

George Mason University
College of Education and Human Development
Teaching Culturally, Linguistically and Diverse Exceptional Learners
College of Humanities and Social Sciences

EDCI 560 Section 001 // SPAN 571 Section 001: Methods of Teaching in FL/WL in PK-12 Schools
3 Credits, Fall 2018
Wednesday 4:30-7:10 PM Aquia 347 – Fairfax Campus

Faculty

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Prerequisites/Corequisites

Required Prerequisites: EDCI 516*B- or SPAN 502B-
*May be taken concurrently.
B- Requires minimum grade of 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.

Course Overview

This course is designed to be highly interactive and is predicated upon *learning by doing* and *discovery learning*. 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 linguistic and sociolinguistic concepts, and evaluate foreign/second language resources available in the field.

Course Delivery Method

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, which students are encouraged to complete in relation to their own teaching circumstance. Rubrics are provided for the field experience report, the midterm project, the unit/lesson plan final project, and the preparation and participation grade.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

- 1) Use instructional strategies that reflect principles of different methods of teaching foreign/second languages and successfully accommodate the needs of different types of learners;
- 2) Demonstrate the ability to organize a detailed lesson plan designed for foreign/second language teaching contexts, including all three communicative modes (interpersonal, interpretive, and presentational) while focusing on the end goal of communicative fluency;
- 3) Plan and demonstrate a micro teaching demonstration that is standards-based and delivered in the target language.

Professional Standards (ACTFL/CAEP)

Upon completion of this course, students will have met the following professional standards: Relationship to GSE Program Goals, National Standards, and Professional Organizations: ACTFL/CAEP (ACTFL Standards <https://www.actfl.org/publications/all/world-readiness-standards-learning-languages> & CAEP Principles <http://caepnet.org/standards/introduction>)

ACTFL Standard	Language Proficiency	Cultures, Linguistics, Literatures, Concepts from Other Disciplines	Language Acquisition Theories and Knowledge of Students and Their Needs	Integration of Standards in Planning and Instruction	Assessment of Languages and Cultures	Professional Development Advocacy, and Ethics
Standard Number	1.a. 1.c.	2.a. 2.b. 2.c.	3.a. 3.b.	4.a. 4.b. 4.c.	5.a. 5.b. 5.c.	6.a. 6.b. 6.c.
CAEP Principle	B – Content	A – The Learner and Learning B – Content	A – The Learner and Learning C – Instructional Practice	A – The Learner and Learning C – Instructional Practice	A – The Learner and Learning C – Instructional Practice	D – Professional Responsibility

*ACTFL: American Council on the Teaching of Foreign Languages
CAEP: Council for the Accreditation of Educator Preparation

Required Texts

Must be purchased and brought to class by 2nd class meeting.

*Hall Haley, M. & Austin, T. Y. (2014). *Content-based second language teaching and learning* (2nd ed.). Boston, MA: Pearson.

Other *Required/+Suggested Readings: Provided by Professors on loan or uploaded as PDF on Blackboard

Selected articles, chapters, and sections from the following resources will be loaned to graduate students in EDCI 560/SPAN 571 or will be available on Blackboard as needed throughout the semester. Please do not use highlighters or make any other marks in resources that are loaned to you.

- *Beaudrie, S., Ducar, C. & Potowski, K. (2014). *Heritage language teaching: Research and practice*. Columbus, OH: McGraw-Hill Education.
- *Blaz, D. (2006). *Differentiated instruction: A guide for foreign language teachers*. Larchmont, NY: Eye on Education.
- *Carreira, M. M. & Hitchens Chik, C. (2018). Differentiated teaching: A primer for heritage and mixed classes. In O. E. Kagan, M. M. Carreira, C. Hitchens Chik (Eds.), *The Routledge Handbook of Spanish as a Heritage Language*, (pp. 359-364). Routledge.
- *Clementi, D., & Terrill, L. (2013). *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design*. Alexandria, VA: ACTFL.
- *Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.
- *Dörnyei, Z. & Ryan, S. (2015). *The psychology of the language learner revisited*. New York, NY: Routledge.
- *Fairclough, N. (Ed.) (1992). *Critical language awareness*. London: Harlow.
- *Geeslin, K., with Long, A. Y. (2014). *Sociolinguistics and second language acquisition: learning to use language in context*. New York, NY: Routledge.
- *Leeman, J. (2014). Critical approaches to teaching Spanish as a local/foreign language. In M. Lacorte (Ed.), *The handbook of Hispanic applied linguistics* (pp. 275-292). Routledge.
- *Long, M. (2015). *Second language acquisition and task-based language teaching*. Malden, MA: Wiley Blackwell.

- *Tomlinson, C.A. (2001). *The differentiated classroom: Responding to the needs of all learners*. ASCD: Alexandria, VA.

- *Willis, D., & Willis, J. (2007). *Doing task-based teaching*. New York: Oxford University Press.

- ⁺Leeman, J. & Serafini, E. J. (2016). Sociolinguistics in heritage language education: Promoting critical translanguingual competence. In S. Beaudrie & M. Fairclough (Eds.), *Innovative approaches in heritage language pedagogy: From research to practice* (pp. 56-79). Washington, DC: Georgetown University Press.

- +MLA Ad Hoc Committee on Foreign Languages. (2007). *Foreign Languages and Higher Education: New Structures for a Changed World*. Retrieved from https://apps.mla.org/pdf/forlang_news_pdf.
- +Richards, J.C. & Rodgers, T.S. (2009). *Approaches and methods in language teaching* (2nd ed.) Cambridge, UK: Cambridge University Press.
(Full-text available online via GMU library: library.gmu.edu)
- +Serafini, E. J. & Torres, J. (2015). The utility of needs analysis for non-domain expert teachers in designing task-based Spanish for the Professions curricula. *Foreign Language Annals*, 48, 447-472.
- +The National Standards Collaborative Board. (2015). *World-Readiness Standards for Learning Languages*. 4th ed. Alexandria, VA: Author.
- +ACTFL Performance Guidelines for K-12 Learners

- Grahn, L., & McAlpine, D. (2017). *The Keys to Strategies for Language Instruction*. Alexandria, VA: ACTFL.
- Thompson, J. (2013). *The First-Year Teacher's Survival Guide*. (3rd ed.). San Francisco, CA: John Wiley & Sons.
- Adair-Hauck, B., Glisan, E., & Troyan, F. (2013). *Implementing Integrated Performance Assessment*. Alexandria, VA: ACTFL.
- Blaz, D. (2001). *A collection of performance tasks and rubrics: Foreign languages*. Larchmont, NY: Eye on Education.
- Patrick, P. (2007). *The keys to the classroom: A basic manual to help new language teachers find their way*. Alexandria, VA: ACTFL
- 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.
- Erben, T. & Sarieva, I. (Eds.). (2008). *Calling all foreign language teachers: Computer-assisted language learning in the classroom*. Larchmont, NY: Eye on Education.

