

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
SCHOOL OF EDUCATION**

Teaching Culturally, Linguistically Diverse & Exceptional Learners Programs

EDRD 620.DL1– Teaching Reading and Writing in Foreign/World Languages
3 Credits, Spring, 2023
Asynchronous-Online
January 23 to May 12, 2023

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 an 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 23, 2023.

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. Content will be uploaded on Blackboard weekly. Each week will include a learning module that will consist of interactive slides, a discussion board question or other activity, and supplemental 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

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

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** – posted on Bb
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, VIA, hard copy).

Course Assignments, Requirements & Performance Evaluation Weighting:

Students in EDRD 620 are expected to:

1. Actively participate during large and small group discussions and activities.

2. Be prepared to complete 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**. 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:

<i>Assignment Description</i>	<i>Grade %</i>	<i>Standards Addressed</i>
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) (#1- due 2/24/32 and #2- due 4/14/23)	10% (10 pts.)	ACTFL/CAEP Standards/Principles 3,5-6, A, C
Mid-Term Project (due 3/24/23)	30% (30 pts.)	ACTFL/CAEP Standards/Principles 2-5, A-C
Field Experience – Lesson Planning (Common Assessment)	20% (20 pts.)	InTASC 10(b), 10(f), 9(c), 7(j) 6(a-c), 9(e), 10(a)
Final Project (due 5/12/23)	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.

VIA 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 VIA 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 VIA through Blackboard. Failure to submit the assessments to VIA (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 VIA 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

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

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.

Field Experience Record and Evaluation

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 is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 15 hours per course (e.g., two courses require 30 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

***TCLDEL Fieldwork Log of Hours and Evaluation Form must be uploaded to VIA.** The form is located on Blackboard in your TCLDEL organization site in the “Fieldwork” page and at the end of the syllabus.

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 2023 requests on January 24, 2023 and close on February 15, 2023.
- 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 not 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.

New items:

- When using the FERF, students should enter all 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 (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 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.

TCLDEL Fieldwork Log of Hours and Evaluation Assessment

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates 15 hours of fieldwork completed, with a teacher-mentor or supervisor signature.	Complete	Not Complete

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

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.*

Course Withdrawal with Dean Approval

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

Online Participation/Attendance Policy

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

Incomplete (IN)

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

discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

PROFESSIONAL DISPOSITIONS

See <https://cehd.gmu.edu/students/policies-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 VIA should be directed to VIAhelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
- **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student

Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

- For 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/>.

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 1/23	<ul style="list-style-type: none"> ▪ Personal Language Learning Experiences ▪ Standards for Foreign Language Learning ▪ View/Review: “Standards and the 5Cs” 	<p><u>InTASC Standards:</u> Principles #1, 4, 7, 9 & 8</p> <p><u>ACTFL Standards/CAEP Principles:</u> 2-4, A-B</p>	<ul style="list-style-type: none"> ▪ Obtain/Access: All *required* course materials including BlackBoard ▪ Read (Arens & Swaffer) <i>Reading goals and the standards for foreign language learning.</i> ▪ Review: VA State Standards; Read the “Introduction” and become familiar with the four levels for your language (Web Link BB) ▪ Read (Ferguson) <i>Breathing life into foreign language reading.</i> ▪ Read (Ridgway) <i>Literacy and foreign language reading.</i> ▪ Read (Bamford & Day) <i>Teaching reading.</i>
Week # 2 1/30	<ul style="list-style-type: none"> ▪ Standards for Foreign Language Learning ▪ Teaching Reading and Writing 	<p><u>InTASC Standards:</u> P #1, 2, 3, 4,5, 7, 8, 9 & 10</p> <p><u>ACTFL Standards/CAEP Principles:</u>1-4, A-B</p>	<ul style="list-style-type: none"> ▪ Read (Barnett) <i>Teaching reading.</i> ▪ Read (Barnett & Jarvis-Sladky) <i>Learning disabilities: Teaching and reaching all learners.</i> ▪ Read one of the following articles: <ul style="list-style-type: none"> ▪ (Hanauer) <i>Meaningful literacy: Writing poetry in the language classroom.</i> ▪ (Melin) <i>Between the Lines: When culture, language and poetry meet in the classroom.</i> ▪ Read one or more of the following articles:

