Teaching Culturally, Linguistically Diverse & Exceptional Learners Programs

EDRD 620-DL1– Teaching Reading and Writing in Foreign/World Languages
3 Credits, Spring, 2021
Thursday 7:20-10:00 Synchronous (select dates)/Asynchronous-Online
January 25th to May 10th 2021

Faculty

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Prerequisites/Corequisites

EDCI 516 and EDCI 560 or permission of instructor or advisor.

University Catalog Course Description

Introduces reading and writing processes in foreign and second languages, research on reading comprehension, and effective teaching and assessment approaches for students in PK-12 schools.

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

Introduces reading and writing processes in foreign and second languages, research on reading comprehension, and effective teaching and assessment approaches for students in PK-12 schools. Topics include reading goals and standards for world language learning, sociocultural perspectives, multimedia computer-assistance, research on related strategies and skills, and performance-based assessments.

Course Delivery Method (For Online)
This course will be delivered online using a synchronous and asynchronous 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 January 11, 2021.

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 asynchronous format. We will have 4 synchronous sessions (see dates below) which will be delivered via Google Meet. If you don't already have a Google account, please create one prior to our first meeting. 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 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:

This course is designed to enable students to:

1. Demonstrate ability to teach reading and writing in a foreign/second language using the reading goals and standards for K-12.
2. Analyze recent research on the socio-cultural perspectives of reading/writing processes for students in a foreign/second language.
3. Describe developmental stages of reading/writing and suggest appropriate instructional techniques for each.
4. Use scaffolding approaches to teach pre-reading, during-reading, and post-reading strategies.
5. Create lesson plans and develop assessment activities for use in a foreign/second language reading/writing setting under the direction of an experienced Latin or modern language teacher.
6. Incorporate multimedia and computer assisted reading and writing in foreign/world language classes.

PROFESSIONAL STANDARDS (ACTFL/CAEP & INTASC):
Relationship to Program Goals and Professional Organizations

Course Student Outcomes (above)	ACTFL Standards/CAEP Principles	InTASC Standards
1	Standards 1-6 & Principles A-D	P7
2.	Standard 3 & Principle A	P3 P4
3.	Standards 3-5 & Principles A & C	P2 P3
4.	Standards 3-5 & Principles A & C	P2 P3 P4 P6 P7
5.	Standards 3-5 & Principles A & C	P8
6.	Standards 1-5 & Principles A-C	P6

Key: ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers, InTASC = Standards for Licensing Beginning Teachers, P = Principles

1. *Knowledge base for teaching in the foreign/ second language classroom*. EDRD 620 students should be able to learn the fundamental concepts of the knowledge base pertaining to ESL, English as a second dialect, and the teaching of other second and foreign languages; second language acquisition, psycholinguistics, sociolinguistics, pragmatics, and language pedagogy.

2. *Utilization of research*. EDRD 620 students should be able to understand and critically evaluate second language learning theories and engage in systematic investigation of the knowledge base to inform their own or others' teaching practices.

3. *Classroom teaching*. EDRD 620 students should be able to plan and manage a second language class effectively and be able to evaluate and selectively apply a range of teaching strategies as appropriate to their students' needs and characteristics. For this purpose, they will need to be able to assess different teaching situations and changing conditions in culturally and linguistically diverse classrooms, so as to select appropriate teaching procedures and adapt to teaching students with differing learning styles and cultural backgrounds.

4. *Curriculum*. EDRD students will develop the skills needed to design and implement foreign/second language teaching strategies, specifically to enhance the teaching of reading and writing.

Relationship of *EDRD 620* to National and State Standards:

- The American Council on the Teaching of Foreign Languages Standards for Pre-K-12 Students
- Council for the Accreditation of Educator Preparation
- Interstate New Teacher Assessment and Support Consortium (InTASC) Standards
- National Board for Professional Teaching Standards (NBPTS)

- Virginia Foreign Language Standards of Learning (SOLs)

Relationship of *EDRD 620* to Professional Organizations include:

EDRD 620 follows the guidelines and recommendations made by the *American Council on the Teaching of Foreign Languages* (ACTFL) and the *Council for the Accreditation of Educator Preparation* (CAEP), the *National Association for Bilingual Education* (NABE), and the *National Association for Multicultural Education* (NAME). ACTFL along with NABE and NAME, are the largest professional organizations that specialize in research on working with culturally and linguistically diverse populations. They embrace and celebrate linguistic, cultural and ethnic diversity as a national strength that enriches a society and rejects the view that diversity threatens the fabric of a society. NABE and ACTFL have the more specialized mission of developing the expertise of their members and other educators involved in teaching world languages, to help them foster an effective learning environment while accomplishing the goal of effective communication in diverse settings and oral and written language proficiency while respecting individuals' rights and needs.

Websites:

American Council on the Teaching of Foreign Languages (ACTFL): www.actfl.org
Council for the Accreditation of Educator Preparation (CAEP): http://caepnet.org/
National Association for Bilingual Education (NABE): http://www.nabe.org
National Association for Multicultural Education (NAME): http://www.nameorg.org

REQUIRED TEXTS:

Students must obtain access to the following before the 2nd class meeting:

1. **Blackboard Learning Systems for EDRD 620—**you must first activate your GMU email account (at: **www.gmu.edu**) and then log on to Blackboard at: **courses.gmu.edu**
2. **EDRD 620 Articles** – Electronic Reserves via Blackboard
3. **Virginia Foreign Language Standards of Learning:** Print out the *Introduction* and the *Standards* for the *languages* that apply to your language certification – found at: http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml
4. **ACTFL Performance Guidelines K-12 Learners: Writing –** found at https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012
5. **Subscribe (free!) to On-line Journal,** *Reading in a Foreign Language* found at **http://nflrc.hawaii.edu/rfl/**
6. **Explore** *Teaching Foreign Languages (TFL) Library* found at www.learner.org

Optional Texts:
1. Cabrero, M.A. (2012). *Using borderlands literature to increase interest in literacy in the heritage language.* MI: ProQuest LLC.
2. Dance, L.J. (2002). *Tough fronts: The impact of street culture on schooling.* New York, London: Routledge Falmer.

3. Delpit, L & Dowdy, J.K. (Eds.). (2008). *The Skin That We Speak: Thoughts on Language and Culture in the Classroom*, New edition. New York: New Press.
4. Hall Haley, M. & Austin, T. (2014). (2nd ed.). *Content-based second language teaching and learning: An interactive approach.* Boston: Allyn & Bacon.

EDRD 620 -TOOLS AND RESOURCES FOR TEACHING READING/WRITING

(1) Building Literacy in a World Language

https://www.actfl.org/guiding-principles/literacy-language-learning

(2) World Language and Literacy Learning

https://courses.lumenlearning.com/literacypractice/chapter/13-world-language-and-literacy-learning/

(3) Tips, Tools, and Resources for Teaching Reading in World Languages

https://wlclassroom.com/category/reading/
(4) Literacy in Languages

https://www.fluentu.com/blog/educator/literacy-in-mfl/

(5) The Role of Reading in World Language Classrooms

https://kidworldcitizen.org/the-role-of-reading-in-language-classrooms/

(6) Foreign Language Reading Teaching Methods

https://coerll.utexas.edu/methods/modules/reading/06/

(7) Station Rotation in World Language Classrooms

https://www.edutopia.org/article/station-rotation-world-language-classes

COURSE PERFORMANCE EVALUATION

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

Course Assignments, Requirements & Performance Evaluation Weighting:

Students in EDRD 620 are expected to:
1. Attend <u>all</u> class sessions, *arriving on time,* and actively participate during large and small group discussions and activities.
2. Be prepared to discuss the course readings as they are assigned on the syllabus including completing *weekly mini-assignments related to readings and homework. A total of at least three written questions and/or implications are required for each reading. These will be collected by Sunday the day the readings are due and will often be used/referred to during*

class discussion. They will be returned before major assignments/assessments to be used as reference.

3. Complete all assignments on time. Prior arrangements with the instructor must be made for turning in an assignment late. Late assignments are subject to a penalty up to a full letter grade.

Performance-Based Assessments:

Assignment Description	Grade %	Standards Addressed
Field Experience Log & Evaluation	S/U	
Class Preparation, Short Assignments & Participation (On-going)	15% (15 pts.)	ACTL/CAEP Standards/Principles 1-6, A-D
Reflective Statements (2x5pts each) (2/21 and 4/18)	10% (10 pts.)	ACTFL/CAEP Standards/Principles 3,5-6, A, C
In-Class Teaching Demonstration (See sign-up sheet)	10% (10 pts.)	ACTFL/CAEP Standards/Principles 1-6, A-D
Mid-Term Project (3/21)	20% (20 pts.)	ACTFL/CAEP Standards/Principles 2-5, A-C
Field Experience – Lesson Planning (Common Assessment) (5/2)	20% (20 pts.)	InTASC 10(b), 10(f), 9(c), 7(j) 6(a-c), 9(e), 10(a)
Final Project (5/9)	25% (25 pts.)	ACTFL/CAEP Standards/Principles 1-2, B 2-6, A-D, 1-5, A-C

Criteria for Evaluation: Required Assignments/Assessments (above) will be evaluated using the rating scales and rubrics that are provided in the syllabus. Scores for requirements will be added together to calculate a final course grade.