National and Local Standards in Foreign Language Teaching

ACTFL Standards (American Council on the Teaching of Foreign Languages):

<https://www.actfl.org/publications/all/world-readiness-standards-learning-languages>

CAEP Principles (Council for the Accreditation of Educator Preparation):

https://www.actfl.org/sites/default/files/CAEP/ACTFLCAEPStandards2013_v2015.pdf

InTASC Standards (Interstate Teacher Assessment and Support Consortium):

<https://www.ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

VA SOLs (VA Standards of Learning):

http://www.doe.virginia.gov/testing/sol/standards_docs/foreign_language/2014/stds_foreignlanguage.pdf

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>

Required Field Experience Registration:

<https://cehd.gmu.edu/endorse/ferf>

Recommended Online Resources:

1. Merlot website: <http://www.merlot.org/merlot/index.htm>
2. Startalk Teacher Development website: <http://startalk.umd.edu/teacher-development>
3. Teaching Foreign Languages (TFL) Library www.learner.org
4. Wiki for Differentiating Instruction: <http://daretodifferentiate.wikispaces.com/>
5. Foreign Language Teaching Methods Modules (UT-Austin):
<https://coerll.utexas.edu/methods/>
6. Center for Applied Linguistics (CAL) - Frequently Asked Questions about Heritage Languages in the United States: http://www.cal.org/heritage/research/heritage_faqs_vol1.pdf

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructors (e.g., Blackboard, Tk20, hard copy).

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

(Lesson Planning)

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Form to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

FIELDWORK REQUIREMENT

Field Experience Record and Evaluation (Lesson Planning)

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **20 hours in field experience** for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 20 hours per course (e.g., two courses require 40 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

***(CEHD) TCLDEL and (CHSS) MCL Fieldwork Log of Hours and Evaluation Form must be uploaded to TK20 on Blackboard.** The form is located on Blackboard in your syllabus and in your TCLDEL organization site in the “Fieldwork” page.

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. Please consult your instructor(s) if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: *“I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.”*

The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here:

<https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). **The deadline to submit your field experience placement is Week 2 of class.** Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

(*Under very rare circumstances, it may be acceptable for students to complete the fieldwork requirement in language courses taught within the Department of Modern and Classical Languages at George Mason*).

Virginia state or county cohort teachers: Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

Fieldwork Log of Hours and Evaluation Assessment

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates 20 hours of fieldwork completed, with a teacher-mentor or supervisor signature.	Complete	Not Complete

NOTE: Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

Assignments and/or Examinations

Assignment Description	Grade %	ACTFL Standards/ Principles Addressed
Field Experience Report including documentation of hours with fieldwork log, lesson plan & evaluation (Due Nov. 14)	20%	Standards: 1.a., 1.c., 2.a., 2.b., 2.c., 3.a., 3.b., 4.a., 4.b., 4.c., 6.a., 6.b., 6.c. Principles: A, B, D
Group Teaching Demonstrations (Oct. 24, Oct. 31, Nov. 7)	20%	Standards: 1.a., 1.b., 1.c., 2.a., 2.b., 4.a., 4.b., 4.c., 6.a., 6.b., 6.c. Principles: A, B, D
Midterm Project: Technology for Teaching across the Curriculum (Due Oct. 10)	20%	Standards: 2.a., 2.b., 2.c., 3.a., 3.b., 4.a., 4.b., 4.c., 6.a. Principles: A, B, D
Final Project: Unit Lesson Plan (Due Dec. 5)	30%	Standards: 1.c., 2.a., 2.b., 2.c., 3.a., 3.b., 4.a., 4.b., 4.c., 5.a., 6.a., 6.b., 6.c. Principles: A, B, C, D
Class Attendance, Preparation and Participation	10%	

- **Other Requirements**

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.

1. Attend all class meetings, arriving on time and with all relevant course materials. Notify Professors by email if you cannot attend a class.
2. Complete all weekly reading and written assignments according to the syllabus and prepare to discuss these assignments in each class.
3. Organize course materials electronically or in paper format by purchasing a large 3-ring binder.
4. Visit BlackBoard at least once a week to access course documents and materials in preparation for each class meeting.
5. Prepare typed and printed weekly assignments. Professors may collect weekly assignments as part of your preparation and participation grade.
6. Submit all graded projects to Blackboard before the beginning of class on the due date. Late assignments will not be accepted unless prior arrangements are made.

Other Requests:

7. Please place cell phones on vibrate mode or turn them off completely.
8. Please refrain from texting and/or emailing during class.

Laptop/Cell Phone Policy

Laptop use is permitted at the discretion of the instructor and for specific purposes as assigned in the class (e.g. small group work). Laptops will be closed during discussions, lectures and other assignments in class which require your full attention and engagement. Cell phones must be turned off/silenced during class periods. Cell phones may be used during break.

- **Grading**

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a satisfactory/basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education or College of Humanities and Social Sciences.

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

Honor Code & Integrity of Work

Integrity of Work: All students must adhere to the guidelines of the George Mason University Honor Code (<http://oai.gmu.edu/honor-code/>). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
4. You may also not “reuse” fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

Late Work Policy

At the graduate level all work is expected to be of high quality and submitted on the dates due.

Work submitted late will be reduced one letter grade for every day of delay. Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

Course Withdrawal with Deans's Approval

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (see Mason catalog). *Students must contact an academic advisor in APTDIE to withdraw after the deadline.* There is no guarantee that such withdrawals will be permitted.

Online Participation/Attendance Policy

Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the course.**

Incomplete (IN)

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the 9th week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student within a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course.