			<ul style="list-style-type: none"> ▪ (Kormos & Csizer) <i>A comparison of the foreign language learning motivation of Hungarian dyslexic and non-dyslexic students.</i> ▪ (Castro & Peck) <i>Learning styles & foreign language learning difficulties.</i> ▪ (Sparks, Ganschow & Pohlman) <i>Linguistic coding deficits in foreign language learners.</i> ▪ (Jeon) <i>Contribution of morphological awareness to second-language reading comprehension.</i>
<p>Week # 3 2/6</p>	<ul style="list-style-type: none"> ▪ Learner Diversity ▪ Meaningful Literacy ▪ Teaching Reading 	<p><u>InTASC Standards: P# 1, 2, 3, 4, 5, 6, 8 & 10</u></p> <p><u>ACTFL Standards/CAEP Principles: 1-5, A-C</u></p>	<ul style="list-style-type: none"> ▪ Read (Athanases) <i>Diverse learners, diverse texts: Exploring identity & difference through literary encounters.</i> ▪ Read (Moje) <i>To be part of the story: The literacy practices of gangsta adolescents.</i> ▪ Read (Vollmer) <i>Sociocultural perspectives on second language writing.</i> ▪ Read one of the following articles: ▪ (Lee) <i>Through the learners' eyes: Reconceptualizing the heritage and non-heritage learner of the less commonly taught languages.</i> ▪ (Sharp) <i>Intercultural rhetoric and reading comprehension in a second language.</i> ▪ Read one of the following articles: ▪ (Knutson) <i>Writing in between worlds: Reflections on language and identity from works by Nancy Huston and Leila Sebbai</i> ▪ (Danzak) <i>The interface of language: A profile analysis of bilingual adolescents and their writing</i> ▪ Write: 6 Performance-based objectives: 3 for Reading and 3 for Writing

<p>Week # 4 2/13</p>	<ul style="list-style-type: none"> ▪ Learner Diversity ▪ Sociocultural Perspectives ▪ ACTFL/CAEP Standards/Principles 	<p><u>InTASC Standards: P#1, 2, 3, 4, 5, 6, 8 & 10</u></p> <p><u>ACTFL Standards/CAEP Principles: 2-4, A-B</u></p>	<ul style="list-style-type: none"> ▪ Read (Berardo) <i>Authentic Materials</i> ▪ Find and Summarize: Read (1) article from the October 2008 issue of <i>Reading in a Foreign Language: Special Issue on Reading and Vocabulary</i> (Volume 20, Number 2, October 2008) that can be accessed at http://nflrc.hawaii.edu/rfl OR (Loucky) <i>Constructing a road map to more systematic and successful online reading and vocabulary acquisition.</i> OR (Schmidt, Jiang & Grabe) <i>The percentage of words known in a text and reading comprehension.</i> OR (Van Gelderen, Oostdam & Van Schorten) <i>Does foreign language writing benefit from increased lexical fluency?</i> OR (Yun) <i>The effects of hypertext glosses on L2 vocabulary acquisition: A meta-analysis.</i> <p>Read the article and prepare a written 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)</p> <ul style="list-style-type: none"> ▪ Reflective Statement #1 due 2/20
<p>Week # 5 2/20</p>	<ul style="list-style-type: none"> ▪ Authentic Materials ▪ Reading and Vocabulary 	<p><u>InTASC Standards: P#1, 2, 3, 4, 5, 6, 8 & 10</u></p> <p><u>ACTFL Standards/CAEP Principles: 1 & 3, A-B</u></p>	<ul style="list-style-type: none"> ▪ Read (Armstrong) <i>Making the words roar.</i> ▪ Read (Ren) <i>Can CLOZE tests really improve second language learners' reading comprehension skills?</i> ▪ Read (Day & Park) <i>Developing reading comprehension questions.</i>

