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

EDCI 560 Section DL1: Methods of Teaching in FL/WL in PK-12 Schools
3 Credits, Fall 2020
Tuesday 4:30-7:10 PM Synchronous Online – 08/24/20-12/16/20

Faculty

Name: Marjorie Hall Haley, PhD
Office Hours: By Appointment
Office Location: 1504 Thompson Hall
Office Phone: 703-993-8710
Email Address: mhaley@gmu.edu

Prerequisites/Corequisites

Required Prerequisites: EDCI 516*
*May be taken concurrently.
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.

Important Note: For Fall 2020, in-school and/or virtual field experiences with PreK-12 mentor teacher will NOT be required.

Please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: https://www2.gmu.edu/Safe-Return-Campus There is also a special document COVID Syllabus Addendum located in the Syllabus tab.

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 (For Online)

This course will be delivered online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available 8/10/2020.

Under no circumstances may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

This course will be taught online in a synchronous format via BlackBoard Collaborate Ultra. Depending on the sustainability of the heavy use of online platforms, students are asked to become familiar with Zoom and Skype as well. Please refrain from participating in online class sessions using your phone while operating a motor vehicle. 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 midterm project, the unit/lesson plan final project, and the preparation and participation grade.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
  - https://support.microsoft.com/en-us/help/14209/get-windows-media-player

Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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/world 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 Text

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 Professor uploaded as PDF on Blackboard***

Selected articles, chapters, and sections from the following resources can be found online and used as needed throughout the semester:

The National Standards Collaborative Board. (2015). *World-Readiness Standards for Learning Languages*. 4th ed. Alexandria, VA: Author.

ACTFL Performance Guidelines for K-12 Learners

Further Reading

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.

Erben, T. & Sarieva, I. (Eds.). (2008). *Calling all foreign language teachers: Computer-assisted language learning in the classroom.* Larchmont, NY: Eye on Education.

Grahn, L., & McAlpine, D. (2017). *The Keys to Strategies for Language Instruction.* Alexandria, VA: ACTFL.

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.

Shrum, J. L. & Glisan, E. W. (2010). *Teacher's handbook: Contextualized language instruction* (4th ed.). Boston, MA: Heinle Cengage Learning.

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

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 instructor (e.g., Blackboard, Tk20, or hard copy).

PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Assignments and/or Examinations

Assignment Description	Grade	ACTFL Standards/ Principles

	%	Addressed
Pair Teaching Demonstrations (Oct. 27, Nov. 3)	25%	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. 20)	25%	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. 1)	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	20%	

- **Other Requirements**

Attend all online class sessions, *arriving on time*, and actively participating 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.
4. Visit BlackBoard often to access course documents and materials in preparation for each class meeting.
5. Prepare typed weekly assignments and upload them to Bb. These assignments are 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.

- **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

B	**80-84**	**3.00**	**apply theories and principles at a satisfactory/basic level**
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 School of Education.

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/

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 Dean'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 withdraws 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. A copy of the contract will be kept on file in the APTDIE office.

COURSE SCHEDULE

FALL 2020

8/25/20: 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.

ASSIGNMENT For Next Class: (1) 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 and upload to Bb 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, 2019-2020 conferences (date, cost, location). **Not required to upload!**

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9/01/20: 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 https://www.scholastic.com/teachers/articles/teaching-content/top-tips-first-days-school-grades-1x965/. **(2)** Create and upload 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.

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9/08/20: Week # 3 – ***Planning for a Standards-Based Classroom*** *(INTASC 7.1, 7.2, 7.4—Planning; 10.3—School and Community Involvement).* 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 and upload written responses to questions on p. 53. **(3)** Read https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola **(4)** Read syllabus information on Teaching Demos.

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9/15/20: 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. ***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

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9/22/20: 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 and upload one activity for <u>each</u> 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.

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09/29/20: 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, Skype, Wikis, Zoom, Gchat, Google classroom and more. Preview current language learning tech apps.

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 and upload a <u>standards-based lesson plan</u> for

one day that includes performance-based objectives, 1 activity for each of the three communicative modes with transitions between activities, a warm-up activity, a closure, and homework assignment (use the lesson plan template in the syllabus). 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)** Work on mid-term projects—**Due October 20th**.

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10/6/20: 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), Quizlet, Padlet, Wikis, and Blogs. Review: Photostory, Voxopop, Animoto, Toondoo, Wordle, VoiceThread.

Review Lesson Plans.

Lesson Plan Template: Designing the Closure

10/13/20: Week # 8 – **NO CLASS – FALL RECESS**

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10/20/20: Week # 9 – TECHNOLOGY PROJECTS UPLOADED TO BLACKBOARD in the Blog AND A SEGMENT PRESENTED IN CLASS

ASSIGNMENT for Next Class:) (1) Read https://calicospanish.com/differentiation-world-language-classroom/.

- Be prepared to discuss concrete ways of why and how to apply differentiated instructional strategies in the language classroom.

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. Apply Concept Map for Differentiating Instruction (Tomlinson, 1999).