COURSE SCHEDULE

FALL 2018

(M&E) 8/29/18: 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. (Summarize and discuss implications of Modern Language Association report (2007) for second/foreign language education at the primary/secondary/tertiary level).

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, 2018-19 conferences (date, cost, location). (4) Register for field experience online at: <http://cehd.gmu.edu/endorse/ferf>

(M) 9/05/18: 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, Chap. 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>

(M) 9/12/18: 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 National Standards Manual.

Lesson Plan Template: Performance-Based Objectives (Learning Targets)

ASSIGNMENT For Next Class: (1) Write (type-written) 5 performance-based objectives (learning targets) and state how the National Standards apply to each one. (2) Read Chap 3 in Haley/Austin. Prepare type-written responses to questions on p. 53. (3) Read Chap 3 in Clementi/Terrill. See Appendix C- Methods, theories and approaches of SLA (4) Read syllabus

information on Field Experience Report / Teaching Demos

(M&E) 9/19/18: 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 (Learning Targets). Three Communicative Modes: WGBH Video—“Meaningful Interpretation.” Identifying authentic materials/realia. **Discuss *Field Experience*. Review expectations for teaching 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 TEACHING DEMONSTRATION

(M) 9/26/18: 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 (TL).

Unit Plan Segment Due: One paragraph scenario describing the setting; TL, grade, level, program model, time; and Title of Unit Plan

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 (learning targets) for each activity (i.e. how will you measure what students know and are able to do?) State the National Standards 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.

(M) 10/03/18: 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, Webquests, and more. Preview current language learning tech apps. Field Experience Updates.

Lesson Plan Template: Warm-Up and Creating Transitions

Unit Plan Segment Due: Major learning goals or objectives (what will students know and be able to do)

ASSIGNMENT For Next Class: (1) Prepare (type-written) standards-based lesson plan 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). Collaborative Tools, Online Resources and Social Media. Be prepared to discuss the technology (or technologies) you plan to use in your mid-term project. (2) Submit mid-term projects—**Due October 10th**.

10/10/18: 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*). Technologies that promote learner-centered instruction- PowerPoint (Prezi), WebQuests, Wikis, and Blogs. Review: Photostory, Voxopop, Animoto, Toondoo, Wordle, VoiceThread.

TECHNOLOGY PROJECTS UPLOADED TO BLACKBOARD AND A SEGMENT PRESENTED IN CLASS

If time permits: Review Lesson Plans.

Lesson Plan Template: Designing the Closure

ASSIGNMENT For Next Class: (1) Read Chapter 1 'Why TBLT?' in Long (2015) and (2) Chapter 1 'The basis of a task-based approach' and Chapter 2 'Task-based sequences in the classroom' in Willis and Willis (2007).

- Be prepared to compare and contrast different definitions of tasks in the literature (Willis & Willis, 2007, p. 12) with Long's (2015) definition (p. 6)
- Prepare type-written evaluation of characteristics of a task (Reader Activity 1D, p. 14; See 'Opinion survey about drugs' on pp. 9-10)
- Review task sequences (p. 24 & 28) and consider differences between classroom tasks and real-world activities (Reader activity 2B, p. 29).

(E) 10/17/18: Week # 8 – *Task-based Teaching and Learning* Define 'task' and task-based learning objectives and contrast with grammar/language-based learning objectives. Analyze target tasks derived from a communicative needs analysis in a Spanish for Specific Purposes context (Serafini & Torres, 2015) and evaluate alignment with ACTFL *World Readiness Standards for Learning Languages* (2015).

Your learners, your context: Identify target tasks appropriate for your learners and your teaching contexts. Then, design a task sequence in small groups. Share with another group and provide constructive feedback.

Q & A Teaching Demo Format.

ASSIGNMENT for Next Class: (1) Read Chapter 1 'Introduction: Definition, brief history, and taxonomy of individual differences' in Dörnyei (2005) and Chapter 1 'Individual Differences- Then and Now' in Dörnyei and Ryan (2015); (2) Read Chapter 1 'Differentiated instruction: From Content to Process to Product' in Blaz (2006, pp. 331-338) and 'Design and Deliver Effective Instruction' in Tomlinson (2001, pp. 267-274).

- Identify the core language learner IDs investigated to date and consider their impact on learning based on your experience as a language learner and/or teacher.
- Be prepared to discuss concrete ways of why and how to apply differentiated instructional strategies in the language classroom.

TEACHING DEMONSTRATION – Group 1 next week

(E) 10/24/18: Week # 9 – Learner Individual Differences and Differentiating the Language Classroom Identify learner internal factors that may impact the process and outcomes of learning a second/foreign language. Consider the impetus of the 'good language learner' studies in the 1970s. Define the main language learner IDs investigated to date and discuss how research on the role of learner IDs can inform and improve the effectiveness of language instruction. Review principles of differentiating the Content, Process, and Product of language instruction. Apply Concept Map for Differentiating Instruction (Tomlinson, 1999).

Your learners, your context: Design a differentiated lesson plan using classroom technology. Refer to Unsoon and MacDonald (2014) 'Differentiated Activities for the Language Classroom using Mobile Apps' and Thompson (2007, pp. 267-274) for inspiration and ideas.

TEACHING DEMONSTRATION – Group 1

ASSIGNMENT for Next Class: (1) Be prepared to give an update of your Field Experience; **(2)** Read Chapter 1 'What Sociolinguistics Means for the Second Language Learner', Chapter 2 'Introduction to Sociolinguistic Variation' (ONLY pp. 36-45), and Chapter 10 'Integrating Sociolinguistics into the Second Language Classroom' in Geeslin and Long (2014).

- Define linguistic competence, communicative competence, and sociolinguistic competence and think about their similarities and differences. What is your perception of their relative importance as language learning objectives in the classroom?
- Prepare type-written answers to questions in Geeslin and Long (2014), Chapter 1 (A. Comprehension, 1-4, p. 25; B. Application, 1-3, pp. 25-26) and Chapter 10 (A. Comprehension, 1-5, p. 276; B. Application, 1-4, pp. 276).

TEACHING DEMONSTRATION – Group 2 next week

(E) 10/31/18: Week # 10 – Teaching Language in Social Context. Identify the relevant social factors that may impact the process and outcomes of learning a second/foreign language. Discuss sociolinguistic variation in different languages and how to integrate it in the language classroom (at all levels of proficiency). Critically consider possibilities and issues in aligning a sociolinguistically informed approach with ACTFL *Standards*.

