EDCI 560
METHODS OF TEACHING FOREIGN/WORLD LANGUAGES
Fall 2010
Thursday 7:20 – 10:00 PM – Engineering Bldg Room 1107

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COURSE OUTLINE

Course Description: Examination of past and current approaches, strategies, and techniques for teaching foreign/second languages. Students demonstrate teaching strategies; develop lesson and unit planning skills, demonstrate knowledge of the application of basic concepts of phonology, syntax, and morphology, and evaluate foreign/second language resources available in the field. The course includes a field experience component and meets Virginia licensure requirements for foreign language teachers.

Required Textbooks: _Must be purchased and brought to class by 2nd class meeting._
   1. Hall Haley, M. & Austin, T. Y. (2004). *Content-based second language teaching and learning.* Boston: Pearson.
   2. Kapalka, G. (2009). *Eight steps to classroom management success: A guide for teachers of challenging students.* Thousand Oaks, CA: Corwin Press.

Required Resources: *Provided by CRIN-FLL Program _on loan_*
The following resources will be loaned to graduate students in EDCI 560 as needed throughout the semester. *Do not use highlighters or make any other marks* in resources that are loaned to you from the CRIN-FLL program.

   1. National Standards in Foreign Language Education Project (NSFLEP). (1999). *Standards for foreign language learning in the 21st century*. Lawrence, KS: Allen Press.
   2. Blaz, D. (2001). *A collection of performance tasks and rubrics: Foreign languages.* Larchmont, NY: Eye on Education.
   3. Blaz, D. (2006). *Differentiated instruction: A guide for foreign language teachers.* Larchmont, NY: Eye on Education.
   4. Patrick, P. (2007). *The keys to the classroom: A basic manual to help new language teachers find their way.* Alexandria, VA: ACTFL

5. *Russell, P. (Ed.). (2009).* Early Language Learners. [Special Issue]. *Learning Languages,* 14(2).
6. *ACTFL Integrated Performance Assessments Manual*
7. *ACTFL Performance Guidelines for K-12 Learners*

Required Online Access: *underline{must have access by 2nd class meeting}*
1. **GMU Email** http://www.gmu.edu/resources/students/
2. **BlackBoard:** http://courses.gmu.edu

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

Other Recommended Resources:
1. *Teaching and Learning Through MI (2nd edition)* by Linda Campbell, Bruce Campbell, and Dee Dickinson (1996)
2. *Worksheets Don't Grow Dendrites – Instructional Strategies that Engage the Brain* by Marcia L. Tate (2003)
3. *Kagan Cooperative Learning* by Spencer Kagan (2009)
4. *Big Book of Books and Activities* by Dinah Zike. (1992)
5. *Teacher to Teacher: Model Lessons for K-8 Foreign Language*. Edited by Mary Lynn Redmond (1999)
6. Speaking in Tongues-DVD
7. Merlot website: http://www.merlot.org/merlot/index.htm
8. Startalk Teacher Development website: http://startalk.umd.edu/teacher-development
9. NOVA StarTalk: Technology-Enhanced Language Instruction website: http://novastartalk.nvcc.edu/
10. Teaching Foreign Languages (TFL) Library www.learner.org
11. Deborah Espitia and Leslie Grahn: Wiki for Differentiating Instruction: http://daretodifferentiate.wikispaces.com/

Course Delivery:
This course is highly interactive by design. It is predicated upon **learning by doing** and **discovery learning**. Assessment is based on performance-based assignments. This class will be engaged in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, student-led micro teaching simulations, guest speakers, peer feedback, videos, multimedia, and reflection. Two options are offered on the mid term exam. Students are encouraged to select a project that has particular relevance to their own respective teaching circumstance. Rubrics are provided for the field experience report, the TAR project, the midterm project, the unit/lesson plan, and the preparation and participation grade.

Students with Special Needs:
Students with disabilities that affect their ability to participate fully in the course or who require special accommodations are encouraged to speak with the instructor so that appropriate accommodations might be arranged.

GSE Syllabus Statements of Expectations
The Graduate School of Education (GSE) expects that all students abide by the following:
Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing.
See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Relationship to GSE Program Goals, National Standards, and Professional Organizations: ACTFL/NCATE

Domain	Language, Linguistics, Comparison	Cultures, Literatures, Cross-Disciplinary Concepts	Language Acquisition Theories, Instructional Practices	Integration of Standards into Curriculum & Instruction	Assessment of Languages and Cultures	Professionalism
Standard Number			3.a. 3.b.	4.a. 4.b.		

