining the degree to which there is improvement in student learning. They will reflect on the lesson taught and discuss its impact on the students and their own learning.

According to CAEP Guidelines, the four elements that should be included in this assessment are that the candidate:
1. Undertakes a diagnosis (a pre-test) on P-12 student learning in some area he or she will teach;
2. Plans an appropriate sequence of instruction to advance P-12 student learning, and teaches in ways that engage P-12 students who bring differing background knowledge and learning needs;
3. Conducts some concluding assessment (or post-test); documents the student learning that occurred, or did not, and
4. Reflects on changes in teaching that might have improved the results.

The work sample that you prepare for this assessment will provide evidence of your teaching and impact on student learning through 1) planning instruction; 2) using best practices that provide opportunities for pupil success; 3) using assessment to inform practice and the continuous development of students; and 4) evaluating the effects of your actions and reflecting on how you can adapt instruction based upon assessment and

reflection. Placement will be made for you with a mentor teacher, or you may make your own arrangements.

Field Experience

- Arrange a meeting with your selected in-service teacher to describe the ISLA project
- Explain that you would like, with her/his approval, to develop a pre and post-test assessment to measure students' knowledge of the foreign/world language
- Let the teacher know that the assessment will not be isolated from their content or skills they emphasize and could provide helpful information to them
- Ask the teacher for suggestions or ideas
- Insure the teacher that the assessment is standards-based and performance-based
- Inform the teacher that you will gladly share drafts of the assessment and welcome their feedback and ideas
- Develop your pre-test, before submitting your draft to me, share the draft with the classroom teacher for feedback
- After my approval, administer the pre-test

Steps Along The Way

- Conduct 3-5 observations and provide field notes for your observations
- Develop an evaluation tool, i.e., analytic rubric or checklist with rating scale
- ISLA project action plan is due to me **week 4**
- A draft copy of your pre-test is due **week 6**
- Summary of feedback from the in-service teacher due **week 6**
- Revised pre-test due **week 7**
- Administer pre-test prior to **week 9**
- Administer post-test no later than **week 11**
- Evaluate post-test
- Prepare final ISLA project written report due **week 14**
- Don't forget to share post-test results with classroom teacher
-

Required Components for the Performance Assessment

A. *Title Page*
   Title of Lesson Taught
   Your Name _____
   Date _____
   School Site _____
   Grade/Level and Subject _____

B. *Description of the Learning Environment*

1. Describe the school and school district briefly (you might consult the school web site for this information), including demographic information available (gender, cultural, ethnic make-up, etc.)
2. Describe the classroom setting, the students in your lesson, developmental characteristics (social, physical, intellectual that you have observed), their language learning background and any other information about the class you deem important.
   Please use pseudonyms for both school and students/teachers to ensure confidentiality of all parties.

C. *Planning for Instruction*
   1. Write a plan for the lesson you will teach/co-teach. Follow the lesson plan or guidelines from the template provided.
   2. Include an explanation of the critical thinking skills to be addressed.
   3. Include the assessment instrument(s) you use, with rubrics.
   4. Indicate provisions made for various learning styles and any special needs.
   5. Describe the adaptations to instruction and assessment for diverse learners.

In your pre-teaching phase, think about the project areas and the classroom context as you observe your mentor teacher to prepare for this activity:
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 does your mentor assess student progress?
6. How would you describe her teaching style, and how might your planned mini-lesson work with the style?

D. *Implementing Instruction and Assessment of Student Learning*
   1. Conduct a "pre-test" activity or survey to discover what pupils already know at the outset. Compile your data/results.
   2. Teach the lesson to the class, or to a group of students.
   3. Use a "post teaching evaluation" or instrument to discover what the students know at the conclusion of the lesson. Describe any modifications you used for special needs learners.
   4. Collect the evaluation results. Compile the data/results.
   5. Compare the results of the post-test to the results of the pre-test and describe the differences. (See E. below.)
   6. Note: In your final submission, please include a copy of the assignment you have created (with your mentor teacher), any rubric(s) used to assess student performance, and an analysis of the data you have gathered.