<p>Week # 6 2/27</p>	<ul style="list-style-type: none"> ▪ MI Theory and Learner Diversity ▪ Teaching Reading Strategies ▪ Assessment 	<p><u>InTASC Standards: P#1, 2,3,4, 5, 9 & 10</u></p> <p><u>ACTFL Standards/CAEP Principles: 1, 2, 3 & 5, A-C</u></p>	<p>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.</p> <ul style="list-style-type: none"> ▪ (MacDonald) <i>A touch of class: Internet technology and second/foreign language education: Activities for the classroom teacher.</i> ▪ (Goodwin-Jones) <i>Emerging technologies: Language in action: Webquests to virtual reality.</i> ▪ (Goodwin-Jones) <i>Emerging technologies: Blogs and Wikis.</i> ▪ (Sun) <i>Extensive writing in foreign-language classrooms: A blogging approach.</i> ▪ (Lin & Goom) <i>Blog-assisted learning in the ESL writing classroom: A phenomenological analysis.</i> ▪ (Goodwin-Jones) <i>Emerging technologies: Digital video update: YouTube flash, and high definition.</i> ▪ (Kessler) <i>Student-initiated attention to form in wiki-based collaborative writing.</i> ▪ (Ducate, Anderson & Moreno) <i>Wading through wikis: An analysis of three wiki projects.</i> ▪ (Huang) <i>E-reading and e-discussion: EFL learners’ perception of an e-book reading program.</i> ▪ 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.
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<p>Week # 7 3/6</p>	<ul style="list-style-type: none"> • Technology • Discuss mid-term project & teaching demonstrations 	<p><u>InTASC Standard</u> : P#2,3,4, 5, 6 & 10</p> <p><u>ACTFL Standards/CAEP Principles</u>: 1-4, A-B</p>	<ul style="list-style-type: none"> ▪ Read (Paesani) <i>Exercises de style: Developing multiple competencies through writing a portfolio.</i> ▪ Mid-term projects due to BB before 7:20 pm on March 27
<p>Week # 8 3/13 NO CLASS (Spring Break)</p>			
<p>Week # 9 3/20</p>	<ul style="list-style-type: none"> ▪ Alternative Forms of Assessment ▪ Authentic Writing Tasks ▪ Process/product writing 	<p><u>InTASC Standards</u>: P#2, 3</p> <p><u>ACTFL Standards/CAEP Principles</u>: 1. 3. 4 & 5, A-C</p>	<ul style="list-style-type: none"> ▪ Read (Sangrene-Granville) <i>African Folktales: 5 Techniques.</i> ▪ Write: 3 Authentic Tasks for Reading and 3 for Writing (not objectives, but real-life tasks).
<p>Week # 10 3/27 Mid-Term Project Presentation Optional Synchronous class 3/30 @7:00</p>			
<p>Week # 11 4/3</p>	<ul style="list-style-type: none"> ▪ Integration of Language & Literature ▪ Authentic Tasks ▪ Reading/Writing Assessment ▪ IN-CLASS TEACHING DEMONSTRATION: #1 Pre-reading strategies and #2 During-reading strategies and #3 Post-Reading Strategies 	<p><u>InTASC Standards</u>: P#2, 3</p> <p><u>ACTFL Standards/CAEP Principles</u>: 1-5, A-C</p>	<ul style="list-style-type: none"> ▪ Read (Shen) <i>The role of explicit instruction in ESL/EFL reading.</i> ▪ Read (Adair-Hauck & Donato) <i>The PACE model: A story-based approach to meaning and form for standards-based language learning (Pages 265-275 AND 278 – 296).</i>
<p>Week # 12 4/10</p>	<ul style="list-style-type: none"> ▪ The Role of Grammar Instruction in Teaching Writing ▪ Story-Based Teaching Approach 	<p><u>InTASC Standards</u>: P# 1,2,3,4, 5, 9 & 10</p> <p><u>ACTFL Standards/CAEP Principles</u>: 1-4, A-B</p>	<ul style="list-style-type: none"> ▪ Read and Summarize 2 articles: one about writing 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