TK20 Performance-Based Assessment Submissions Requirements:

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners Programs course with a required performance-based assessment is required to submit these assessments, *Critical Analysis in the Target Language of Literary and Cultural Sources* and *Lesson Planning* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessments by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessments 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.

Grading Policy:

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 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 School of Education

Field Experience Requirements:

The field experience is a required component of the teacher preparation program at George Mason University. All students will complete a minimum of 15 hours in field experience for this course. Documentation of your field experience using the Fieldwork Evaluation & Log is required which includes a signature from your field experience teacher(s) or supervisor.

Process Reminders:

- Students requesting field experience should enter their requests at the Field Experience Request Form (FERF) site at https://cehd.gmu.edu/endorse/ferf , which will open for Spring 2020 requests on January 16, 2021 and close on February 15, 2021.

- Students who attempt to request field experience placements after the FERF is closed will be directed to a list of accredited private schools in order to make their own arrangements.

- Students should not delay in entering their requests, following through on fingerprinting/background check instructions (if applicable), and getting in touch with their designated school contact.

Dispositional Reminders:

- Students must be professional in all of their communications with the field experience school, front office staff, administration, and host teacher(s).

- Students should arrange all field experience visits according to the host teacher's schedule & requirements, and be on time to all arranged field experience visits. If plans change, they should notify the host teacher and school as far in advance as possible.

- Students should carry out their assignments; refrain from critiquing the teacher, students, administrators, or school in any way; and be sure to thank their hosts when finished.

*Students dismissed by a school due to dispositional issues will <u>not</u> be re-placed at another school site that semester. They will be required to attend a dispositions review conference with their instructor and the director of EPO prior to making any field experience requests in subsequent semesters.

<u>New items:</u>

- When using the FERF, students should enter <u>all</u> of their field experience requests (for all courses) at once, and not create separate requests/entries for each course. The site allows them to list each field experience that is needed, and then submit the list at one time. This ensures that Educator Preparation Office (EPO) knows of all hours/assignments needed (and can ideally place the student at just one school).

- Students should be encouraged to complete their fieldwork as early in the semester as possible, with no delays in communicating to schools, setting up visits, or finishing out their hours.

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 Performance-Based Assessments. Please consult your instructor 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 September 15 (<u>Fall</u>) or February 15 (Spring). 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 September 15 (Fall) or February 15 (Spring). 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, then select your program and placement location. HINT: Cohort courses have section numbers beginning with "6F" (e.g. EDUC 511.6F1).

In addition to the fieldwork log, each student will write a 2-3-page reflection on the fieldwork experience. The reflection should explain what you have learned from the fieldwork experience and your overall reflections on the process. Refer to the syllabus for in-depth descriptions of the four sections of the reflection paper.

HONOR CODE & INTEGRITY OF WORK

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (https://catalog.gmu.edu/policies/honor-code-system/). 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.*

PROFESSIONAL DISPOSITIONS

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

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 https://ds.gmu.edu).

- Students must silence all sound emitting devices 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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- **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 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 http://cehd.gmu.edu/.

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. Cell phones must be turned off/silenced during class periods. Cell phones may be used during break.

Inclement Weather/Emergency Policy:

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

Collaboration:

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

CLASS SCHEDULE

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

Session Week/Date	Session Themes	Standards Addressed	Assignments due for <u>next class</u>
Week # 1 1/24 Synchronous class 1/28 @7:20	▪ Personal Language Learning Experiences ▪ Standards for Foreign Language Learning ▪ View/Review: "*Standards and the 5Cs*"	<u>InTASC Standards:</u> Principles #1, 4, 7, 9 & 8 <u>ACTFL Standards/CAEP Principles</u>: 2-4, A-B	▪ **Obtain/Access:** All *required* course materials including BlackBoard ▪ **Read** (Arens & Swaffer) *Reading goals and the standards for foreign language learning.* ▪ **Review:** VA State Standards; Read the "Introduction" and become familiar with the four levels for your language (Web Link BB) ▪ **Read** (Ferguson) *Breathing life into foreign language reading.* ▪ **Read** (Ridgway) *Literacy and foreign language reading.* ▪ **Read** (Bamford & Day) *Teaching reading.*
Week # 2 1/31	▪ Standards for Foreign Language Learning ▪ Teaching Reading and Writing ▪ SIGN UP FOR TEACHING DEMONSTRATIONS	<u>InTASC Standards:</u> P #1, 2, 3, 4,5, 7, 8, 9 & 10 <u>ACTFL Standards/CAEP Principles</u>:1-4, A-B	▪ **Read** (Barnett) *Teaching reading.* ▪ **Read** (Barnett & Jarvis-Sladky) *Learning disabilities: Teaching and reaching all learners.* **Read one of the following articles:** ▪ (Hanauer) *Meaningful literacy: Writing poetry in the language classroom.* ▪ (Melin) *Between the Lines: When culture, language and poetry meet in the classroom.* **Read one or more of the following articles:**

			▪ (Kormos & Csizer) *A comparison of the foreign language learning motivation of Hungarian dyslexic and non-dyslexic students.* ▪ (Castro & Peck) *Learning styles & foreign language learning difficulties.* ▪ (Sparks, Ganschow & Pohlman) *Linguistic coding deficits in foreign language learners.* ▪ (Jeon) *Contribution of morphological awareness to second-language reading comprehension.*
Week # 3 2/7	▪ Learner Diversity ▪ Meaningful Literacy ▪ Teaching Reading	<u>InTASC Standards:</u> P# 1, 2, 3, 4, 5, 6, 8 & 10 <u>ACTFL Standards/CAEP Principles</u>: 1-5, A-C	▪ **Read** (Athanases) *Diverse learners, diverse texts: Exploring identity & difference through literary encounters.* ▪ **Read** (Moje) *To be part of the story: The literacy practices of gangsta adolescents.* ▪ **Read** (Vollmer) *Sociocultural perspectives on second language writing.* **Read one of the following articles:** ▪ (Lee) *Through the learners' eyes: Reconceptualizing the heritage and non-heritage learner of the less commonly taught languages.* ▪ (Sharp) *Intercultural rhetoric and reading comprehension in a second language.* **Read one of the following articles:** ▪ (Knutson) *Writing in between worlds: Reflections on language and identity from works by Nancy Huston and Leila Sebbai* ▪ (Danzak) *The interface of language: A profile analysis of bilingual adolescents and their writing* ▪ **Write: 6 Performance-based objectives: 3 for Reading and 3 for Writing**

| Week # 4 2/14 | ■ Learner Diversity ■ Sociocultural Perspectives ■ ACTFL/CAEP Standards/Principles | <u>InTASC Standards:</u> P#1, 2, 3, 4, 5, 6, 8 & 10

 <u>ACTFL Standards/CAEP Principles:</u> 2-4, A-B | ■ **Read** (Berardo) *Authentic Materials*

 ■ **Find and Summarize**: Read (1) article from the October 2008 issue of *Reading in a Foreign Language: Special Issue on Reading and Vocabulary* (Volume 20, Number 2, October 2008) that can be accessed at http://nflrc.hawaii.edu/rfl **OR** (Loucky) *Constructing a road map to more systematic and successful online reading and vocabulary acquisition.* **OR** (Schmidt, Jiang & Grabe) *The percentage of words known in a text and reading comprehension.* **OR** (Van Gelderen, Oostdam & Van Schorten) *Does foreign language writing benefit from increased lexical fluency?* **OR** (Yun) *The effects of hypertext glosses on L2 vocabulary acquisition: A meta-analysis.*

 Read the article and prepare an oral summary for the next class. Include the main points of the article and whether or not you agree or disagree with them, and why. (Hint: You may also use this article in your Reflective Statement #1)

 ■ **Reflective Statement #1 due 2/21 (next class)** |
| Week # 5 2/21 | ■ Authentic Materials ■ Reading and Vocabulary | <u>InTASC Standards:</u> P#1, 2, 3, 4, 5, 6, 8 & 10

 <u>ACTFL Standards/CAEP Principles:</u> 1 & 3, A-B | ■ **Read** (Armstrong) *Making the words roar.*

 ■ **Read** (Ren) *Can CLOZE tests really improve second language learners' reading comprehension skills?*