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10/27/20: Week # 10 – ***TEACHING DEMONSTRATION – Pairs 1 & 2***

Learner Individual Differences and Differentiating the Language Classroom

ASSIGNMENT for Next Class: (1) Read Chapter 8 'Interactive approaches for working with diverse learners' in Haley/Austin (2014) **(2)** 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).

TEACHING DEMONSTRATIONS – Groups 2 & 3 next week

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11/3/20: 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 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.

TEACHING DEMONSTRATIONS – Groups 2 & 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 information posted by Dr. Haley on *Culturally Relevant* and Culturally *Sustaining Pedagogy*

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11/10/20: 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.

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 http://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Scoring-Guidelines-for-World-Languages. (2) Review final project guidelines and rubrics and bring questions to the next class meeting. **(3)** 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. (4) Reach Haley/Austin – Chapter 4.

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11/17/20: Week # 13 –

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, Self Assessment, and Peer Assessment.

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.

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11/24/20: Week # 14 –

THANKSGIVING BREAK: NO CLASS

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12/01/20: Week # 15 – *Course Conclusions and Reflections.*

Submit Final Projects.

All work is due and must be uploaded to BlackBoard – Submit PBA Unit Lesson Plan in Tk20. GMU Course Evaluations.

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

GUIDELINES FOR MAJOR ASSIGNMENTS

GUIDELINES AND EVALUATION FOR TEACHING DEMONSTRATIONS
Fall 2020—25 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 in pairs as a team for your teaching demonstration. You have **20 minutes.** Plan your time carefully. You have a maximum of 8-10 minutes for each person to teach. Your team may take another 1-2 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

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 20, 2020
25 POINTS

Option A

Using Technology for To Enhance ONLINE 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. Additionally, you must create this lesson and select the tech tool for use in an **online classroom environment**. ACTFL has provided a wealth of resources to consider: https://www.actfl.org/resources/teaching-and-learning-remotely The World Bank also has several global sites that demonstrate how to use technologies in online teaching. The website is: https://www.worldbank.org/en/topic/edutech/brief/edtech-covid-19
Your use of this technology must do more than enhance a teacher-centered lesson (as is often the case with PowerPoint presentations). Your learner-centered, standards-based technology lesson must enhance the learning experiences of your students and must be age and language level appropriate.

Objectives:
Teachers in EDCI 560 will be able to:

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

Task:
Create a learner-centered, technology-based online lesson that may include: 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 lesson that is to be taught online and employs a course outline topic of your choice and apply it to a teaching setting. The lesson time should be no more than 20 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 online through the use of technology.

2. Your lesson plan and tech app should be interactive in the sense that the language learners are active participants in the lesson (No "Death by PowerPoint" projects please!).

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 on Bb.

5. Mid term projects are due on or before **October 20, 2020**

Option B

If you have other ideas for ways to increase your knowledge on the successful implementation of technology in your classroom, please contact 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 20, 2020).**

Analytic Scoring Rubric – Mid-Term Project Option A
EDCI 560 – Fall 2020

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 20 minute WebQuest, Wiki, Blog, Interactive PowerPoint or other learner-centered technology-based project	Prepares a 20 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 20 minutes.	Does not prepare a 20 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 Bb	Project is partially based on a course outline topic Project mostly applies to a teaching setting Submits project on Bb	Project is not based on a course outline topic Project partially applies to a teaching setting Submits project on Bb	Project is not based on a course outline topic Project does not apply to a teaching setting Does not submit project on Bb
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 - FALL 2020—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, *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	• One paragraph scenario describing the setting • Target language, grade, level, program model (FLES, FLEX, Immersion, etc.), time (minutes/day, days/week) • Title of the unit plan	Week # 5
	4.a.	**Goals**	List the major learning goals 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
	4.a. **4.b.**	**Standards**	Virginia Standards of Learning (SOLs) and ACTFL Standards for the unit. Each of the five days will list national and state standards.	
	2.a., 2.c. **3.a., 3.b.**	**Five Day Unit Plan**	Create a five-day unit plan that demonstrates sustained and sequential teaching. The plan must include integration of the 3 communicative modes: interpersonal, interpretive, and presentational. The unit plan must include the following (although not every day): 1. Evidence of planning for language acquisition (Standard 3.a.) 2. Planning for diverse/special needs students (Standard 3.b.) 3. Integration of cultural products, practices, and perspectives (Standard 2.a., 4.b., 4.c.) 4. Student critical thinking and problem solving (Standard 3.b.) 5. Integration of other content areas (Standard 2.c., 4.b.) 6. Describe an assessment (formative or summative) for each day (Standard 5.a.)	Week # 15
	4.b.	**Lesson Plans**	Create 5 consecutive days lesson plans using the GMU lesson plan template for secondary or elementary levels: 1. Objectives must be stated in behavioral terms and measurable 2. Lesson plan format must include number of minutes anticipated for each activity as well as a description of the transition 3. At least one technology application 4. Describe one formative or summative assessment 5. Must include a warm-up and closure activities	Week # 15
	3.b.	**Diverse Learners**	One paragraph describing strategies (instructional and assessment) for meeting the needs of diverse (culturally, linguistically, and cognitively) learners. How does the unit plan accommodate diverse learning styles, multiple intelligences, heritage speakers, etc.?	Week # 11
	2.a. **4.a.** **4.b.**	**Materials**	Include instructional materials that <u>you</u> created for the unit plan: 1. One technology application	