Your learners, your context: In small groups, brainstorm 1-2 ways that the target language you teach (including English) varies in use among its speakers. What are the social factors that determine this variation? How could you design a task to expose learners to this aspect of variation? Apply principles of a sociolinguistically informed approach to design a task for learners at a beginning, intermediate or advanced proficiency level.

TEACHING DEMONSTRATION – Group 2

ASSIGNMENT for Next Class: (1) Read Chapter 8 'Interactive approaches for working with diverse learners' in Haley/Austin (2014); (2) Read Chapter 1 'Heritage language teaching in the United States: An introduction' and Chapter 4 'Goals and principles in heritage language instruction' in Beaudrie, Ducar and Potowski (2014); (3) Read Carreria and Hitchens Chik (2018) 'Supporting heritage learners'.

- Prepare type-written responses to sections I. Chapter Review (1-3, p. 289), II. Reflecting... (4-5 p. 289) and IV. K-W-L-A (p. 290) in Haley/Austin (2014).
- Consider the varying definitions of heritage learners and who these may include/exclude. In your opinion, which definition is preferable and why?
- Review and be prepared to discuss questions in Beaudrie, Ducar and Potowski (2014) (1-4, p. 12).

TEACHING DEMONSTRATION – Group 3 next week

(E) 11/7/18: Week # 11 – Heritage Language Learners and Heritage Language Pedagogy.

Consider the meaning of 'learner diversity' in the second/foreign language classroom. Identify past and current examples of orientations to language as a problem/right/resource (Ruíz, 1984) in US education (and society in general). Define who heritage learners are and how their linguistic and cultural backgrounds and learning needs differ from second/foreign language learners. Review different approaches to heritage language instruction. Establish goals and best practices.

Your learners, your context: In pairs, answer discussion questions (orally) in Chapter 4 Beaudrie, Ducar and Potowski (2014) (1-4, p. 81). Then, comment on whether you identify as a heritage speaker or not as well as on your experiences (if any) teaching or taking classes with heritage learners of the target language. To what extent were the 6 recommendations in Carreira and Hitchens Chik (2018) implemented? Was there an observable impact of (not) considering these guidelines?

TEACHING DEMONSTRATION – Group 3

Unit Plan Segment Due: One paragraph describing strategies for meeting the needs of culturally and linguistically diverse learners. See syllabus for remaining questions.

ASSIGNMENT for Next Class: (1) Read Part I - 'Language Awareness: Critical and Non-critical approaches' (pp. 31-33) and Chapter 2 'The appropriacy of appropriateness' in Fairclough (1992); (2) Read Leeman (2014).

(E) 11/14/18: Week # 12 – Critical Approaches to Second/Heritage Language Pedagogy. Define and identify roots of the construct of critical language awareness. Discuss principles and objectives of critical language pedagogy. Compare and contrast learning objectives in traditional grammar-based, sociolinguistically informed, and critically oriented pedagogical approaches. Discuss concrete ways of putting critical language pedagogy into practice in second and heritage language contexts and consider practical limitations.

Your learners, your context: In pairs, design and share a task sequence with the goal of promoting the development of critical language awareness among your second/heritage language students. Then, identify potential challenges (based on learners, instructors, program and institutional constraints, etc.) in integrating critical language awareness at the curricular level.

Upload Field Experience Report to BlackBoard.

Unit Plan Segment Due: One paragraph describing assessment to include a description that contains formative and summative assessments that measure achievement. 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. (5) Write a paragraph on assessment to include a description that contains formative and summative assessments that measure achievement. Create a formative assessment that you may use in your unit plan. (6) Reach Haley/Austin – Chapter 4.

11/21/18: Week # 13 - THANKSGIVING BREAK: NO CLASS

(M) 11/28/18: Week # 14 – Assessment in a Learner-Centered Classroom. (*INTASC Standards: 8.1, 8.2, 8.3, 8.4—Assessment*). Integrated Performance 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).

ASSIGNMENT for Next Class: Work on Final Projects.

Unit Plan Segment Due: One paragraph reflecting on what you have learned about the planning process in language teaching. How have you grown? See syllabus for remaining questions.

12/05/18: Week # 15 – Course Conclusions and Reflections.

Submit Final Projects.

All work is due and must be uploaded to BlackBoard. GMU Course Evaluations.

Presentation of a portion of field experiences reports and final reflections.

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

**GUIDELINES AND EVALUATION FOR
TEACHING DEMONSTRATIONS
Fall 2018—20 POINTS**

Prepare a lesson plan using the template provided. Read at least three articles on the method/approach and instructional strategy (or strategies) you have chosen to inform your demonstration. 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 strongly encouraged
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. Other relevant information you may think of...

BE CREATIVE!

- 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.
- We will be your students. You may assign us whatever roles and ages you wish. Be realistic about the proficiency level of your students.
- 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).
- Prepare a handout for the class AND your lesson plan. 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

TEACHING DEMONSTRATIONS:

Methods and strategies to be demonstrated

Methods and Approaches Demonstration

- Audiolingual Method (ALM)
- Communicative Language Teaching (CLT)
- Task-Based Language Teaching (TBLT)
- 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
- Task sequencing
- 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

Objectives (Learning Targets)—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/SPAN 571
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 Selected Method and Strategy is Accurate and Useful					
Lesson Models Selected Method and 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 Pedagogical 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 10, 2018
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/SPAN 571 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: Class Dojo, Book Creator, Google Classroom, Show Me Interactive Whiteboard, Interactive PowerPoint / SmartBoard Activity, Blog, Wiki, Podcast, Voxopop, Prezi, Socrative, Quizlet, ThingLink, Sock Puppets, Skype, YouTube, Photostory, Mind Meister, 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 10, 2018**