 ■ **Read** (Day & Park) *Developing reading comprehension questions.* |

| Week # 6
2/28 | ▪ MI Theory and Learner Diversity
▪ Teaching Reading Strategies
▪ Assessment | InTASC Standards: P#1, 2,3,4, 5, 9 & 10

ACTFL Standards/CAEP Principles: 1, 2, 3 & 5, A-C | **Choose/find FOUR technology-related articles of your interest. There is a long reference list provided in BB for you to find electronically at GMU's library through your own research; or you may quickly find any of the articles below in the library link provided in BB. Feel free to use any other article/s from peer-reviewed publications if all of these do not satisfy your interest. <u>Be ready to share what you have learned, like description and applications.</u>**
▪ (MacDonald) *A touch of class: Internet technology and second/foreign language education: Activities for the classroom teacher.*
▪ (Goodwin-Jones) *Emerging technologies: Language in action: Webquests to virtual reality.*
▪ (Goodwin-Jones) *Emerging technologies: Blogs and Wikis.*
▪ (Sun) *Extensive writing in foreign-language classrooms: A blogging approach.*
▪ (Lin & Goom) *Blog-assisted learning in the ESL writing classroom: A phenomenological analysis.*
▪ (Goodwin-Jones) *Emerging technologies: Digital video update: YouTube flash, and high definition.*
▪ (Kessler) *Student-initiated attention to form in wiki-based collaborative writing.*
▪ (Ducate, Anderson & Moreno) *Wading through wikis: An analysis of three wiki projects.*
▪ (Huang) E-reading and e-discussion: EFL learners' perception of an e-book reading program.
▪ **Create Account: Visit www.blogger.com, to create your own account**
▪ **View Wiki Presentations: Visit www.wikispaces.com, click on "Tour" and listen/watch the presentations for "Introduction", "Personalize your Wiki", and "Files and Pictures".** |

			▪ **Prepare to share your mid-term project ideas in the next class.**
Week # 7 3/7	• Technology	<u>InTASC Standard</u> : P#2,3,4, 5, 6 & 10 <u>ACTFL Standards/CAEP</u> <u>Principles</u>: 1-4, A-B	▪ **Read** (Paesani) *Exercises de style: Developing multiple competencies through writing a portfolio.* ▪ **Mid-term projects due to BB before 7:20 pm on March 21**
Week # 8 3/14 Synchronous class 3/18 @7:20			
Week # 9 3/21	▪ Alternative Forms of Assessment ▪ Authentic Writing Tasks ▪ Process/product writing	<u>InTASC Standards</u>: P#2, 3 <u>ACTFL Standards/CAEP</u> <u>Principles</u>: 1. 3. 4 & 5, A-C	▪ **Read** (Sangrene-Granville) *African Folktales: 5 Techniques.* ▪ **Write: 3 Authentic Tasks for Reading and 3 for Writing (not objectives, but real-life tasks).** ▪ **Teaching Demos: Topics #1 and #2 please prepare for next week (April 4))**
Week # 10 3/28 NO CLASS			
Week # 11 4/4 Synchronous class 4/8 @7:20	▪ Integration of Language & Literature ▪ Authentic Tasks ▪ Reading/Writing Assessment ▪ IN-CLASS TEACHING DEMONSTRATION: #1 Pre-reading strategies and #2 During-reading strategies	<u>InTASC Standards</u>: P#2, 3 <u>ACTFL Standards/CAEP</u> <u>Principles</u>: 1-5, A-C	▪ **Read** (Shen) *The role of explicit instruction in ESL/EFL reading.* ▪ **Read** (Adair-Hauck & Donato) *The PACE model: A story-based approach to meaning and form for standards-based language learning (Pages 265-275 AND 278 – 296).* ▪ **Teaching Demos: Topics #3 and #4 please prepare for next week (April 11)**
Week # 12 4/11	▪ The Role of Grammar Instruction in Teaching Writing	<u>InTASC Standards:</u> P# 1,2,3,4, 5, 9 & 10	▪ **Read and Summarize 2 articles: one about writing**

Synchronous class 4/15 @7:20	▪ Story-Based Teaching Approach ▪ IN-CLASS TEACHING DEMONSTRATION #3 Post-Reading Strategies and #4: Technology	ACTFL Standards/CAEP Principles: 1-4, A-B	**and one about reading. You may choose 1 or 2 articles from the following or find 1 or 2 articles of your choice on the subject of reading and writing in a FL/WL. The articles must come from peer-reviewed journals.** Alarcon, I. *Advanced heritage learners of Spanish: A sociolinguistic profile for pedagogical purposes.* Arnold, N. *Online extensive reading for advanced foreign language learners: An evaluation study.* Chiu, M.M. & McBride-Chang, C. *Gender, context & reading: A comparison of students in 43 countries.* Danzak, R. L. *Defining identities through multiliteracies: EL teens narrate their immigration experiences as graphic stories.* Danzak, R.L. *The integration of lexical, syntactic & discourse features in bilingual adolescents.* Danzak, R.L. *The interface of language proficiency and identity: A profile analysis of bilingual adolescents and their writing.* Gascoigne, C. *Reviewing reading: Recommendations vs. reality* Han, C. *Reading Chinese online entertainment news: Metaphor and language play.* Huang, K. *Neural strategies for reading Japanese and Chinese sentences: A cross-linguistic fMRI study of character-decoding and morphosyntax.*

			Huhtala, A. & Lehti-Eklund, H. *Writing a new self in the third place: Language students and identity formation.* Ivanic, R. & Camps, D. *I am how I sound: Voice as self-representation in L2 writing.* Jacob, E. *Reflective practice and anthropolophy in culturally diverse classrooms.* Kenner, C., Gregory, E., Mahera, R., & Al-Azami, S. *Bilingual learning for second and third generation.* Kenner, C., Al-Azami, S, Gregory, E., & Mahera, R. *Bilingual poetry: Expanding the cognitive and cultural dimensions of chidren's learning.* Lee-Thompson, L. *An investigation of reading strategies applied by American learners of Chinese as a foreign language.* Maguire, M.H. & Gravezz, B. *Speaking personalities in primary school children's L2 writing.* Muung-Jeong, H. *The construction of author voice in a second language in electronic discourse.* Saiegh-Haddad, E. & Geva, E. *Acquiring reading in two languages: An introduction to the special issue.* Sayer, P. *Demystifying language mixing: Spanglish in school.* Severino, C & Deifell, E. *Empowering L2 tutoring: A case study of a second language writer's vocabulary*

			learning
			Sparks, R.L. *If you don't know where you're going, you'll wind up somewhere else: The case of "Foreign language disability".*
			Sun, Y. *Extensive writing in foreign language classrooms: a blogging approach.*
			Trajtemberg, C & Yiakoumetti, A. *Weblogs: A tool for EFL interaction, expression and self-evaluation.*
			Weber-Feve, S. *Integrating language and literature: Teaching textual analysis with input and output activities and an input and output approach*
			Zhang, l. *Constructivist pedagogy in strategic reading instruction: Exploring pathways to learner development in the English as a second language (ESL) classroom.*
			Read the two articles and prepare an oral summary of each for the next class. Include the main points of the articles and whether or not you agree or disagree with them, and why. (Hint: You may also use these articles in your Reflective Statement #2)
			▪ **REFLECTIVE STATEMENT #2 DUE ON 4/18**
Week # 13 4/18	▪ Varied topics related to reading and writing	<u>InTASC Standards</u>: P#1,2,3,4, 5, 6, 8, 9 & 10 <u>ACTFL Standards/CAEP Principles</u>: 1-6, A-C	▪ **Read** (Byrd) *Practical tips for implementing peer editing tasks* ▪ **Read** (Murphy) *Feedback in second language writing: An introduction.*

			- **Be prepared to share your final project ideas during next class.** - **Teaching Demo Topics #5 and #6 please prepare for next class (April 28)**
Week # 14 4/25 Synchronous class 4/29 @7:20	- Peer-editing - IN CLASS TEACHING DEMONSTRATION: #5 Authentic materials and #6 Performance-based assessments	InTASC Standards: P#8 ACTFL Standards/CAEP Principles: 1-5, A-C	- **Read** (Yuan-bing) *How to motivate students in second language writing.* - **Collaborative Learning Team Task due to Blackboard before 7:20 pm, May 2nd (next class).** - **Be prepared to share your Collaborative Learning Team Task during next class.** - **Be prepared to share your final draft during next class.**
Week # 15 5/2	- Peer editing - Motivation to engage in literacy - Writers' Workshop - Share Collaborative Learning Team Task Project	InTASC Standards: P#1, 2, 5, 8, 10 ACTFL Standards/CAEP Principles: 1-5, A-C	- **Final Projects due to Blackboard before 7:20 pm, May 9** - **Be prepared to present your final project for 10-15 minutes during last class.**
Week # 16 5/9	- Final Project Showcase - Course Evaluations	InTASC Standards: P#1, 2, 5, 8, 10 ACTFL Standards/CAEP Principles: 1-6, A-D	

EDRD 620 SPRING 2029
GUIDELINES FOR REFLECTIVE STATEMENTS
10 Points (5 Points Each)
Due 2/21 and 4/18

Objectives and Tasks: *Becoming a Reflective Practitioner*

Being able to reflect critically on your own teaching and learning is no easy task. It requires you to delve beyond a simple description of what you've read or what we've discussed in class in order to analyze and synthesize what you have actually learned. To facilitate the process of becoming a reflective practitioner, you will write two reflective statements for this course. In each statement, you will connect theory to practice as you self-assess and reflect upon your own teaching and learning.