			<p><u>a FL/WL. The articles must come from peer-reviewed journals.</u></p> <p>Alarcon, I. <i>Advanced heritage learners of Spanish: A sociolinguistic profile for pedagogical purposes.</i></p> <p>Arnold, N. <i>Online extensive reading for advanced foreign language learners: An evaluation study.</i></p> <p>Chiu, M.M. & McBride-Chang, C. <i>Gender, context & reading: A comparison of students in 43 countries.</i></p> <p>Danzak, R. L. <i>Defining identities through multiliteracies: EL teens narrate their immigration experiences as graphic stories.</i></p> <p>Danzak, R.L. <i>The integration of lexical, syntactic & discourse features in bilingual adolescents.</i></p> <p>Danzak, R.L. <i>The interface of language proficiency and identity: A profile analysis of bilingual adolescents and their writing.</i></p> <p>Gascoigne, C. <i>Reviewing reading: Recommendations vs. reality</i></p> <p>Han, C. <i>Reading Chinese online entertainment news: Metaphor and language play.</i></p> <p>Huang, K. <i>Neural strategies for reading Japanese and Chinese sentences: A cross-linguistic fMRI study of character-decoding and morphosyntax.</i></p> <p>Huhtala, A. & Lehti-Eklund, H. <i>Writing a new self in the third place: Language students and identity</i></p>
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			<p><i>formation.</i></p> <p>Ivanic, R. & Camps, D. <i>I am how I sound: Voice as self-representation in L2 writing.</i></p> <p>Jacob, E. <i>Reflective practice and anthropology in culturally diverse classrooms.</i></p> <p>Kenner, C., Gregory, E., Mahera, R., & Al-Azami, S. <i>Bilingual learning for second and third generation.</i></p> <p>Kenner, C., Al-Azami, S, Gregory, E., & Mahera, R. <i>Bilingual poetry: Expanding the cognitive and cultural dimensions of children's learning.</i></p> <p>Lee-Thompson, L. <i>An investigation of reading strategies applied by American learners of Chinese as a foreign language.</i></p> <p>Maguire, M.H. & Gravezz, B. <i>Speaking personalities in primary school children's L2 writing.</i></p> <p>Muong-Jeong, H. <i>The construction of author voice in a second language in electronic discourse.</i></p> <p>Saiegh-Haddad, E. & Geva, E. <i>Acquiring reading in two languages: An introduction to the special issue.</i></p> <p>Sayer, P. <i>Demystifying language mixing: Spanglish in school.</i></p> <p>Severino, C & Deifell, E. <i>Empowering L2 tutoring: A case study of a second language writer's vocabulary learning</i></p> <p>Sparks, R.L. <i>If you don't know where you're going,</i></p>
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			<p><i>you'll wind up somewhere else: The case of "Foreign language disability".</i></p> <p>Sun, Y. <i>Extensive writing in foreign language classrooms: a blogging approach.</i></p> <p>Trajtemberg, C & Yiakoumetti, A. <i>Weblogs: A tool for EFL interaction, expression and self-evaluation.</i></p> <p>Weber-Feve, S. <i>Integrating language and literature: Teaching textual analysis with input and output activities and an input and output approach</i></p> <p>Zhang, I. <i>Constructivist pedagogy in strategic reading instruction: Exploring pathways to learner development in the English as a second language (ESL) classroom.</i></p> <p>Read the two articles and prepare a written 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)</p> <p>▪ REFLECTIVE STATEMENT #2 DUE ON 4/17</p>
Week # 13 4/17	<ul style="list-style-type: none"> ▪ Varied topics related to reading and writing 	<p><u>InTASC Standards:</u> P#1,2,3,4, 5, 6, 8, 9 & 10</p> <p><u>ACTFL Standards/CAEP Principles:</u> 1-6, A-C</p>	<ul style="list-style-type: none"> ▪ Read (Byrd) <i>Practical tips for implementing peer editing tasks</i> ▪ Read (Murphy) <i>Feedback in second language writing: An introduction.</i>
Week # 14	<ul style="list-style-type: none"> ▪ Peer-editing 	<u>InTASC Standards:</u> P#8	<ul style="list-style-type: none"> ▪ Read (Yuan-bing) <i>How to motivate students in second</i>