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 10, 2018).**

**Analytic Scoring Rubric – Mid-Term Project Option A
EDCI 560/SPAN 571– Fall 2018**

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 an exceptionally well-organized 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 clearly applies to a teaching setting Submits project on both CD and in paper format	Project is partially based on a course outline topic Project mostly applies to a teaching setting Submits project on both CD and in paper format	Project is not based on a course outline topic Project partially applies to a teaching setting Submits project on either CD or paper format	Project is not based on a course outline topic Project does not apply to a teaching setting 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 Provides clear adaptation to a standards-based lesson/unit plan Clearly and concisely refers to several course readings in support of technology and selected course topic	Partially prepares a printed guide of the product to help a novice use it Provides a partial adaptation to a standards-based lesson/unit plan Refers to several course readings in support of technology and selected course topic	Partially prepares a printed guide of the product to help a novice use it Provides adaptation or partial adaptation to lesson/unit plan that is not standards-based Refers to few course readings that may partially support technology and/or selected course topic	Does not prepare a printed guide of the product to help a novice use it Does not provide any adaptation to a lesson/unit plan 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/SPAN 571 - FALL 2018—30 POINTS

Performance-Based Assessment for ACTFL/CAEP Assessment #3

Assessment Project: Assessment of Candidate Ability to Plan for Instruction –
TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

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/SPAN 571, *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 *World Readiness Standards for Learning Languages* (WRSLLs) and *Virginia Standards of Learning* (SOLs); integrating the WRSLL 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 (**1 of the plans 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, Description, and Timeline

Points	ACTFL Standard		Explanation/Description	To Be Completed By
		Scenario, Context, Title	<ul style="list-style-type: none"> • 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 (September 26)
	4.a.	Goals	List the major learning goals or objectives, 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 # 6 (October 3)
	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	<p>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):</p> <ol style="list-style-type: none"> 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 (December 5)
	4.b.	Lesson Plans	<p>Create 5 consecutive days lesson plans using the GMU lesson plan template for secondary or elementary levels:</p> <ol style="list-style-type: none"> 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 (December 5)
	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 intelligences, heritage speakers, etc.?	Week # 11 (November 7)
	2.a. 4.a. 4.b.	Materials	<p>Include instructional materials that <u>you</u> created for the unit plan:</p> <ol style="list-style-type: none"> 1. One technology application 	

	4.c.		<p>2. One cooperative, collaborative, or other interactive activity</p> <p>3. Adaptation of authentic materials (literary and/or media texts)</p>	
	5.b.	Assessment	One paragraph on assessment to include a description that contains formative and summative assessments that measure achievement. Create a formative assessment that you may use in your unit plan.	Week # 12 (November 14)
	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 (November 28)
	1.c.	Written Target Language Proficiency	Target language writing meets or exceeds the ACTFL WPT requirements for Advanced Low.	

Analytic Scoring Rubric Unit Lesson Plan
Addressing ACTFL/CAEP
Standards 1.c., 2.a., 2.c., 3.a., 3.b., 4.a., 4.b., 4.c., 5.b., 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 <i>4 points</i>	1	2	3	4
Scenario, Context, Title	Descriptions 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 <i>8 points</i>	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	Demonstrates limited or partial knowledge and skills to integrate national and/or state standards for the unit plan. The plan lacks	Demonstrates the knowledge and skills to integrate national and/or state standards for the unit. The unit plan includes some of	Demonstrates strong understanding of knowledge and skills needed to integrate national and/or state standards for the unit

	3 modes.	several of the 5Cs and/or 3 modes.	the 5Cs and all 3 modes.	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 <i>6 points</i>	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 include either one formative or summative assessment. Does not include one warm-up or 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 one summative assessment. Only includes either one warm-up activity	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 one warm-up and one closure	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 or includes one formative and one summative assessment. Includes one warm-up and one closure

		or one closure activity.	activity.	activity.
Materials (2.a., 4.a., 4.b., 4.c.)	Does not include age and level appropriate materials valued by the 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.	Does not include age and level appropriate materials valued by 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.	Includes a few age and level appropriate materials valued by the target language/culture. Uses some authentic materials and at least one technology application in cooperative, collaborative, and interactive 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.	Includes several age and level appropriate materials valued by 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 <i>4 points</i>	1	3	3	4
Diverse Learners (3.b.)	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, and 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.
Assessment <i>4 points</i>	1	2	3	4
Assessment (5.b.)	Paragraph on assessment does not describe formative or summative assessments to measure achievement. There is no evidence of candidate-made	Paragraph on assessment description is incomplete or does not include how the unit contains a formative and summative	Paragraph on assessment description contains formative and summative assessments to measure achievement. Includes candidate-	Paragraph on assessment describes how the unit plan is an integrated system of formative and summative assessments that measure development

	assessments that measure students' ability to negotiate meaning; for interpretation of texts that contain a variety of response types, and presentational tasks, using analytical or holistic scoring. It contains no candidate-designed assessments that have students identify products, practices, and perspectives embedded in authentic documents.	assessment. There is little evidence of candidate-made assessments that measure students' ability to negotiate meaning; for interpretation of texts that contain a variety of response types, and presentational tasks, using analytical or holistic scoring. It contains no candidate-designed assessments that have students identify products, practices, and perspectives embedded in authentic documents.	designed assessment that measures student's ability to negotiate meaning; for interpretation of texts that contain a variety of response types, and presentational tasks, using holistic and/or analytical scoring. Contains candidate-designed assessments that have students identify products, practices, and perspectives embedded in authentic documents. There is a plan for adapting assessments for students with special needs.	of proficiency. Includes candidate-designed assessment for interpretation of texts, interpersonal tasks, presentational tasks, and problem solving. Describes a plan to teach students how to reflect upon their performance and help them identify gaps in their knowledge and skills. There is a plan for adapting assessments for students with special needs. The assessment plan describes how results of assessments will be used to improve teaching and student learning. Included is at least 1 candidate-made quiz or rubric.
Reflection <i>4 points</i>	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.
Written Target Language Proficiency <i>2 points</i>	1	2	3	4
Written Target Language Proficiency (1.c.)	Candidate presents written information in the target language below a minimum level of "Advanced Low". Candidate's target language writing has 10 or more grammatical and/or syntactical errors.	Candidate presents written information in the target language at "Intermediate High" level. Candidate's target language writing has 6-9 grammatical and/or syntactical errors.	Candidate presents written information at the "Advanced Low" level. Candidate's target language writing has minimal 2-5 grammatical and/or syntactical errors.	Candidate presents written information at or above the "Advanced Low" level. Candidate's target language writing has 1 or no grammatical and/or syntactical errors.