	4.c.		2. One cooperative, collaborative, or other interactive activity 3. Adaptation of authentic materials (literary and/or media texts)	
	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
	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
	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 *4 points*	**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 *8 points*	**1-2**	**3-5**	**6-7**	**8**
Standards (4.a., 4.b.)	Does not demonstrate knowledge and skills to integrate national and/or state standards for the unit plan. The plan lacks the 5Cs and 3 modes.	Demonstrates limited or partial knowledge and skills to integrate national and/or state standards for the unit plan. The plan lacks several of the 5Cs and/or 3 modes.	Demonstrates the knowledge and skills to integrate national and/or state standards for the unit. The unit plan includes some of the 5Cs and all 3 modes.	Demonstrates strong understanding of knowledge and skills needed to integrate national and/or state standards for the unit plan. These then are the focus of all classroom activities.

				The unit plan includes all 5Cs and all 3 modes.
Five Day Unit Plan (2.a., 2.c. 3.a., 3.b.)	Does not create a five day unit plan that demonstrates sustained and/or sequential teaching. Does not include integration of the 3 communicative modes: interpersonal, interpretive, and presentational. Does not provide: Evidence of planning for language acquisition; Planning for diverse/special needs students; Integration of cultural products, practices, and perspectives; Student critical thinking and problem-solving; and Integration of other content areas.	Creates fewer than five days unit plan that demonstrates little or no sustained and sequential teaching. Includes integration of 2 communicative modes. Provides: Little or no evidence of planning for language acquisition; No planning for diverse/special needs students; No integration of cultural products, practices, and perspectives; No student critical thinking and problem-solving; and no integration of other content areas.	Creates a five-day unit plan that partially demonstrates sustained and sequential teaching. Includes integration of the 3 communicative modes: interpersonal, interpretive, and presentational. Provides: Some evidence of planning for language acquisition; Some planning for diverse/special needs students; Little integration of cultural products, practices, and perspectives; Student critical thinking and problem-solving; and Some integration of other content areas.	Creates a five-day unit plan that demonstrates sustained and sequential teaching. Includes integration of the 3 communicative modes: interpersonal, interpretive, and presentational. Provides: Evidence of planning for language acquisition; Planning for diverse/special needs students; Integration of cultural products, practices, and perspectives; Student critical thinking and problem-solving; and Integration of other content areas.
Lesson Plans and Materials ***6 points***	**1**	**2-3**	**4-5**	**6**
Lesson Plans (4.b.)	Creates fewer than 4 consecutive days standards-based lesson plans using the GMU lesson plan template for secondary or elementary levels. Objectives are not stated in behavioral terms and measurable. Lesson plan format does not include number of minutes anticipated for each activity or a description of the transition. Does not include at least one technology application. Does not 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 or one closure 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 activity.	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 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 *4 points*	**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, but not cognitively) learners. Does not integrate appropriate design and use of questioning strategies and task-based activities.	Provides one paragraph describing strategies (instructional, but not assessment) for meeting the needs of diverse (culturally, linguistically, and cognitively) learners. Integrates some appropriate design and use of questioning strategies and task-based activities.	Provides one paragraph describing strategies (instructional and assessment) for meeting the needs of diverse (culturally, linguistically, and cognitively) learners. Integrates appropriate design and use of questioning strategies and task-based activities.
Assessment *4 points*	**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 assessments that measure students'	Paragraph on assessment description is incomplete or does not include how the unit contains a formative and summative assessment. There is little evidence of	Paragraph on assessment description contains formative and summative assessments to measure achievement. Includes candidate-designed assessment that measures	Paragraph on assessment describes how the unit plan is an integrated system of formative and summative assessments that measure development of proficiency. Includes candidate-

	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.	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.	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.	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 l candidate-made quiz or rubric.
Reflection ***4 points***	**1**	**2**	**3**	**4**
Reflection (6.a.)	Paragraph includes few, if any of the reflection prompts. Does not articulate level of understanding of systematic engagement in a reflective process for standards-based teaching and learning.	Paragraph includes few reflection prompts. Articulates low level of understanding of systematic engagement in a reflective process for standards-based teaching and learning.	Paragraph includes most all reflection prompts. Articulates a modest level of understanding of systematic engagement in a reflective process for standards-based teaching and learning.	Paragraph includes all reflection prompts. Articulates high level of understanding of systematic engagement in a reflective process for standards-based teaching and learning.
Written Target Language Proficiency ***2 points***	**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:

Analytic Rubric
Class Attendance, Homework, and Participation
EDCI 560 – Fall 2020

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**
20 points A	**18-19 points B**	**16-17 points C**	**10-15 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:

_____

_____

Professional Dispositions

See https://cehd.gmu.edu/students/polices-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

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological

Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu .

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