4/24	<ul style="list-style-type: none"> Motivation to engage in literacy 	<u>ACTFL Standards/CAEP Principles: 1-5, A-C</u>	<i>language writing.</i> <ul style="list-style-type: none"> Be prepared to share your final draft during next class.
Week # 15 5/1	<ul style="list-style-type: none"> Course Evaluations 	<u>InTASC Standards: P#1, 2, 5, 8, 10</u> <u>ACTFL Standards/CAEP Principles: 1-6, A-D</u>	<ul style="list-style-type: none"> Final Projects due to Blackboard before 7:20 pm, May 12th

EDRD 620 SPRING 2023
GUIDELINES FOR REFLECTIVE STATEMENTS

10 Points (5 Points Each)

Due 2/20 & 4/17

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 20th

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 17th

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 2023

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				

Field Experience & Lesson Planning
COMMON ASSESSMENT
George Mason University
College of Education and Human Development

Lesson Planning Assessment

Assessment Information

In the TCLDEL program, the Lesson Planning Assessment is completed in EDRD 620 and is assessed by the instructor. 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 experience you will develop a lesson plan and teach it in collaboration with the mentor teacher. 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.

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

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
<p>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.</p> <p><i>InTASC 1</i> <i>VDOE 1</i> <i>CAEP 1.1</i> CAEP CCT: Diversity</p>	<p>○ The evidence indicates that the Candidate demonstrated a partial understanding of learners’ developmental levels, planning instruction that aligned to the developmental levels of some (but not all) of the learners.</p>	<p>○ The evidence indicates that the Candidate demonstrated an accurate understanding of learners’ developmental levels by planning varied instruction appropriate to support learning goals, actively engaging learners in learning that aligned with overall subsets</p>	<p>○ 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.</p>

		of learner’s developmental levels.	
Section 2: Planning for Instruction			
Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
<p>The Candidate identifies performance-based objectives and/or appropriate curriculum goals/outcomes that are relevant to learners.</p> <p><i>InTASC 7 VDOE 2 CAEP 1.1 CAEP 1.2 CAEP CCT: Diversity</i></p>	<p>○ 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.</p>	<p>○ 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.</p>	<p>○ 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.</p>
<p>The Candidate identifies national/state/local standards that align with objectives, are appropriate for curriculum goals, and are relevant to learners.</p> <p><i>InTASC 7 VDOE 2 CAEP 1.1 CAEP 1.2 CAEP CCT: Diversity</i></p>	<p>○ 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.</p>	<p>○ 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.</p>	<p>○ 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.</p>
<p>The Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery.</p>	<p>○ The evidence indicates that the Candidate demonstrated knowledge of the content using</p>	<p>○ The evidence indicates that the Candidate displayed knowledge of the important content in the discipline by using</p>	<p>○ The evidence indicates that the Candidate displayed extensive knowledge of the important concepts in the discipline by using multiple</p>

<p><i>InTASC 4</i> <i>VDOE 1</i> <i>CAEP 1.1</i> <i>CAEP 1.3</i></p>	<p>explanations that were not always accurate and clear.</p>	<p>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.</p>	<p>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.</p>
<p>Criteria</p>	<p>Not Proficient 1</p>	<p>Proficient 2</p>	<p>Highly Proficient 3</p>
<p>The Candidate organizes and creates face-to-face and/or virtual environments that support individual and collaborative learning.</p> <p><i>InTASC 3</i> <i>VDOE 5</i> <i>CAEP 1.1</i> <i>CAEP 1.4</i> <i>CAEP 1.5</i> <i>CAEP CCT: Technology</i></p>	<p>○ 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.</p>	<p>○ 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.</p>	<p>○ 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.</p>
<p>The Candidate uses appropriate technology to engage learners and to assess and address learner needs.</p> <p><i>InTASC 6</i> <i>VDOE 4</i> <i>CAEP 1.1</i> <i>CAEP 1.5</i> <i>CAEP CCT: Technology</i> <i>CAEP CCT: Diversity</i></p>	<p>○ The evidence indicates that the Candidate is inconsistent, inappropriate and/or ineffective in using appropriate technologies for meeting classroom and individual learner needs.</p>	<p>○ The evidence indicates that the Candidate uses appropriate technology in a way that is consistent, appropriate and effective for meeting classroom and individual learner needs.</p>	<p>○ The evidence indicates that the Candidate uses appropriate technology effectively, maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners.</p>
<p>The Candidate facilitates learners’ use of appropriate tools and resources to</p>	<p>○ The evidence indicates that the Candidate implemented</p>	<p>○ The evidence indicates that the Candidate used a variety of appropriate</p>	<p>○ The evidence indicates that the Candidate used collaborative problem solving as a way to explore</p>