E. Reflection on Teaching Effectiveness and Plans for Revision of Instruction
This is a key component of this project. Reflect on the effectiveness of your instruction and plan for modifications of future instruction to better meet pupils' needs. Please include the following:
1. Identify what was successful and less successful about the assessments you used, and give plausible reasons for their success or lack thereof. Think: What steps might you take to remediate students who did not perform at high levels? How might this inform your practice in the future?
2. Discuss *your* most significant learning insight(s) from teaching/co-teaching this lesson.
3. Reflect on your training thus far and identify what professional knowledge, skills, or dispositions would improve your performance in the future. Discuss your strengths and your needs as a teacher and set some specific goals for change.

This experiential learning module provides you the opportunity to connect **theory to practice** and reflect on your impact on student learning as you continue to grow and develop. As you think and write about 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 an FL teacher.

▬ ▬

Special Note: Please remember, you are a guest in these schools and classrooms. Appropriate attire and conduct are mandatory. Professional courtesy is always essential. If you must cancel a scheduled visit, please call right away to let the teacher know. Our school-based colleagues have willingly agreed to make themselves available to you, and I do ask you to please be helpful and lend assistance where possible.

Materials Release Form for

EDCI 684

Spring 2015
Dr. 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 CAEP 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 CAEP** 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 _____

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:_____
_____

GMU FOREIGN LANGUAGE TEACHER PROGRAM
INDIVIDUAL TEACHER PROFESSIONAL DEVELOPMENT PLAN
TEMPLATE

District Name	School Name	Date
Teacher Name	**Assignment/Department/Grade Level**	**Rating & Date of Most Recent Summative Evaluation**
Supervisor Name	**Principal Name**	**Plan Begin/End Dates**

-I- Areas Identified for Development of Professional Practice

No.	Area Identified for Development	Rationale/Sources of Evidence
1		
2		
3		

-II- Professional Learning Goals and Activities

Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities	Estimated Hours	Completion Date
1					
2					
3					
4					

-III- District and School PDP Support

District/School Administrator Activities

My signature below indicates that I have received a copy of this Professional Development Plan and that I understand and contributed to its contents.

Teacher Signature:_____
Date:_____
Supervisor Signature:_____
Title_____ Date_____

EDCI 684 – TEACHING SIMULATION
Advanced Methods of Teaching Foreign Languages in PK-12 Schools

4 = Outstanding, Exceeds Expectations
3 = Meets Standards, Very Good
2 = Approaches Standards, but some elements may be missing
1 = Poor Preparation or many requirements were not covered

Presenter: _____

Theme: _____ Date:_____

Language Proficiency	Overall Quality of Lesson Plan	Simulation done in target language	Effective use of time	Connected to Standards	Appropriate for age of learners	Creativity evident in planning and delivery	Multiple Modes or methods Employed	Useful Hand out

Comments/Recommendations

EDCI 684: Advanced Methods of Teaching Foreign/Second Languages in PK-12 Schools
RUBRICS

Assessment	Total Points	<11 points	11-13 points	14-16 points	17-20
In-class Participation, group work, Attendance and Participation	**20**	-Missed 4 or more classes, often late -Seldom complete reading assignments prior to class -Rarely engage in meaningful class discussion	-Missed 3 or more classes, frequently late -Complete few reading assignments prior to class -Seldom engage in meaningful class discussion -Rarely participates actively in class activities -Seldom provides constructive feedback to peers	-Attend most classes, mostly on time -Complete most reading assignments prior to class -Frequently engage in meaningful class discussion -Often participates actively in class activities -Often provides constructive feedback to peers	-Attend all classes, arriving on time -Complete all reading assignments prior to class -Engage in meaningful class discussion -Participate actively in class activities -Provide constructive feedback to peers
		< 8	**8-9 points**	**10-12 points**	**13-15 points**
Teaching Simulation	**15**	-Not taught in TL -Time not used as effectively as possible -Flexibility or creativity not demonstrated adequately in teaching - Handout not included or was not useful to students to support learning - Reflection not submitted or was only cursory; did not include response to peer	-Partially taught in TL -Time could be used more effectively -Flexibility &/or creativity only partially demonstrated -Handout partially useful; may not support interactive learning - Reflection late or may not include critical analysis or ideas for update and change in lesson based on peer feedback	-Mainly taught in TL -Time mainly used effectively; could have reflected better planning -Flexibility &/or creativity partially demonstrated -Handout generally useful & provided partially interactive learning support - Reflection submitted, but may need deeper analysis of teaching or may not include ideas for change	-Taught in target language -Time used effectively -Flexibility & creativity clearly demonstrated -Handout was highly useful to students and supported interactive learning - Reflection submitted the week following teaching, was critical in nature, and included analysis of teaching and plans for update and change based