Student name: _____

Score: _____

Comments/Feedback:

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT FIELD EXPERIENCE

GUIDELINES FOR FIELD EXPERIENCE: Lesson Planning Assessment

Assessment Information:

In the TCLDEL program, the Lesson Planning Assessment is completed during EDCI 560/SPAN 571 Methods of Teaching in Foreign/World Languages and is assessed by the course instructor(s). The candidate must earn a score of 3 to be successful on this assignment. If a candidate does not earn a 3 on the assignment, they must meet with the course instructor(s) or assessor prior to resubmitting. The data from this assessment are used to identify both best practice and identified gaps in developing and assessing a specific lesson plan and the impact on student learning.

InTASC Standards: 1, 3, 4, 5, 6, 7, 8 and 9

CAEP Standards: 1.1, 1.3, 1.4, 1.5

VDOE Standards: 1, 2, 3, 4, 6

THEMES: Technology  Diversity  College-and-Career-Ready 

Assessment Objective

- The candidate will develop a research-supported lesson plan that effectively meets the needs of a specific population of learners.

Research base/Rationale

It is important that teacher candidates demonstrate their ability to design an effective lesson plan with specific, performance-based learning objectives that meet the learning needs of their learners. Lesson planning can be guided by four basic questions (adapted from Spencer, 2003):

1. *Who are my learners?* (Consider the number of learners, their academic readiness levels and cultural background, and prior knowledge, etc.)
2. *What do I want my learners to learn?* (Consider the content or subject (and interdisciplinary connections), the type of learning (knowledge, skills, behaviors), how to integrate college and career ready standards, etc.)
3. *How will I know what the learners understand/can do?* (Consider the informal and formal assessments, formative and summative, higher order questioning techniques, feedback from learners, etc.)
4. *How will my learners learn best?* (Consider the teaching models, learning strategies, length of time available, materials, technology resources, differentiation, modifications, etc.)

You might also want to ask:

- What knowledge, skills, and understandings do my learners already have?

- What knowledge or prerequisite skills do I need to access, activate or build in this lesson? How will I access those prerequisite skills or activate that prior knowledge?
- Where have learners come from and what are they going on to next?
- How can I build in sufficient flexibility to respond to emergent needs indicated by ongoing observation and formative assessment?

During field experiences and the internship, a lesson plan must be developed for each teaching session. As a novice teacher, lesson plans are developed for each instructional episode (lesson, one-to-one instruction, and small group activity). When teaching new content or grade levels, your lesson plans will be more detailed. As you gain pedagogical content knowledge and are proficient, your lesson planning becomes less detailed. Part of the planning process includes considering the following tasks:

- List content and key concepts (research more if needed)
- Define your aims and identify specific learning objectives/goals/outcomes aligned to appropriate curriculum standards, Virginia SOLs, ASOLs, and/or College-and-Career-Ready standards
- Create assessments that are aligned to your specific learning objectives/goals/outcomes
- Think about the structure of the lesson, pacing, and transitions, use of technology
- Identify the strengths and needs of all learners
- Identify adaptations/modifications/extensions needed to meet learner needs
- Determine “best practice” and learning strategies aligned to the learning objectives/goals/outcomes
- Identify learning resources and support materials, including technology

Directions for completing the assessment task

Develop and teach a lesson plan using the template attached. Review the rubric to guide the development of your lesson plan.

Section 1: Classroom Context

Classroom decisions are made based upon your learners’ strengths and needs. Your plan may vary based upon when in a unit of instruction the lesson takes place, and even the time of the lesson during the school day. In this section, you will provide basic information about your learners and classroom—including academic and cultural backgrounds and prior knowledge, including any assessments that will guide your planning. Make certain to address how your knowledge of your learners will affect your planning. (½ to 1 page)

Section 2: Planning for Instruction

Before you teach a lesson, you must decide the learning objectives/goals/outcomes and connection to Virginia SOLs, ASOL.s and/or College-and-Career-Ready standards you will use and why have you selected these objectives and specific strategies to teach the lesson to your specific group of learners. You make these decisions based upon your learners, current research, contemporary meaningful ways, prior knowledge or pre-assessments of learning, aligned to appropriate curriculum standards. While planning your lesson, using your knowledge of your learners, you will make decisions as to the modification/differentiation and/or accommodations you will need to meet the needs of all learners in your classroom. Then, with an informed understanding of your audience and your content, identify the learning materials needed to teach the lesson and any technology you and/or your learners will use in this lesson. In this section, be sure to detail all of these planning elements, including how you will assess learner mastery of

lesson content-both formatively throughout the lesson, and any summative assessment you might use. (Virginia Standards of Learning (SOLs), ASOLs, and/or College-and-Career Ready skills, and any content specific objectives should be included in lesson plans.) (1-2 pages)

Section 3: Instruction

After you have identified *what* your class will learn, you will begin to chart out specifically *how* you will teach the lesson. When completing this section of the lesson plan, you will identify the procedures you will use from the opening of the lesson through the lesson closure. Script this section of the plan, noting what you will say and do and what you are asking learners to do. Be certain to include formative assessments and guided practice activities and any independent practice and summative assessments you will have learners complete. (2-3 pages)

Section 4: Reflection after Instruction: Impact on Learning

As John Dewey noted, without reflection, there is no learning. In this section, reflect upon the lesson and consider if your learners were able to meet the learning objectives/goals/outcomes for the lesson. How do you know learners were able to successfully meet the lesson objectives/goals/outcomes? (Be specific here and use formative/summative assessment results to guide your response). What was your impact on learning? (i.e., how did your instructional decisions seem to affect learning? Again, be specific.) What strategies or activities were the most successful? What could have made the lesson stronger? What did you learn about teaching, learners, and learning that will affect your next instructional experience? (1 page)

NOTE: Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics. Additionally, plans should include the Virginia Standards of Learning (SOLs), College-and-Career-Ready skills, and other content specific objectives.

Reference:

Dewey, J. (1933). *How we think. A restatement of the relation of reflective thinking to the educative process* (Revised edn.), Boston: D. C. Heath.

Spencer, J. (2003). *Learning and teaching in the clinical environment*. London, England: BMJ Publishing Group.

Lesson Plan Rubric


Scoring Guidelines


4-Exceeds Standard: Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.