Grading: Each reflective statement must be submitted on or before the due date. Maximum points will be earned by completing the assignment according to the directions. Assignments that are not completed according to the directions will be returned with recommendations for improvement. You will have one week to re-submit the assignment for full credit/points. **Late assignments must have prior approval or they will not be considered.**

Reflective Statement #1 (1-3 pages in APA 7 Format)

DUE: February 21

How did you learn to read and write in a foreign/world language? What did you like or dislike about your experiences? Do you believe these methods were effective in helping you to develop your reading and writing skills? Why or why not? Connect your ideas to at least 2 course readings and 1 additional article that you have read on http://nflrc.hawaii.edu/rfl. Write your reflection in APA format. Include a reference page.

Reflective Statement #2 (1-3 pages in APA 7 Format)

DUE: April 18

How have your thoughts about teaching reading and writing changed during the semester? Had you previously considered the diverse cognitive, linguistic, and cultural needs of today's world language learners? Did you know about the cognitive and sociocultural processes involved with developing L2 literacy? Did you consider the role of technology and the use of authentic texts/tasks in the teaching of reading and writing? And, how do you plan to incorporate what you have learned into the design of your final project? Connect your ideas to at least 3 course readings and one additional article that you have read on the subject of reading and writing in a FL/WL. Write your reflection in APA format. Include a reference page.

EDRD 620 – SPRING 2020

Reflections

Name_____ Reflection #_____

Criteria	Exceeded	Met	Did not meet	Comments
Personal reading/ writing experiences are described and contrasted to research-based approaches to teaching reading/writing.				
Thoughts are grounded in current theory/research gleaned from readings and coursework.				
At least three reference citations are provided on separate page.				
Appropriate APA style format				

EDRD 620 SPRING 2020

GUIDELINES FOR TEACHING DEMONSTRATION

10 Points

Task:

Each pre- and in-service teacher will do an in-class teaching demonstration of a standards-based lesson that focuses on teaching reading and writing in the target language. We will be your students. *You have a maximum of 30 minutes.* You may take 5 minutes to set up your demonstration and 5 minutes to provide information about your topic/theme and any information that we will need to be your students (i.e. the age and grade level we will assume any other essential information for the lesson). *You must teach in the target language for 15 minutes*. At the end of the demonstration, the class will take 5 minutes to discuss your demonstration and provide you with feedback.

The demonstration is to be done in the target language and will focus on the teaching of reading and writing. It must align with the National and State Standards of Learning and provide evidence of the candidate's understanding of one of the course's strategies and themes related to the teaching of reading and writing.

Each individual (or pair) will create a standards-based lesson plan and a one-page handout that summarizes the course topic/theme highlighted in the demo (see the demo sign-up sheet for list of topics/themes). You are strongly encouraged to create visuals and other teacher-made instructional materials.

ACTFL/CAEP Standards/Principles 1-6, A-D

What to do:

1. You will work individually (or as a pair with the permission of the instructor) on your teaching demo. *You will have a total of 30 minutes (45 minutes for a pair). You must teach for 15 minutes in the target language. Please plan your time carefully.* You will have 5 minutes to set up your demo. If you need more time to set up your demo, you should plan to arrive to class early on the night of your demonstration to do so. The majority of your time should be spent teaching. You will have 5 minutes to provide background information about the topic/theme and any pertinent information that we will need to be your students. The class will take 5 minutes at the end of your demonstration to give you feedback and to ask questions.

2. Prepare a lesson plan (that you will copy and distribute in class) using pages 1-2 of the template provided in the syllabus. <u>After you do your demo, you must complete page 3 of the lesson plan (the reflective phase).</u> *Email the reflective phase to Instructor within 48 hours of your demo.*

3. Your demonstration will most likely include several of the course topics and themes related to the teaching of reading and writing in PK-12 world language classrooms. However, when you choose the date of your demo, you are required to focus on <u>the particular theme</u> listed on the sign-up sheet. In addition to focusing on this theme, you must prepare <u>a handout</u> about your topic/theme. The handout should include:

- Background information about the topic/theme that is based on theory and research
- How you will highlight this topic/theme in your demonstration
- A list of resources (both theoretical and practical) on your topic/theme (journal articles, books, websites, etc.) The resource list should be in APA format.

4. **BE CREATIVE!** You are strongly encouraged to make/create your own instructional materials and assessments for the lesson.

5. Try to spend less time talking about the theme and more time demonstrating it. You may decide to introduce your lesson by discussing the theme first or you may wish to immerse us in the experience and explain after the demonstration.

6. We will be your students. You may assign us whatever language level and age you wish. Keep in mind that YOUR use of the TL must be appropriate for that age and language level of your students. The use of visuals, gestures, and TPR are encouraged.

7. **Provide copies of your <u>handout</u>, your <u>lesson plan</u>, and any <u>other lesson materials</u> that you have made that you feel would be useful to your classmates and your instructor.**

<u>**EVALUATION**</u> of your teaching demonstration will be based upon the following criteria that are also listed on the grading checklist (in the syllabus):

- Target Language Proficiency

- Language Acquisition Theories & Knowledge of Students & their Needs

- Quality of Lesson Plan with Measurable & Observable Objectives

- Integration of Standards in Planning and Instruction

- Usefulness of handout on topic or theme

- Evidence of transitions between activities

- Evidence of Preparation

- Selecting and Designing of Instructional Materials: Use of Teacher-Developed Materials

- Flexibility in Response to Students

- Efficient Use of Time

- Class rapport, Creativity, Warmth, Enthusiasm

- Technology

Topics/Themes and Sign-Up Sheet
In-Class Teaching Demonstrations
EDRD 620 -- Spring 2020

April 8 – Topic / Theme #1: Pre-Reading Strategies

_____

_____

April 8 – Topic / Theme #2: During-Reading Strategies

_____

_____

Apr 15 – Topic / Theme #3: Post-Reading Strategies

_____

_____

April 15 – Topic / Theme #4: Technology-based /Multimedia

_____

_____

April 29 – Topic / Theme #5: Using Authentic Materials / Realia

_____

_____

April 29 – Topic / Theme #6: Performance-Based Assessments

_____

_____

LESSON / UNIT PLAN TEMPLATE
FOREIGN/WORLD LANGUAGES
PAGE 1

Teacher_____ **School**_____

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

Date_____ **Number of Students**_____ **Time/Period**_____

THEME / TOPIC OF LESSON / UNIT: _____

PLANNING PHASE
Performance-based Objectives—*As a result of this lesson/unit, students will be able to:*
    1.
    2.
    3.

Alignment with Standards
    National:

    State:

    Local: *(if accessible)*

Assessment of Learning
    Pre-teaching Assessment:

    On-going/Formative Assessment:

    Post-Lesson Assessment:

Materials Needed
_____
_____
_____

TEACHING PHASE
Lesson Outline
Theme or Topic:
    Warm up Activity:_____
    Reading/Writing Activity**:**_____
    Vocabulary: _____
    Grammatical structure(s): _____
    Cultural perspectives: _____

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

Presentation and Practice
Three Modes Employed
    Interpersonal Activities:

    Presentational Activities:

    Interpretive Activities:

Methods/Approaches/Strategies Used:
_____
_____
_____

CLOSURE
    Review of this lesson:

    Preview for next lesson:

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

    This lesson could be extended (in scope) by:

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

    Assessment:

    Technology:

    Homework:

    Follow-up:

LESSON / UNIT PLAN TEMPLATE
FOREIGN/WORLD LANGUAGES
PAGE 3: REFLECTION PHASE

Self-Evaluation
Learning Objectives and Assessments
1. Were the lesson objectives met? Why/How or Why/how not?
2. Formative assessment results: Were the pre and post assessments used to inform instruction? Why/How or Why/how not?

Efforts to Accommodate
What were the results of my efforts to make accommodations for the:
   Visual learners
   Auditory learners
   Kinesthetic learners
   Special needs learners
   Heritage/Native speakers
   Multiple Intelligences and learning styles

What worked well?

What didn't work well?

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

How might this lesson be improved?