The EDCI 560 relationship to the GSE program goals include:

1. *Knowledge base for teaching in the second language classroom*. Learn the fundamental concepts of the knowledge base pertaining to second language acquisition/learning, and the teaching of other second and foreign languages; understand the application of basic concepts of phonology, syntax, and morphology to the teaching of foreign languages; psycholinguistics, sociolinguistics, pragmatics, and language pedagogy.

2. ***Utilization of research***. EDCI 560 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***. EDCI 560 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***. Students will develop the skills needed to design, implement foreign/second language teaching strategies.

The *EDCI 560* Relationship to National and State Standards include:
The ACTFL Standards for Pre-K-12 Students
Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
National Board for Professional Teaching Standards (NBPTS) Virginia Standards of Learning (SOLs)

The EDCI 560 relationship to professional organizations include:
EDCI 560 follows the guidelines and recommendations made by the *American Council on the Teaching of Foreign Languages* (ACTFL), 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.

Course Objectives: Students completing EDCI 560 will be able to:
*   Demonstrate ability to teach a foreign/second language using a synthesis of both older and more recent innovative methods
*   Use instructional strategies which accommodate methods of teaching foreign/second languages
*   Demonstrate ability to organize a detailed lesson plan for foreign/second language teaching, including all three communicative modes (interpersonal, interpretive, and presentational) while focusing on the end goal of oral proficiency and performance.
*   Plan and demonstrate 2 mini lessons that are standards-based and are delivered in the target language

Course Requirements and Expectations: Students in EDCI 560 are expected to:

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

Other Requests:

1. Please place cell phones on vibrate mode or turn them off completely
2. Please refrain from eating in class except during the 10-minute break

Graded Requirements:

1. **10 hours of Field Experience & Paper *(Pre-Service)* -   10 points** **-or- Teacher Action Research Project *(In-Service)***
2. **Teaching simulations (two x 15pts each)-   30 points**
3. **Midterm Project -   20 points**
4. **Final Project -   25 points**
5. **Class Attendance, Preparation, and Participation-   15 points**

Using the designated rating scales and rubrics, graded course requirements 1-5 will be evaluated and added together to calculate a final course grade. The University-wide system for grading graduate courses is as follows:

Grade	Standards	Grading
A+	Substantially Exceeds Standard	98 - 100
A	Meets Standard	93 – 97.9
A-	Meets Standard	90 – 92.9
B+	Approaches Standard	88 – 89.9
B	Approaches Standard	83 – 87.9
B-	Approaches Standard	80 – 82.9
C	Attempts Standard	70 – 79.9
F	Does not Meet Standard	Below 70%

Students are encouraged to attend professional conferences:

- Greater Washington Area Teachers of Foreign Languages (GWATFL) – Oct 15-16, Arnold, MD (see: *http://www.gwatfl.org*)
- Foreign Language Association of Virginia (FLAVA) – Oct 8-9, Richmond, VA (see: *http://www.flavaweb.org/flava_conferences.php*)
- American Council on the Teaching of Foreign Languages (ACTFL) – Nov 19-20, Boston, MA (see: *http://www.actfl.org/i4a/pages/index.cfm?pageID=4894*)

Useful Foreign/Second Language Websites

(1) American Council on the Teaching of Foreign Languages (ACTFL)
www.actfl.org
(2) Northeast Conference on the Teaching of Foreign Languages (NECTFL)
www.nectfl.org
(3) National Capital Language Resource Center (NCLR*)*
http://www.nclrc.org
(4) Fairfax County Public Schools (Foreign Languages)
http://www.fcps.12us/DIS/OHSICS/forlang/
(5) WGBH Teaching Foreign Languages Library: www.learner.org
(6) Foreign Language Association of Virginia (FLAVA)
www.flava.org
(7) Greater Washington Association Teachers of Foreign Languages (GWATFL)
www.gwatfl.org
(8) National Standards: 5 Cs :
http://www.actfl.org/i4a/pages/index.cfm?pageid=3324
(9)   Dr. Haley's course exemplars' site:
http://cehd.gmu.edu/people/faculty/mhaley/exemplars
(10) Dr. Haley's research website: http://gse.gmu.edu/research/mirs