		feedback		based on peer feedback	on peer feedback
Portfolio Components	**10**	*Portfolio* does not include the sections as indicated for alignment with ACTFL/CAEP Standards -Portfolio includes only emergent reflections, or significant required materials may be missing	*Portfolio* generally includes creation of sections but may not align with ACTFL/CAEP Standards -Portfolio includes 1 completed section with emergent reflections, or required materials may be missing	*Portfolio* includes creation of sections aligned with ACTFL NCATE Standards -Portfolio includes 2 completed sections with emergent reflections, and some required materials may be missing	*Portfolio* includes creation of all sections aligned with ACTFL NCATE Standards -Portfolio includes 2 completed sections with clearly completed reflections and materials that provide evidence of that Standard

Student Name:_____

Rubric for Reflection-Based Essay – Philosophy of Teaching World Languages Assessment
Scoring Guidelines
Candidate Philosophy of Teaching World Languages
Performance-Based Assessment Project for ACTFL/NCATE Assessment #7 [Required for Portfolio and ACTFL/NCATE Accreditation]

	ACTFL NCATE Assessment: Reflection-based Essay- Philosophy of Teaching World Languages				
	Does not Meet the Standard	Approaches Standard/Unacceptable	Meets Standard/Acceptable	Exceeds Standard/Target	Score/ Level
Language acquisition theories *ACTFL 3a*	Candidate's philosophy of language teaching only minimally illustrates knowledge of language acquisition theories, or does not connect theory with practice. It shows a minimal awareness of the connection between student learning and the use of instructional strategies.	Candidate's philosophy of language teaching illustrates an ability to connect theory with practice. It shows a growing awareness of the connection between student learning and the use of instructional strategies.	Candidate's philosophy of language teaching exhibits an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supportive learning environment.	Candidate's philosophy of language teaching exhibits ease and flexibility in applying language acquisition theories to instructional practice. The candidate emphasizes the use of a wide variety of strategies to meet the linguistic needs of their K-12 students at various developmental levels.	___/3
Dispositions for creating a supportive classroom environment *ACTFL 3a*	Candidate's philosophy of language teaching provides only a minimal description of the role of the teacher as director of learning and does not address how the teacher will help students to progress toward use of the target language.	Candidate's philosophy of language teaching describes a traditional role of teacher as director of learning and encourages students to progress within the framework of instructional materials.	Candidate's philosophy of language teaching often describes the role of facilitator in classroom activities and considers that some activities provide opportunities for teachers to learn with their students. The candidate also encourages students to take risks in using the target language.	Candidate's philosophy of language teaching describes the principal role of the teacher as facilitator of learning in the language classroom. Candidate values opportunities to learn with his/her students. The candidate also rewards students for taking risks in using the target language.	___/2

	ACTFL NCATE Assessment: Reflection-based Essay- Philosophy of Teaching World Languages				
	Does not Meet the Standard	Approaches Standard/Unacceptable	Meets Standard/Acceptable	Exceeds Standard/Target	Score/ Level
Adapting instruction to address students multiple ways of learning *ACTFL 3b*	Candidate's philosophy of language teaching does not recognize that students approach language learning in a variety of ways. I may have minimal connections to how individual students learn.	Candidate's philosophy of language teaching recognizes that students approach language learning in a variety of ways. It identifies how individual students learn.	Candidate's philosophy of language teaching identifies multiple ways in which students learn when engaged in language classroom activities.	Candidate's philosophy of language teaching advocates for a variety of instructional models and strategies that accommodate different ways of learning.	___/2
Dispositions for integrating standards into planning *ACTFL 4a*	Candidate's philosophy of language teaching only minimally considers national and state standards in their planning, or may not consider their importance in integrating them in their instructional materials.	Candidate's philosophy of language teaching considers national and state standards to their planning to the extent that they are explicitly integrated in their instructional materials.	Candidate's philosophy of language teaching advocates for national and state standards into their curricular planning, even if their instructional materials are not standards-based.	Candidate's philosophy of language teaching articulates a rationale for using national and state standards as the basis for curriculum development.	___/2
Formative and summative assessment models *ACTFL 5a*	Candidate's philosophy of language teaching only minimally mentions or recognizes the purposes of formative and summative assessments in language teaching	Candidate's philosophy of language teaching recognizes the purposes of formative and summative assessments as set forth in prepared testing materials	Candidate's philosophy of language teaching describes formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter.	Candidate's philosophy of language teaching describes a system of formative and summative assessments that measure overall development of proficiency in an ongoing manner and at culminating points in the total program.	___/2