<p>maximize content learning in varied contexts.</p> <p><i>InTASC 5</i> <i>VDOE 2</i> <i>CAEP 1.1</i> <i>CAEP 1.4</i> <i>CAEP 1.5</i> <i>CAEP CCT:</i> Technology</p>	<p>teacher-directed lessons with limited use of tools appropriate for the content being learned.</p>	<p>tools to explore content that includes learner-led learning activities including cross-curricular learning opportunities, with clear connections between content and other disciplines.</p>	<p>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.</p>
<p>Criteria</p>	<p>Not Proficient 1</p>	<p>Proficient 2</p>	<p>Highly Proficient 3</p>
<p>The Candidate plans how to achieve learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners.</p> <p><i>InTASC 2</i> <i>VDOE 2</i> <i>CAEP 1.1</i> <i>CAEP CCT: Diversity</i></p>	<p><input type="radio"/> 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.</p>	<p><input type="radio"/> 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.</p>	<p><input type="radio"/> 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.</p>
<p>The Candidate plans instruction based on pre-assessment data, prior knowledge, and skills.</p> <p><i>InTASC 7</i> <i>VDOE 2</i> <i>CAEP 1.1</i></p>	<p><input type="radio"/> The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with pre-assessment data and/or use of prior knowledge.</p>	<p><input type="radio"/> The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives that address learner needs to build on prior knowledge aligned with pre-assessment data and/or use of prior knowledge.</p>	<p><input type="radio"/> 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 pre-assessment data and/or use of prior knowledge.</p>
<p>Section 3: Instruction and Assessment</p>			
<p>Criteria</p>	<p>Not Proficient 1</p>	<p>Proficient 2</p>	<p>Highly Proficient 3</p>

<p>The Candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</p> <p><i>InTASC 8 VDOE 2 CAEP 1.1</i></p>	<p>○ 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.</p>	<p>○ The evidence indicates that the Candidate used a variety of instructional strategies to engage and challenge learners in differentiated learning situations.</p>	<p>○ The evidence indicates that the Candidate used a variety of instructional strategies to engage and challenge learners in differentiated learning situations allowing all learners to take ownership of their learning.</p>
<p>The Candidate uses a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways.</p> <p><i>InTASC 8 VDOE 3 CAEP 1.1</i></p>	<p>○ 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.</p>	<p>○ 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.</p>	<p>○ The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate, available technologies, to engage and challenge learners in differentiated learning situations allowing all learners to have ownership of their learning.</p>
<p>The Candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p> <p><i>InTASC 6 VDOE 4 CAEP 1.1</i></p>	<p>○ 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.</p>	<p>○ 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.</p>	<p>○ 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.</p>

Section 4: Reflection: Impact on Learning

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
<p>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.</p>	<p>○ The evidence indicates that the Candidate did not participate in professional development; participated in professional development not relevant to personal needs identified</p>	<p>○ 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</p>	<p>○ 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</p>

<p><i>InTASC 9</i> <i>VDOE 7</i> <i>CAEP 1.1</i></p>	<p>through ethical and responsible self-reflection to plan for future instruction/ adaptations, and personal learning goals.</p>	<p>responsible manner to plan for future instruction/ adaptations, and personal learning goals.</p>	<p>an ethical and responsible manner to plan for future instruction/ adaptations, and personal learning goals.</p>
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EDRD 620: SPRING 2023
GUIDELINES FOR MID-TERM PROJECT
Due March 27th
30 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 one of the following grade/language levels 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. Look for resources that represent various target language cultures. 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 introductory section 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 body of your paper, 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 final section 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 27.**

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 writing 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 27.**

Analytic Scoring Rubric – Mid Term Project Option A
Reading Library
EDRD 620 – Spring 2023