One important thing I learned was:

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

For the next class:

For longer reaching goals:

_____

EDRD 620 SPRING 2020
Teaching Reading and Writing in Foreign and World Languages
Teaching Demonstration Rating Scale

Presenter(s) _____Topic/Theme_____

Date_____

5=Excellent 1=Poor	Unacceptable Minimum Evidence (1)	Unacceptable Approaches Standard (2)	Acceptable Meets Standard (3)	Target Exceeds Standard (4)	Comments
Target Language Proficiency Appropriate for age and level of learners					
Language Acquisition Theories & Knowledge of Students & their Needs Demonstrates an understanding of language acquisition and creates a linguistically & culturally rich learning environment					
Quality of Lesson Plan With Measurable and Observable Objectives					
Integration of Standards in Planning and Instruction					
Usefulness of Handout on Topic or Theme Accurate summary					
Evidence of Transitions Between Activities					
Evidence of Preparation					
Selecting and Designing of Instructional Materials: Use of Teacher-Developed Materials					

Flexibility in Response to Students				
Efficient Use of Time				
Class rapport, Creativity, Warmth, Enthusiasm				
Technology Models and facilitates effective use of current digital tools to enhance lesson design, implementation, and assessment				

Comments: _____

_____

_____

_____

_____

_____

_____

Recommendations: _____

_____

_____

_____

_____

_____

_____

George Mason University
College of Education and Human Development

Lesson Planning Assessment

Assessment Information

In the _____ program, the Lesson Planning Assessment is completed during _____ and is assessed by _____. The candidate must earn a score of 2 to be successful on this assignment. If a candidate does not earn a 3 on the assignment, he/she must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify both best practices and gaps in developing and assessing a specific lesson plan and the impact on student learning.

Standards Addressed in This Assessment

Interstate Teacher Assessment and Support Consortium (InTASC) Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9
Virginia Department of Education (VDOE) Standards: 1, 2, 3, 4, 5, 7
Council for the Accreditation of Educator Preparation (CAEP) Standards: 1.1 (InTASC Standards), 1.2 (Use of Research), 1.3 (Content and Pedagogical Knowledge), 1.4 (College and Career Readiness), 1.5 (Technology)
CAEP Cross-Cutting Themes (CCT): Technology   Diversity

Assessment Objective

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

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 backgrounds, their 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?* (Consider informal and formal assessments, formative and summative assessments, 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 Standards of Learning (SOL) and Aligned Standards of Learning (ASOL), and 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, transitions, and use of technology.

- Identify the strengths and needs of all learners.

- Identify adaptations/modifications/extensions needed to meet learner needs.

- Determine "best practices" and learning strategies aligned to the learning objectives/goals/outcomes.

- Identify learning resources and support materials, including technology.

Directions for Completing this Assessment Task

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

Submission Directions

You will submit a detailed lesson plan (using the Lesson Plan Template) that addresses each of the sections described below.

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. In this section, you will provide basic information about your learners and the classroom—including academic and

cultural backgrounds and prior knowledge, and any assessments that will guide your planning. Make certain to address how your knowledge of your learners will affect your planning. (½–1 page)

Section 2: Planning for Instruction

Before you teach a lesson, you must decide the learning objectives/goals/outcomes and connection to Virginia Standards of Learning (SOL) and Aligned Standards of Learning (ASOL), and/or College- and Career-Ready standards you will use and why you have selected these objectives and specific strategies to teach the lesson to your specific group of learners. You make these decisions based upon learner needs, current research, 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—using both formative and summative assessments throughout the lesson. Virginia Standards of Learning (SOL) and Aligned Standards of Learning (ASOL), and/or College- and Career-ready skills, and any content specific objectives should be included in lesson plans. (1–2 pages)

Section 3: Instruction and Assessment

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 that 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: Impact on Learning

John Dewey noted that without reflection, there is no learning. In this section, reflect upon the lesson and consider whether your learners were able to meet the learning objectives/goals/outcomes for the lesson (Dewey, 1933). 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? (That is, 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; whether there was an appropriate match between the assessment of learning and learning objectives; coherence of writing, and mechanics. Additionally, plans should include the Virginia Standards of Learning (SOL), Aligned Standards of Learning (ASOL), College- and Career-Ready skills, and other content specific objectives.

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

Lesson Plan Template

Section 1. Classroom Context

Grade level: **Number of students:**
Content Area: **Name of Unit:**
Lesson planned for _____ minutes
Circle when this lesson occurs in the unit: _ beginning middle __end

Narrative including any additional contextual information that will impact planning:

Section 2. Planning for Instruction

Performance-based Objective(s)

National content standards and VA Standards of Learning (SOL)/Career- and College- Ready Standard

Lesson Rationale (What research base did you use to make instructional decisions? Why have you selected these objectives and these specific strategies?)

Differentiation and Accommodations

Materials/Technology

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

Section 3. Instruction and Assessment

Instruction Context: describe purpose of the lesson

Lesson Procedures: detail the sequence of the lesson, including the Opening/Strategies/Assessments/Closure activities. (The reader should be able to teach the lesson from this plan.)

Assessments: include explanation of assessment choices (formal/informal and formative/summative assessments) and alignment of assessments to lesson objectives.

Section 4. Reflection: Impact on Student Learning

Narrative reflection on the lesson and the impact on student learning. Include any changes you would make to the lesson based upon your reflection.

George Mason University
College of Education and Human Development

Council for the Accreditation of Educator Preparation Common Assessment

Lesson Plan Rubric

The target score for all Candidates is "Proficient," Level 2. The Candidate must earn a score of 2 to be successful on this assignment. If a Candidate does not earn a 2 on the assignment, he/she must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify both best practice and gaps in developing and assessing a specific lesson plan and its impact on student learning.

GENERAL SCORING GUIDELINES

3 = *Highly Proficient:* rich, sophisticated, exemplary in all aspects of quality (including both mechanics of writing and clarity/insightfulness of thinking), thoroughly accurate and developed, exceeds expectations for a Candidate at this stage of development, integrates thorough understanding of relevant professional literature/research.

2 = *Proficient:* well developed, good quality (may include very few errors in mechanics, and shows clarity of thinking), fully meets expectations for a Candidate at this stage of development, shows understanding of relevant professional literature/research. **This is the TARGET score.**

1 = *Not Proficient:* superficially developed, minimally acceptable quality (Written work/plans may include a few errors in mechanics and inconsistent clarity in thinking), lags behind expectations for most Candidates at this stage of development. May show beginning/weak understanding of the relevant professional literature/research.

Lesson Plan Rubric

Section 1: Classroom Context			
Criteria	**Not Proficient 1**	**Proficient 2**	**Highly Proficient 3**
The Candidate identifies individual and group prerequisites in order to design instruction to meet learners' needs in the cognitive, linguistic, social, emotional, and physical areas of development.	◯ The evidence indicates that the Candidate demonstrated a partial understanding of learners' developmental levels, planning instruction that	◯ The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels by planning varied instruction	◯ The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for

InTASC 1 VDOE 1 CAEP 1.1 CAEP CCT: Diversity	aligned to the developmental levels of some (but not all) of the learners.	appropriate to support learning goals, actively engaging learners in learning that aligned with overall subsets of learner's developmental levels.	learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom.

Section 2: Planning for Instruction

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
The Candidate identifies performance-based objectives and/or appropriate curriculum goals/outcomes that are relevant to learners. *InTASC 7 VDOE 2 CAEP 1.1 CAEP 1.2 CAEP CCT: Diversity*	◯ The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with standards and/or use of prior knowledge.	◯ The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives that used appropriate scaffolds and differentiation that address learner needs to build on prior knowledge.	◯ The evidence indicates that the Candidate planned challenging activities using learner appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that aligned with multiple standards, including College- and Career-Ready Skills, clearly connects to the range of previous and future learning.
The Candidate identifies national/state/local standards that align with objectives, are appropriate for curriculum goals, and are relevant to learners. *InTASC 7 VDOE 2 CAEP 1.1 CAEP 1.2* **CAEP CCT: Diversity**	◯ The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with national/state/local standards that are aligned with appropriate for curriculum goals.	◯ The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives closely aligned with national/state/local standards address learner needs, build on prior knowledge and used instructional strategies, including College- and Career-Ready Skills, and connects to future learning.	◯ The evidence indicates that the Candidate planned challenging activities using learner appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that aligned with multiple standards, including College- and Career-Ready Skills, clearly connects to the range of future learning.

The Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery. **InTASC 4** **VDOE 1** **CAEP 1.1** **CAEP 1.3**	◯ The evidence indicates that the Candidate demonstrated knowledge of the content using explanations that were not always accurate and clear.	◯ The evidence indicates that the Candidate displayed knowledge of the important content in the discipline by using content-related strategies that clearly identify how concepts related to one another, using developmentally appropriate terminology/ language to build an understanding of content for all learners.	◯ The evidence indicates that the Candidate displayed extensive knowledge of the important concepts in the discipline by using multiple representations, multiple formats, and appropriate content-related strategies and developmentally appropriate terminology/language, including varied levels of questioning, a wide variety of opportunities to build a higher-level of understanding of content for all learners.
Criteria	**Not Proficient** **1**	**Proficient** **2**	**Highly Proficient** **3**
The Candidate organizes and creates face-to-face and/or virtual environments that support individual and collaborative learning. **InTASC 3** **VDOE 5** **CAEP 1.1** **CAEP 1.4** **CAEP 1.5** **CAEP CCT:** **Technology**	◯ The evidence indicates that the Candidate transitions inefficiently between learning activities with some loss of instructional time, monitoring and responding to learner behavior (both positive and negative) in a way. that is inconsistent, inappropriate and/or ineffective for meeting classroom and individual learner needs, including in virtual environments.	◯ The evidence indicates that the Candidate transitions efficiently and smoothly between learning activities with minimal loss of instructional time, using varied learning situations that includes monitoring and responding to learner behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual learner needs; including in virtual environments.	◯ The evidence indicates that the Candidate demonstrates respect for and interest in individual learner's experiences, thoughts and opinions and uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners, including in virtual environments.
The Candidate uses appropriate technology to engage learners and to assess and address learner needs. **InTASC 6** **VDOE 4** **CAEP 1.1** **CAEP 1.5**	◯ The evidence indicates that the Candidate is inconsistent, inappropriate and/or ineffective in using appropriate technologies for meeting classroom and individual learner needs.	◯ The evidence indicates that the Candidate uses appropriate technology in a way that is consistent, appropriate and effective for meeting classroom and individual learner	◯ The evidence indicates that the Candidate uses appropriate technology effectively, maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners.

		needs.	
CAEP CCT: **Technology** *CAEP CCT:* **Diversity**			
The Candidate facilitates learners' use of appropriate tools and resources to maximize content learning in varied contexts. *InTASC 5* *VDOE 2* **CAEP 1.1** **CAEP 1.4** **CAEP 1.5** *CAEP CCT:* **Technology**	◯ The evidence indicates that the Candidate implemented teacher-directed lessons with limited use of tools appropriate for the content being learned.	◯ The evidence indicates that the Candidate used a variety of appropriate tools to explore content that includes learner-led learning activities including cross-curricular learning opportunities, with clear connections between content and other disciplines.	◯ The evidence indicates that the Candidate used collaborative problem solving as a way to explore content with the majority of instruction being learner-led learning activities including real-world and cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking.
Criteria	**Not Proficient** **1**	**Proficient** **2**	**Highly Proficient** **3**
The Candidate plans how to achieve learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners. *InTASC 2* *VDOE 2* **CAEP 1.1** **CAEP CCT: Diversity**	◯ The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable goals aligned to the developmental levels of some (but not all) of the learners; instruction was inappropriate and/or inaccessible for groups of learners.	◯ The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable goals that used appropriate scaffolds and differentiation that aligned with overall subsets of learner's developmental levels making learning accessible and challenging for the classroom.	◯ The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom.
The Candidate plans instruction based on pre-assessment data, prior knowledge, and skills. *InTASC 7* *VDOE 2*	◯ The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable	◯ The evidence indicates that the Candidate planned challenging activities using learner-appropriate and	◯ The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives with appropriate scaffolds and differentiation that address

CAEP 1.1	objectives aligned with pre-assessment data and/or use of prior knowledge.	measurable objectives that address learner needs to build on prior knowledge aligned with pre-assessment data and/or use of prior knowledge.	individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that aligned with pre-assessment data and/or use of prior knowledge.

Section 3: Instruction and Assessment			
Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
The Candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill. *InTASC 8 VDOE 2 CAEP 1.1*	◯ The evidence indicates that the Candidate used limited instructional strategies that did not allow for differentiated learning experiences and/or did not provide multiple ways to demonstrate learning.	◯ The evidence indicates that the Candidate used a variety of instructional strategies to engage and challenge learners in differentiated learning situations.	◯ The evidence indicates that the Candidate used a variety of instructional strategies to engage and challenge learners in differentiate learning situations allowing all learners to take ownership of their learning.
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. *InTASC 8 VDOE 3 CAEP 1.1*	◯ The evidence indicates that the Candidate used limited instructional strategies that did not allow for differentiated learning situations and/or did not engage and challenge learners.	◯ The evidence indicates that the Candidate used a variety of instructional strategies to engage and challenge learners in differentiated learning situations allowing learners to have ownership of their learning.	◯ The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate, available technologies, to engage and challenge learners in differentiate learning situations allowing all learners to have ownership of their learning.
The Candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. *InTASC 6 VDOE 4 CAEP 1.1*	◯ The evidence indicates that the Candidate provided limited opportunities for learners to demonstrate learning and did not have opportunities of feedback or analysis of learner data to inform future instruction.	◯ The evidence indicates that the Candidate provided effective feedback to learners on multiple instances of formative, summative, informal, and/or formal assessments and analyzed data to inform instruction.	◯ The evidence indicates that the Candidate provided multiple opportunities for learners to demonstrate learning by using formative, summative, informal, and/or formal assessments. Assessments were differentiated to match a full rating of learner needs and abilities.

Section 4: Reflection: Impact on Learning			
Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
The Candidate uses a variety of self-assessment and reflection strategies to analyze and reflect on his/her impact on student learning and to plan for future instruction/ adaptations. *InTASC 9* *VDOE 7* *CAEP 1.1*	◯ The evidence indicates that the Candidate did not participate in professional development; participated in professional development not relevant to personal needs identified through ethical and responsible self-reflection to plan for future instruction/ adaptations, and personal learning goals.	◯ The evidence indicates that the Candidate used self-reflection to identify professional development opportunities relevant to learning needs and applied activities in their teaching in an ethical and responsible manner to plan for future instruction/ adaptations, and personal learning goals.	◯ The evidence indicates that the Candidate consistently used self-reflection to identify professional development opportunities relevant to improving teaching and learning for specific groups of learners and successfully made systematic application of activities in their teaching in an ethical and responsible manner to plan for future instruction/ adaptations, and personal learning goals.

FACULTY USE ONLY	
	Candidate was not evaluated due to extenuating circumstances that impeded th completion of this assessment.

Some content adapted from the STAR Evaluation developed by Emporia State.

EDRD 620: SPRING 2020
GUIDELINES FOR MID-TERM PROJECT
Due March 21
20 Points

Resources for Teaching Reading and Writing in Foreign/World Languages

Option A: Reading Library
Objectives:
1. To identify and evaluate materials and resources from --print, software, and the Internet– for teaching reading and writing in foreign/world language classrooms.
2. To search for materials of particular interest to you in the areas of teaching reading and writing in order to gain a greater appreciation for the breadth and depth of available resources and how they reflect current practices and research.

Task:
To create a library of materials for increasing the reading comprehension and writing proficiency of a particular student population, specific to age, grade, and level of language being studied. Latin teachers are required to select literary masterpieces in order to make connections to their historical and social context of the society.

1. Choose <u>one</u> of the following <u>grade/language levels</u> that interests you:
   - Elementary FLES or Immersion (Grades 3-6)
   - Middle School Level 1 or Immersion (Grades 6-8)
   - High School Levels 1-5, AP, IB (Grades 9-12)
2. Identify five (**5**) resources for your library. You may consider both fiction and non-fiction print and electronic materials. Make sure you have a balanced distribution across print materials (books, articles, etc…), computer software, and Internet web sites. These may include (but not be limited to) the field of education or foreign language education. *<u>Look for resources that represent various target language cultures.</u>* For example, you may use fables or traditional short stories as well as pop culture in authentic texts in magazines or electronic publications that are intended for native speakers. The goal is to find materials that can help you increase the reading and writing abilities of the students in the grade and language level you selected.
3. Examine the resources as to their effectiveness and appropriateness in terms of content, language, language level, culture(s), and student interest potential.
4. **Prepare a written report that is 6-page minimum/10-page maximum, double-spaced, 12pt font, in APA format.** Begin with an <u>introductory section</u> that describes the specific purpose of your resource search. For example:
   - For which grade or level was the library intended?
   - What were the primary goals and/or objectives for assembling this library?
   - How does your library consider the various cultures where the target language is spoken?

In the <u>body of your paper</u>, include the title of the reading resource as a subheading for your review. In your review, include:
   - How each reading resource will appeal to the age, language level, and potential interest of the students
   - How it will contribute to a student's understanding of target language culture(s)
   - How it will help students to develop their reading and writing skills in the target language

The <u>final section</u> of your paper should be *a reflective summary* that synthesizes what you have learned from this assignment. In your summary, discuss the impact that this project has had on how you plan to teach reading and writing in your own classroom.