3-Meets Standard: This is the **TARGET** score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.




2-Approaching Standard: Candidates receive this score when their understanding and effort does not meet the Target but shows basic understanding of the content being assessed.

1-Does not meet standard: Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
Section 1: CLASSROOM CONTEXT				
<p>The candidate identifies individual and group prerequisites in order to design instruction to meet learners' needs in the following areas of development</p> <p>(Cognitive, linguistic, social, emotional, and physical).</p> <p><i>InTASC 1</i></p> <p><i>VDOE 1</i></p> <p>Diversity</p> 	<p>The candidate does not design instruction to meet learners' needs in each area of development.</p>	<p>The candidate identifies individual or group prerequisites to design instruction that meet learner needs in some areas of development.</p>	<p>The candidate identifies individual and group prerequisites to design instruction that meet learner needs in each area of development.</p>	<p>The candidate identifies specific individual and group prerequisites to design effective instruction to meet learner needs in each area of development.</p> <p>The candidate includes strategies to address these prerequisites within the lesson, as well as anticipated learner responses to these strategies.</p>
Section 2: PLANNING FOR INSTRUCTION				
<p>The candidate identifies performance-based objectives and/or appropriate</p>	<p>The candidate does not identify performance-based objectives and appropriate curriculum</p>	<p>The candidate identifies objectives and appropriate curriculum goals/outcomes but</p>	<p>The candidate identifies performance-based objectives and appropriate curriculum</p>	<p>The candidate identifies well-developed, performance-based objectives, curriculum</p>

<p>curriculum goals/outcomes that are relevant to learners.</p> <p><i>InTASC 7</i></p> <p><i>VDOE 2</i></p>	<p>goals/outcomes that are relevant to learners.</p>	<p>they are not appropriate for the subject, grade level, or the learners.</p>	<p>goals/outcomes which are appropriate for the subject, grade level, or the learners.</p>	<p>goals/outcomes that are appropriate for subject and/or grade level and learners; correctly formulated; and address multiple areas of relevance to the learners.</p>
<p>The candidate identifies national/state/local standards that align with objectives, are appropriate for curriculum goals, and are relevant to learners.</p> <p><i>InTASC 7</i></p> <p><i>VDOE 2</i></p> <p>Diversity</p> 	<p>The candidate does not identify national/state/local standards that align with the objectives/goals/outcomes or the standards are not appropriate for curriculum goals or are not relevant to learners.</p>	<p>The candidate identifies national/state/local standards but the standards are not aligned with the objectives/goals/outcomes and/or marginally relevant to learners.</p>	<p>The candidate identifies national/state/local standards that are aligned with the objectives/goals/outcomes and relevant to learners.</p>	<p>The candidate identifies national/state/local standards that are clearly aligned with the objectives/goals/outcomes and relevant to learners.</p> <p>The candidate provides a statement of rationale for the alignment of these goals with the learning objective.</p>
<p>The candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery.</p> <p><i>InTASC 4</i></p> <p><i>VDOE 1</i></p> <p>Diversity</p>	<p>Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.</p>	<p>Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners.</p> <p>Candidate accepts responsibility for the success of learning but has only a limited repertoire of instructional</p>	<p>Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.</p>	<p>Candidate conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value. Learners demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the</p>

		strategies.		content.
<p>The candidate organizes and creates face-to-face and virtual environments that support individual and collaborative learning.</p> <p><i>InTASC 3</i></p> <p><i>VDOE 5</i></p> <p>Technology</p>  	There is little, if any, evidence of routines, procedures, or proactive actions to establish a climate for learning.	Candidate recognizes the value of a learner-centered classroom but the application of these tenets are not applied in all management situations.	The classroom is a learner-centered environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.	The classroom conveys a safe, positive, and inclusive environment that is learner-centered, supports individual and collaborative learning and meets the needs of both the group and individual learners. Structures are incorporated that enable learners to guide their own learning experiences.
<p>The candidate seeks appropriate ways to employ technology to engage learners and to assess and address learner needs.</p> <p><i>InTASC 6</i></p> <p><i>VDOE 4</i></p> <p>Technology</p>  <p>Diversity</p> 	The candidate does not identify appropriate technology to engage learners even though it was available.	The candidate identifies technology to engage learners though the technology would be ineffective to teach the content and address learner needs.	The candidate identifies appropriate technology to engage learners more fully, assess, and address learner needs.	The candidate identifies effective and appropriate technology to engage learners more fully, assess, and creatively meet learning needs.
<p>The candidate facilitates learners' use of appropriate tools</p>	The candidate's plans do not provide evidence of opportunities for	The candidate's plans provide evidence of opportunities for	The candidate's plans provide evidence of opportunities for	The candidate's plans provide substantial evidence of

<p>and resources to maximize content learning in varied contexts.</p> <p><i>InTASC 5</i></p> <p><i>VDOE 2</i></p> <p>Technology  College-and-Career-Ready </p>	<p>learners' use of appropriate tools or technology resources to maximize content learning in varied contexts.</p>	<p>learners' use of appropriate tools and resources but are ineffective to maximize content learning in varied contexts.</p>	<p>learners' use of appropriate tools and resources that are effective to maximize content learning in varied contexts.</p>	<p>multiple opportunities for learners' use of appropriate tools and resources that are creative and effective to maximize content learning in varied contexts.</p>
<p>The candidate plans how to achieve learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners.</p> <p><i>InTASC 7</i></p> <p><i>VDOE 2</i></p> 	<p>The candidate's lesson plan does not provide evidence of differentiating instruction for individuals and groups of learners.</p>	<p>The candidate's lesson plan provides evidence of an effort to meet learning goals, and attempts to differentiate instruction for individuals and groups of learners.</p>	<p>The candidate's lesson plan provides evidence of successfully meeting learning goals for each learner, and successfully instruction for individuals and groups of learners.</p>	<p>The candidate's lesson plan provides evidence of successfully meeting each learning goal for each learner, and successfully differentiates instruction for individuals and groups of learners.</p> <p>Reflection on why this differentiation was successful is included.</p>
<p>The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill.</p> <p><i>InTASC 7</i></p> <p><i>VDOE 2</i></p>	<p>The candidate does not plan instruction based on pre-assessment data, prior learning knowledge, or skills.</p>	<p>The candidate plans instruction based on pre-assessment data, prior learning knowledge, and skills but it was not effective.</p>	<p>The candidate plans instruction based on pre-assessment data, prior learning knowledge, and skills.</p> <p>Pre-assessment strategies/methods are appropriate and effectively assess learners' prior knowledge.</p>	<p>The candidate plans instruction based on pre-assessment strategies/methods that are creative and effective ways to assess learner prior knowledge and skills and to guide instruction.</p>