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
27-30 points A	23-26 points B	19-22 points C	15-18 points 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			
<p>Selects 5 sources that represent a wide variety of print, software, and internet materials</p> <p>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</p> <p>Includes sample pages from each source that support evaluation</p>	<p>Selects 5 sources of materials that may not represent a wide variety of print, software, and internet materials</p> <p>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</p> <p>Includes one sample page from each source that supports evaluation</p>	<p>Selects less than 5 sources of materials that may not represent a wide variety of print, software, and internet materials</p> <p>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</p> <p>Does not include one page from each source or pages may not support evaluation</p>	<p>Does not select 5 sources of materials</p> <p>Does not write 6-page analysis of findings and/or does not make reference to course readings in APA format</p> <p>Does not include one page from each source that supports evaluation</p>
Appropriateness and usefulness of materials selected			
<p>Clearly identifies age, grade, language level appropriateness</p> <p>States usefulness and limitations of each resource with respect to student population</p> <p>Materials clearly represent various target cultures</p>	<p>Partially identifies age, grade and language level appropriateness</p> <p>States usefulness and limitations of most resources with respect to student population</p> <p>Materials partially represent target cultures</p>	<p>Identifies only age, grade or language level appropriateness</p> <p>States partial usefulness and/or limitations of most resources with respect to student population</p> <p>Materials represent one target culture</p>	<p>Does not identify any age, grade or language level appropriateness</p> <p>Does not state usefulness and limitations of any resources with respect to student population</p> <p>Materials do not represent target language cultures</p>
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 2023**

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
27-30 points A	23-26 points B	19-22 points C	15-18 points 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 12

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 and one day at a secondary school setting.
3. In the target language 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 2023**

Points	ACTFL Standard/ CAEP Principle		Explanation/Description
	1-2, B	Annotated Critical Analysis in Target Language	<ul style="list-style-type: none"> • <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	<ul style="list-style-type: none"> • <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	<ul style="list-style-type: none"> • Target language writing meets or exceeds the ACTFL WPT requirements for Advanced Low
	2-6, A-D	Lesson Plans and Standards	<p>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:</p> <ul style="list-style-type: none"> • 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	<p>Include instructional materials that <u>you</u> created for the plans:</p> <ul style="list-style-type: none"> • 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
[Required for Portfolio]

Requirement + ACTFL/CAEP Standard	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
<p>Annotated Critical Analysis of Literary and Cultural Sources in Target Language (2c) Principle B: Content Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines “Demonstrate understanding of texts on literary and cultural themes”</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>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”</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>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”</p>	<p>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.</p>	<p>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.</p>	<p>Candidate presents written information at the “Advanced Low” level. Candidate’s target language writing has minimal 2-5 grammatical and/or syntactical errors.</p>	<p>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.</p>
<p>Lesson Plans and Standards (4b) Principle A: The Learner and Learning</p>	<p>Candidate does not demonstrate knowledge and skills to integrate the goal areas of national and/or state standards for</p>	<p>Candidate demonstrates limited or partial knowledge and skills to integrate the goal areas of national and/or state</p>	<p>Candidate demonstrates the knowledge and skills to integrate the goal areas of national and/or state standards</p>	<p>Candidate demonstrates strong understanding of knowledge and skills needed to integrate the goal areas of national and/or state standards for the plans. These</p>

<p>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.”</p>	<p>the plans. The plans lack the 5Cs and 3 modes.</p>	<p>standards for the plans. The plans lack several of the 5Cs and/or 3 modes.</p>	<p>for the plans. The plans include some of the 5Cs and all 3 modes.</p>	<p>then are the focus of all classroom activities. The plans include all 5Cs and all 3 modes.</p>
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Student Name: _____ **Final Score:** _____

Comments:

**Analytic Scoring Rubric
Preparation and Participation
EDRD 620– Spring 2023**

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 <i>or</i> Misses (1) class and arrives late and/or leaves early (3) times Brings course materials to most classes	Misses (3) classes <i>or</i> 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 2023
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 <i>more</i> 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
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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 2023
Dr. Marjorie Hall Haley**

In this course, I will be electronically collecting and storing work samples of your projects and/or papers as performance evidence for program accreditation, which is conducted every seven years by the 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 _____