	ACTFL NCATE Assessment: Reflection-based Essay- Philosophy of Teaching World Languages				
	Does not Meet the Standard	Approaches Standard/Unacceptable	Meets Standard/Acceptable	Exceeds Standard/Target	Score/ Level
Dispositions toward global assessments ACTFL 5a	Candidate's philosophy of language teaching minimally, mentions the role of performance assessment in the classroom or does not consider it as important. The candidate's philosophy may focus more on assessments that are discrete point in nature or feature only short, right-answer responses	Candidate's philosophy of language teaching cites the role of performance assessment in the classroom and attempt to measure performances. The Candidate's philosophy centers more on assessments that are discrete point in nature or feature right-answer responses.	Candidate's philosophy of language teaching describes assessments that capture successful communication and cultural understandings. The candidate commits the effort necessary to measure end performances.	Candidate's philosophy of language teaching advocates for assessments for which the results can be used to improve teaching and track student learning. These assessments drive planning and instruction.	___/2
Dispositions for incorporating and reflecting on assessment ACTFL 5b	Candidate's philosophy of language teaching only minimally mentions assessments or supports only assessments that are scored easily or mechanically. Assessment is not viewed as a teaching tool, but may be considered as an end in and of itself.	Candidate's philosophy of language teaching supports assessments that can be scored quickly and mechanically. Assessment is viewed as an end in and of itself.	Candidate's philosophy of language teaching mentions a commitment to adjust instruction based on what s/he has learned from assessments.	Candidate's philosophy of language teaching establishes a clear commitment to adjust instruction based on what s/he has learned from assessments.	___/2
Life-long commitment to professional growth ACTFL 6a	Candidate's philosophy of language teaching does not articulate the need for ongoing professional development.	Candidate's philosophy of language teaching articulates the need for ongoing professional development.	Candidate's philosophy of language teaching identifies immediate professional development needs.	Candidate's philosophy of language teaching outlines a process for identifying ongoing professional development needs and the potential providers (e.g., state organization) to meet these needs.	___/2

ACTFL NCATE Assessment: Reflection-based Essay- Philosophy of Teaching World Languages					
	Does not Meet the Standard	Approaches Standard/Unacceptable	Meets Standard/Acceptable	Exceeds Standard/Target	Score/ Level
Written Target Language Proficiency *ACTFL 2a*	Target language writing has 10 or more grammatical and/or syntactical errors.	Target language writing has 8-10 grammatical and/or syntactical errors.	Target language writing has minimal 2-3 grammatical and/or syntactical errors.	Target language writing has no grammatical and/or syntactical errors.	___/3

Rubric for the Impact on Student Learning Assessment
Scoring Guidelines – Impact on Student Learning Assessment Project
Candidate Effects on Student Learning
Performance-Based Assessment Project for ACTFL/NCATE Assessment #5 [Required for Portfolio and ACTFL/NCATE Accreditation]