5. Using APA format, cite **at least 5 assigned readings from the syllabus** to support your evaluation of the resources.
6. Attach sample pages from the resources that provide evidence for your evaluation.
7. Include a **reference page in APA format** of assigned readings to which you referred in your report as well as a complete list of materials reviewed.
8. **Submit your project on BB no later than 7:20 pm on March 21.**

Option B: Technology Project
Using Technology to Enhance the Teaching of Reading and Writing in the Foreign/World Language Classroom

Task: Create a never-before-used multimedia, interactive technology project that facilitates the teaching of reading and/or wring in the foreign/world language classroom setting. PowerPoint, Flash, WebQuest, Blog, Wiki or other technology-based project for teaching reading and writing in foreign/world languages.

1. **Design and create an original, never-before-used** WebQuest, Blog, Wiki, or other type of technology-based project on a course outline topic of your choice and apply it to a teaching reading and/or writing in the foreign/world language classroom setting. The purpose of the project is to highlight course topics/themes and inform teachers about their implications for teaching reading and writing. For example, you may create a WebQuest and then show how the use of performance-based assessments and/or technology can enhance the teaching of reading and writing in the target language.
2. *Look to include authentic texts from target language cultures* as you design your project. You may decide to use a fable, short story or current topic(s) in pop culture found in magazines or electronic publications.
3. **Write a short introduction (2-3 pages in APA format)** for your project that describes the student population and their needs (age, grade, and language level) and how your project will meet the needs of this specific population of language learners as well as to show how what you have created will help them improve their reading and writing skills in the target language. Make reference to at least (3) of the course readings to support what you have created. Provide a reference list (in APA format) at the end of your introduction.
4. **Prepare an informative user-guide** that will help a novice teacher use your project. Your guide may be a PowerPoint, a detailed list of steps, or it may be in the form of a lesson/unit plan (following the lesson/unit plan template in the syllabus).
5. **Submit your project on BB no later than 7:20 pm on March 21.**

Analytic Scoring Rubric – Mid Term Project Option A
Reading Library
EDRD 620 – Spring 2020

Student name: _____   Score:_____

Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Meets Expectations Adequately. Clear Evidence	Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
23-25 points A	19-22 points B	16-18 points C	13-15 point F
Fulfillment of task			
Clearly and concisely identifies and critiques PreK-12 curriculum materials and resources for teaching reading and writing in world languages	Identifies and critiques PreK-12 curriculum materials and resources for teaching reading and writing in world languages	Partially identifies and critiques PreK-12 curriculum materials and resources for teaching reading and writing in world languages	Does not identify and/or critique PreK-12 curriculum materials and resources for teaching reading and writing in world languages
Completion of task requirements			
Selects 5 sources that represent a wide variety of print, software, and internet materials Writes a minimum 6-page analysis that includes the purpose and goals of library and makes reference to (5) or more course readings using APA format Includes sample pages from each source that support evaluation	Selects 5 sources of materials that may not represent a wide variety of print, software, and internet materials Writes a 6-page analysis that may partially include the purpose and/or goals of the library and makes reference to (5) course readings with few errors in APA format Includes one sample page from each source that supports evaluation	Selects less than 5 sources of materials that may not represent a wide variety of print, software, and internet materials Writes less than a 6-page analysis that may not include the purpose and/or goals of the library and/or makes reference to less than (5) course readings with many errors in APA Does not include one page from each source or pages may not support evaluation	Does not select 5 sources of materials Does not write 6-page analysis of findings and/or does not make reference to course readings in APA format Does not include one page from each source that supports evaluation
Appropriateness and usefulness of materials selected			
Clearly identifies age, grade, language level appropriateness States usefulness and limitations of each resource with respect to student population Materials clearly represent various target cultures	Partially identifies age, grade and language level appropriateness States usefulness and limitations of most resources with respect to student population Materials partially represent target cultures	Identifies only age, grade or language level appropriateness States partial usefulness and/or limitations of most resources with respect to student population Materials represent one target culture	Does not identify any age, grade or language level appropriateness Does not state usefulness and limitations of any resources with respect to student population Materials do not represent target language cultures
Analysis			
Provides a reflective summary that clearly and concisely synthesizes what was learned	Provides a reflective summary that partially synthesizes what was learned	Provides a summary that is not reflective and does not synthesize what was learned	Does not provide a summary.

See reverse side for comments and feedback

Analytic Scoring Rubric – Mid Term Project Option B
Technology Project
EDRD 620– Spring 2020

Student name:_____   Score:_____

Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Meets Expectations Adequately. Clear Evidence	Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
23-25 points A	19-22 points B	16-18 points C	13-15 point F
Fulfillment of task			
Prepares an original technology-based project that applies to reading and writing in world languages and includes a clear and concise introduction and user-guide	Prepares an original technology-based project that applies to reading and writing in world languages and includes an introduction and user-guide	Prepares an original technology-based project that may not apply to reading and writing in world languages, or may have partial introduction and/or user-guide	Does not prepare an original technology-based project that applies to reading and writing in world languages and/or does not complete an introduction and user-guide
Completion of task requirements			
Creates a project for teaching reading and writing based on course topic(s) Provides an introduction that describes the teacher/student population and their needs and makes reference to (3) or more course readings in APA format Includes materials that represent various target cultures Prepares a clear and concise printed guide of the project to help a novice teacher use it	Creates a project for teaching reading and writing that is partially based on course topic(s) Provides an introduction that partially describes the teacher/student population and their needs and/or makes reference to (3) course readings with few errors in APA format Includes materials that partially represent target cultures Prepares a printed guide of the project to help a novice teacher use it	Creates a project that may not apply to reading and writing and/or may not be based on course topic(s) Provides an introduction that partially describes the teacher/ student population and their needs and/or makes reference to less than (4) course readings. May have many errors in APA format Includes materials from only one target culture Prepares a partial printed guide of the project to help a novice teacher use it	Does not create a project for teaching reading and writing and/or is not based on course topic(s) Does not provide an introduction that describes the teacher/student population and their needs and/or does not make reference to course readings in APA format Does not include materials from target cultures Does not prepare a printed guide of the project to help a novice use it
Appropriateness and usefulness of materials developed			
Content and technology appropriate for chosen student population	Content and/or technology is mostly appropriate for chosen student population	Content and/or technology is partially appropriate for chosen student population	Content and/or technology not appropriate for chosen student population
Analysis			
Introduction states how project meets diverse needs of selected student population and includes clear supporting references	Introduction states how project meets diverse needs of selected student population with some supporting references	Introduction partially states how project meets diverse needs of selected student population and/or may lack references	Introduction does not state how project meets the diverse needs of selected student population. Does not include references.

See reverse side for comments and feedback

EDRD 620 GUIDELINES FOR FINAL PROJECT
Due May 9
25 Points

Performance-Based Assessment for ACTFL/CAEP Assessment # 2
Assessment Project: Content Knowledge in the Target Language

Description of Assessment (Critical Analysis in the Target Language of Literary and Cultural Sources) and Its Use in the Program

Critical Analysis of Literary and Cultural Sources is the culminating project for the methods course, EDRD 620, *Teaching Reading and Writing in Foreign/World Languages.* It is a graduate level three-credit course. The Critical Analysis in the Target Language of Literary and Cultural Sources is an assessment of the candidate's ability to successfully write in the target language with demonstrated proficiency as well as an understanding of integrating the SFLL and SOLs into language instruction; demonstrate that they understand the connections among the perspectives of a culture and its practices and products; recognize the value and role of literary and cultural texts and use them in planning instruction; and integrate knowledge of other disciplines into foreign language instruction. Candidates develop in the target language an annotated list of websites and authentic sources such as videos, literary texts, cultural, or multimedia resources.

This assessment connects theory to practice in the application of course topics that address Pre-reading/writing strategies (K-W-L, Anticipation Guide, SQ3R, Graphic Organizers); During-reading strategies (Predicting, Drawing pictures, Skipping unknown words); and Post-reading/writing Strategies (Reading Response Logs, Anticipation Guides, Semantic Mapping, Think Aloud, Read Aloud, Echo Reading, Guided Reading, Silent Sustained Reading). Create two standards-based (VA SOLs and 5Cs) lesson plans in the target language (one elementary and one secondary) incorporating these authentic resources. Lesson plans must follow the required GMU elementary and secondary lesson plan templates with no fewer than three tasks (activities) for each level. Plans must demonstrate the integration of culture and content from one other content discipline. Samples of Interpretive, Presentational, and Interpersonal modes of communication must be included. Candidate-made tasks (activities), worksheets, and at least one technology-based application are required.

Objectives of Critical Analysis in the Target Language of Literary and Cultural Sources
This signature performance assessment's objectives require Foreign Language licensure candidates to:

PROCEDURE FOR CANDIDATES (Parts 1 and 3 below are written in target language with English translation. English translation is not required if target language is Spanish)

1. In the target language create an annotated critical analysis of no fewer than **five** websites or *authentic* sources such as videos, literary texts, books, games, cultural topics, or multimedia/digital resources that can be adapted for teaching today's foreign/world language learners.