Section 3: INSTRUCTION				
<p>The candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</p> <p><i>InTASC 7</i> <i>VDOE 2</i></p>	<p>The candidate does not plan for appropriate sequencing and pacing of learning experiences.</p> <p>Tasks, methods, strategies are not stated.</p>	<p>The candidate plans for appropriate sequencing and pacing of learning experiences; but tasks, methods and strategies are not stated and/or not appropriate or effective for the lesson.</p>	<p>The candidate plans for appropriate sequencing and pacing of learning experiences. All tasks, methods, and strategies are stated and/or are appropriate and effective for the lesson.</p>	<p>The candidate plans for appropriate sequencing and pacing of learning experiences. Instructional tasks, methods, and strategies include a variety of creative, active learning, instructional strategies that address learner differences to maximize learning.</p>
<p>The candidate uses a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways.</p> <p><i>InTASC 8</i> <i>VDOE 3</i></p>	<p>The instructional strategies used by the candidate do not encourage an understanding of content .</p>	<p>The candidate uses a limited instructional strategies to encourage learners to develop an understanding of the content.</p>	<p>The candidate uses a variety of instructional strategies that encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.</p>	<p>The candidate uses pedagogical content knowledge to use a variety of instructional strategies that encourage all learners to develop both an understanding of the content and apply knowledge that in authentic ways.</p>
<p>The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p> <p><i>InTASC 6</i></p>	<p>The candidate does not use assessment as closure to check for comprehension and learner knowledge and skills.</p>	<p>The candidate uses assessment as closure to demonstrate knowledge and skills to check for comprehension; however, they are inappropriate and/or ineffective (or misaligned).</p>	<p>The candidate uses appropriate assessment strategies as closure to allow learners to demonstrate knowledge and skills to check for understanding.</p>	<p>The candidate uses creative, appropriate assessments throughout the lesson to allow learners to demonstrate knowledge and skills to check for comprehension.</p>

VDOE 4				
<p>The candidate designs assessments that match learning objectives with assessment methods.</p> <p><i>InTASC 6</i></p> <p><i>VDOE 4</i></p>	<p>The candidate’s lesson design does not include post-assessment strategies or methods.</p>	<p>The candidate’s lesson design includes post-assessment strategies or methods but the strategies/methods were not effective.</p>	<p>The candidate’s lesson design includes post-assessments that are appropriate to effectively assess learning.</p>	<p>The candidate’s ongoing assessments and post-assessment matches learning objectives and includes creative strategies to effectively assess learning and check comprehension throughout the lesson.</p>

Section 4: REFLECTION: IMPACT ON LEARNING

<p>The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</p> <p><i>InTASC 9</i></p> <p><i>VDOE 6</i></p>	<p>The candidate’s reflection does not demonstrate the use of self-assessment or problem-solving strategies to analyze and reflect on his/her practice.</p>	<p>The candidate’s reflection demonstrates the use of self-assessment and/or problem-solving strategies to analyze and reflect on his/her practice but does not plan for adaptations/adjustments.</p>	<p>The candidate’s reflection demonstrates a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</p>	<p>The candidate’s reflection demonstrates the application of a variety of appropriate self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to effectively plan for adaptations/adjustments.</p>
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LESSON PLAN TEMPLATE

CLASSROOM CONTEXT	
Grade level:	Number of students:
Content Area:	Name of Unit:
Lesson planned for ____ minutes	
Lesson occurs at which point in the unit: __beginning __middle __end	
Lesson was taught on	
Description of learners:	
PLANNING FOR INSTRUCTION	
Performance-based Objective(s)	
National content standards and VA Standards of Learning (SOL)/Career and College Ready Standards	
Lesson Rationale (What research base did you use to make instructional decisions? Why have you selected these objectives and these specific strategies?)	
Prerequisite skills needed to attain new learning:	
Modifications/Differentiation and Accommodations	

Materials/Technology

INSTRUCTION

Procedures: Opening/Strategies/Assessments/Closure

REFLECTION: IMPACT ON LEARNING

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 Evaluation Form

(For courses that do not require a specific teaching evaluation form)

Mason Student: _____

G number: _____

Course: _____

Semester: _____

Cooperating Teacher: _____

Title: _____

Years of Experience: _____

Degree/License: _____

Comments:

PERSONAL AND PROFESSIONAL QUALITIES	Excellent	Above Average	Average	Below Average
Communication Skills				
Dependable				
Punctual				
Professional Qualities				
Demonstrates knowledge of child development				
Demonstrates knowledge of content necessary for successful teaching				
Understands how students differ in their approaches to learning				
Can create learning experiences that make subject matter meaningful				
Uses a variety of instructional or assessment strategies				
Understands individual/group motivation to create a positive learning environment				
Uses effective verbal and non-verbal communication strategies				
Plans activities using knowledge of subject matter, students, community and curriculum goals				
Engages in critical reflection to improve fieldwork experience				
Fosters positive relationships with colleagues, students, and families				

Field Experience Record

To the Cooperating Teacher:

Please sign signature column to indicate that the student completed field experience in your classroom. Please make any additional comments on the back of this sheet. Thank you for your time, effort and support in this endeavor.

Date	Grade	Subject or Action	School	Hours Observed	Teacher Signature

Student's Signature: _____ Date: _____

Analytic Rubric
Class Attendance, Homework, and Participation
EDCI 560/SPAN 571 – Fall 2018

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
10 points A	8-9 points B	6-7 points C	0-5 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 Clearly!

Name: _____

E-mail address: _____

Home phone: _____ Work phone: _____

Home address:

GMU Program: _____

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/pasttime activities:

**Materials Release Form
for
EDCI 560/SPAN 571
Fall 2018**

In this course, we 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. Please 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 _____

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/undergraduate#profdisp>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.