35 percent of final EDCI 684 Grade	Unacceptable –Minimum Evidence Provided	Unacceptable - Approaches Standard	Acceptable- Meets Standard	Target- Exceeds Standard
Description of Learners and Learning Context [ACTFL 3a]	Descriptions of school site, classroom environment, classes, aspects of student diversity are not included, or provide skeletal information on language acquisition or individual students. They may need to also use this information correctly to create a better description of the learning environment that includes appropriate target language input and/or opportunities for meaningful interaction in the TL.	Descriptions of school site, classroom environment, classes, aspects of student diversity are partially included or provide only minimal information; Candidates demonstrate an emerging understanding of individual students and may show need additional details regarding their language acquisition levels; or they may need to create a better description of the learning environment that includes appropriate target language input and opportunities for meaningful interaction	Descriptions of school site, classroom environment, classes, aspects of student diversity are included, but would benefit from additional detail; Candidates demonstrate an understanding of individual students and their language acquisition levels in the description to create a learning environment in the target language including input and opportunities for meaningful interaction	Complete and appropriate description of school site, classroom environment, classes, aspects of student diversity to create a supportive classroom ; Candidates clearly demonstrate, in detail, a solid understanding of individual students and their language acquisition levels in the description that are used to create a learning environment with target language input and opportunities for meaningful interaction
Instructional Plan & Diversity [ACTFL 3b]	Candidate does not plan instructional practices that meet the needs of diverse language learners and/or does not differentiate in the planning for instruction	Candidate develops lesson using instructional practices approaching the needs of diverse language learners, but lacks clarity and requires more work on differentiation of instruction	Candidate develops lesson using instructional practices that meet the needs of diverse language learners and plans for differentiation, some additional information may strengthen the lesson regarding differentiation	Candidate develops lesson clearly using instructional practices that address the needs of diverse language learners and varying levels of development for which instruction is differentiated
Instructional Design & Standards Addressed [ACTFL 4a, 4b]	Candidate does not align planning with the *Standards,* or does not integrate them with the	Candidate aligns planning minimally with the *Standards* and/or lacks integration; or, may	Candidate aligns planning somewhat with the national and state *Standards* and integrates	Candidate clearly uses the national, state FL *Standards* as a rationale and in the specific planning for the lesson and

	instructional design of the lesson. Lacks clarity and/or consistency	not include the state standards in the instructional design of the lesson. Lacks clarity and/or consistency	them into the instructional design of the lesson, however, may lack some clarity or consistency	integrates them into the instructional design of the lesson
Implementing Instruction and Assessment Practices [ACTFL 4c]	Candidate does not demonstrate understanding of how to select appropriate materials and resources to support student learning; Candidate does not interpret or report the results of student performance accurately for reflection or discussion	Candidate demonstrates some understanding of appropriate materials and resources to support learning; Candidate interprets and reports some results of student performance for reflection and discussion, but more clarity is needed	Candidate demonstrates adequate understanding of appropriate materials and resources to support learning; Candidate interprets and reports most results of student performance for reflection & discussion, but additional clarity may be called for	Candidate clearly demonstrates use of appropriate materials and resources to promote active learning; Candidate clearly and consistently interprets results of student performance as a result of the lesson to provide opportunity for reflection & discussion
Assessing Student Learning: Pre- and Post- Surveys of Student Learning [ACTFL 5a, 5c]	Candidate interprets assessment minimally, and may not show adequate understanding of ongoing assessment to inform practice; or, candidate does not use a rubric, or the rubric may lack clarity; or, no future modifications mentioned or explained to promote better learning.	Candidate demonstrates adequate knowledge of ongoing assessment and selects assessments designed to measure some achievement at the end; Candidates interpret the results, but the reporting may lack clarity. Rubrics lack some clarity; future modifications may only be minimally addressed; Future modification are minimally or not listed to promote better learning	Candidate demonstrates adequate knowledge of ongoing assessment and selects assessments that are designed to measure achievement at the end; Candidates interpret the results, but the reporting may lack clarity. Rubrics may lack some clarity; future modifications generally promote better student learning.	Candidate demonstrates clear knowledge of ongoing assessment and selects assessment(s) that are both age- and developmentally appropriate; candidate interprets and reports clearly the results of student performance and discusses ways to measure ongoing development of learning; Encourages student self-assessment of skills; Rubrics/evaluation criteria used are clear and appropriate; future modifications are listed to clearly promote better learning
Reflection on Assessment & Impact on Student Learning To Improve Instruction [ACTFL 5b]	Candidate does not demonstrate ability to interpret and reflect on assessment process; Reflection fails to explain why pupils were able or unable to meet expectations; or, Candidate did not show evidence of reflecting on next steps	Candidate may not describe impact on student learning clearly, or Reflection fails to explain why pupils were able or unable to meet expectations; or, Reflection is inadequate or does not effectively propose changes to improve teaching and learning based on the assessment	Candidate describes impact on student learning adequately, but may not fully explain why students were able or unable to meet expectations; Uses insights in reflection to propose minor improvement ideas for teaching, but may have some elements missing, such as planning for improvement in student learning	Candidate reflects thoroughly and clearly on the results of student assessments; includes an explanation of impact on student learning and why individual pupils were able or unable to meet expectations; clearly use success or failure to determine upcoming directions for instruction; assessment results propose improvement ideas for own teaching and student learning