2. Use these resources along with the lesson plan templates provided in the syllabus to create two lesson plans - for one day at an elementary <u>and</u> one day at a secondary school setting.
3. In the <u>target language</u> provide a written text scenario in the target language 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 these lesson plans fit in with the school district's curriculum or within a larger standards-based unit plan.
4. The plans must include national (5Cs) and state standards (SOLs).
5. Choose one theme or topic for each grade level. Include this in the title.
6. Define the program model, i.e., Advanced Placement, Immersion, Foreign Language in the Elementary School, etc.
7. Plans must demonstrate the integration of culture and content from one other content discipline.
8. Activities must include samples of Interpretive, Presentational, and Interpersonal modes of communication and include evidence of pre-reading/writing; during-reading/writing, and post-reading/writing strategies.
9. Candidate-made tasks (activities), worksheets, and at least one technology-based application per lesson plan (total of at least two).

Alignment with ACTFLCAEP Standards, Explanation, and Description
Spring 2020

Points	ACTFL Standard/ CAEP Principle		Explanation/Description
	1-2, B	Annotated Critical Analysis in Target Language	• <u>In the target language</u> provides an annotated critical analysis of literary and cultural sources with a wide selection of age, level, and grade appropriate literary and cultural sources.
	1-2, B	Scenario, Context, Title in Target Language	• <u>In the target language</u> one paragraph scenario describing the setting • Target language, grade, level, program model (FLES, FLEX, Immersion, etc.), time (minutes/day, days/week) • Theme/Title/Topic of each lesson
	1, B	Written Target Language Proficiency	• Target language writing meets or exceeds the ACTFL WPT requirements for Advanced Low
	2-6, A-D	Lesson Plans and Standards	Create two lesson plans (one elementary and one secondary). Virginia Standards of Learning (SOLs) and ACTFL Standards for the two lesson plans. Each plan will list national and state standards. The plans must include integration of the 3 communicative modes: interpersonal, interpretive, and presentational. The plans must include the following: • Integration of cultural products, practices, and perspectives (Standard 2.a., 4.b.) • Objectives must be stated in behavioral terms and measurable • At least one technology application per lesson plan • Evidence of authentic literary and cultural texts • Incorporation of pre, during, and post reading strategies • Integration of another content area (Standard 2.c.)
	1-5, A-C	Materials	Include instructional materials that <u>you</u> created for the plans: • Adaptation of authentic materials (literary and/or media texts) • At least one technology application for each lesson plan

EDRD 620
Critical Analysis in the Target Language of Literary and Cultural Sources
ACTFL/CAEP Assessment 2
MUST BE UPDATED TO BLACKBOARD TK20
[Required for Portfolio]

Requirement + ACTFL/CAEP Standard	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
Annotated Critical Analysis of Literary and Cultural Sources in <u>**Target Language**</u> **(2c)** Principle B: Content Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines "Demonstrate understanding of texts on literary and cultural themes"	Candidate does not demonstrate an understanding of texts on literary and cultural themes. Candidate does not provide an annotated critical analysis of literary and cultural sources in the target language.	Candidate demonstrates a limited understanding of texts on literary and cultural themes. Candidate provides an annotated critical analysis of literary and cultural sources in the target language but does not include age appropriate literary and cultural sources.	Candidate demonstrates an understanding of texts on literary and cultural themes. Candidate provides an annotated critical analysis of literary and cultural sources in the target language with a selection of age and grade appropriate literary and cultural sources.	Candidate demonstrates a broad understanding of texts on literary and cultural themes. Candidate provides an annotated critical analysis of literary and cultural sources in <u>the target language</u> with a wide selection of age, level, and grade appropriate literary and cultural sources. Candidate compares and contrasts literary and cultural traditions in the target culture with those of other cultures.
Scenario, Context, Title in Target Language (1b) Principle B: Content Standard 1: Language Proficiency "Interpret oral, printed, and videotexts by demonstrating both literal and figurative or symbolic comprehension"	Candidate does not describe the scenario, context, and title in the target language. Candidate does not follow any of the format requirements. Candidate does not demonstrate literal, figurative, or symbolic comprehension of the target language.	Candidate describes scenario and title but not the context in the target language. Candidate follows some of the format requirements. Candidate demonstrates limited literal, figurative, or symbolic comprehension of the target language.	Candidate describes scenario, title, and the context in the target language. Candidate follows the format requirements. Candidate demonstrates literal, figurative, or symbolic comprehension of the target language.	Candidate describes all the required elements. Candidate demonstrates exceptional organization, accuracy, and proficiency in <u>the target language.</u> Candidate follows the format requirements. Candidate demonstrates literal, figurative, or symbolic comprehension of the target language.
Written Target Language Proficiency (1c) Principle B: Content Standard 1: Language Proficiency "Present oral and written information to audiences of listeners or readers, using language at a minimum level of "Advanced Low"	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.
Lesson Plans and Standards (4b) Principle A: The Learner and Learning	Candidate does not demonstrate knowledge and skills to integrate the goal areas of national and/or state standards for	Candidate demonstrates limited or partial knowledge and skills to integrate the goal areas of national and/or state	Candidate demonstrates the knowledge and skills to integrate the goal areas of national and/or state standards	Candidate demonstrates strong understanding of knowledge and skills needed to integrate the goal areas of national and/or state standards for the plans. These

Standard 4: Integration of Standards in Planning and Instruction "Integrate the goal areas of the national standards and their state standards in their classroom practice."	the plans. The plans lack the 5Cs and 3 modes.	standards for the plans. The plans lack several of the 5Cs and/or 3 modes.	for the plans. The plans include some of the 5Cs and all 3 modes.	then are the focus of all classroom activities. The plans include all 5Cs and all 3 modes.

Student Name: _____ **Final Score:** _____

Comments:

Analytic Scoring Rubric
Preparation and Participation
EDRD 620– Spring 2020

Student:_____   Score:_____

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
15-14 points A	13-12 points B	11 points C	10-0 points F
Class Attendance			
Attends all classes or misses (1) class. Arrives on time and stays for the entire class. Brings course materials to every class	Misses (2) classes *or* Misses (1) class and arrives late and/or leaves early (3) times Brings course materials to most classes	Misses (3) classes *or* Misses (2) classes and arrives late and/or leaves early (3) times Brings course materials to few classes	Misses more than (3) classes. Does not bring course materials to class
Homework			
Completes all reading and writing assignments on time	Completes most reading and writing assignments on time	Completes few reading and writing assignments on time	Does not complete reading and writing assignments on time
Participation			
Meaningfully engages in all class discussions	Engages in class discussions	Rarely engages in class discussion	Does not engage in class discussions
Actively participates in all class activities	Participates in most class activities	Rarely participates in class activities	Does not participate in class activities
Consistently provides constructive feedback to class members	Provides some constructive feedback to class members	Rarely provides constructive feedback to class members	Does not provide constructive feedback to class members

Comments/Feedback:

EDRD 620 Spring 2020
Needs Assessment Survey

The purpose of this needs assessment is to determine what you already know about our course topics, what you would like to know by the end of this course, and how the instructor can best help you achieve your learning goals for EDRD 620.

1. **Please provide the following personal information:**

   a. Name:_____

   b. Language(s) you speak: _____

   c. Are you currently teaching a language? Yes _____   No _____   (If yes, where do you teach? What language(s), grades, and levels do you teach?)

   _____

2. **Please rate the following items according to the chart:**

4 = Very familiar I know *more* than basic descriptions.	3 = Familiar I know basic descriptions.	2 = Somewhat Familiar I have heard of them but I still need to learn the basics.	1 = Not Familiar I have never heard of them before

Course Topic:	**Your Rating**
1. Standards for Foreign Language Learning (the 5Cs)	____
2. The 3 Communicative Modes	____
3. Diverse Needs of Language Learners	____
4. Reading Strategies	____
5. Writing Strategies	____
6. Authentic Materials	____
7. Authentic Tasks	____
8. Manipulatives	
9. Performance-based Assessments	____
10. Please rate the following technologies:	
a. Blogs	____
b. Wikis (such as Wikipedia)	____
c. WebQuests	____
d. Web authoring software - Dreamweaver, Kompozer	____

3. **What are your goals for this course? Please use the reverse side.**

Materials Release Form for
EDRD 620
Spring 2020
Dr. Marjorie Hall Haley / Dr. Sarah Eqab

In this course, I will be electronically collecting and storing work samples of your projects and/or papers as performance evidence for program accreditation, which is conducted every seven years by the Council for the Accreditation of Educator Preparation (CAEP) 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 materials produced to
   (Please print your name)

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) Email address _____