EDCI 560 FALL 2010 SCHEDULE: At-A-Glance

Week/Date	Topic(s)	Type-Written Assignment for Next Class
# 1 Sep 2	Intro to course /FL/WL Education in U.S. Schools / FL/WL Organizations	**1.)** Answer all questions in MHH&TYA on pp. 2, 9, 16, 21 **2.)** Write information on local, regional, and national FL/WL organizations
# 2 Sep 9	Second Language Acquisition	**1.)** Create "To Do List" (brochure or other document with graphics) **2.)** Organize course content and bring electronic or paper version to *every class*.
#3 Sep 16	Planning for a Standards-based Classroom	**1)** Write 4 performance-based objectives and state which of 5Cs applies to each one **2.)** Answer questions 1-4 in MHH&TYA p. 353
#4 Sep 23	Methods and Approaches	**1.)** Answer "Chapter Review" questions in MHH&TYA 1-5 and #4 in "Reflecting on What You've Read p. 357. **2.)** Print and complete worksheet (on BB) for WGBH video "Person to Person" **3.)** Print paper or save e-copy of state standards for FL/WL.
#5 Sep 30	Standards-based Teaching and Modes of Communication	**1.)** Write 1 activity for each of the 3 communicative modes and write performance-based objectives for each activity **2.)** Write summary of Prensky article (on BB) and explain role of technology in your (future) classroom. **3.)** TAR Project Ideas and/or Observation Plans/Schedule
#6 Oct 7	Technology and Modes of Communication	Create a 1-day standards-based lesson plan (must use template in syllabus)
#7 Oct 14	Technology	Finish Mid-term Project
#8 Oct 21	**Mid-Term Projects Due**	Prepare Kapalka group present/demo and handout--each group responsible for 1 step on classroom mgmt. –**Bring handouts**
#9 Oct 28	Classroom Management	Complete field experience report /or/ TAR project
#10 Nov 4	**Field Experience / TAR Reports Due**	**1.)** Answer all questions MHH&TYA p. 277 **2.)** Write 2 activity examples based on 2 ideas from Blaz Ch. 5 **3.)** Take the MI Inventory on BB and print your responses (and chart)
#11 Nov 11	Diverse Learners	**1.)** Answer "Chapter Review" questions 1, 2, 3, 5 in MHH&TYA pp. 359-360 **2.)** Prepare summary of WGBH video of your choice and include how teacher assesses learning
#12 Nov 18 **NO CLASS NOV 25**	Virtual Class on BB	Create checklist of "dos and don'ts" for creating rubrics
#13 Dec 2	Assessment Practices	Create FL/WL textbook evaluation checklist
#14 Dec 9	Assessment	Work on Unit Lesson Plan
#15 Dec 16	**Final Projects Due**	

WEEKLY SCHEDULE
FALL 2010

9/02/10: Week # 1 – *FL/WL Education in U.S. Schools: Program Models &*
Professional Organizations (INTASC Standards: 9.2, 9.3-Reflective Practice
and Professional Development). FL/WL Program Models: FLES, FLEX,
Immersion, HLL Courses, AP, IB: PYP, MYP, Diploma. Professional
organizations, journals, and conferences. Think-Pair-Share: Personal language
learning experiences. Course materials on loan.

     ASSIGNMENT For Next Class: (1) Read pp-11-26 in SFLL. Be prepared
to discuss changes in FL/WL education since your K-12 experiences in the U.S.
-or- how FL/WL education in the U.S. differs from that in your home country. **(2)**
Read Chap. 1 (pp 1-23) MHH & TYA. Prepare type-written responses to
questions on pp 2, 9, 16, and 21. **(3)** Use Google to access websites for: ACTFL,
NECTFL, FLAVA, and GWATFL. Prepare type-written information on
membership fees, publications, 2010 conferences (date, cost, location). **(4)** Log
on to course BlackBoard (BB) site.
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9/09/10: Week # 2 -- *Second Language Acquisition and Learner Diversity*
(INTASC Standards: 1.1—Content Pedagogy; 2.1, 2.4, 2.5—Student
Development; 3.1, 3.4, 3.5—Diverse Learners). Language Pedagogy and SLA
Theories: Affective Filter Hypothesis, i+1, ZPD, comprehensible input,
interlanguage, feedback and error correction. Promoting oral language
development: phonology, body language, prosody, gestural modes and gambits.
MI Theory: Accommodating cognitive, linguistic, cultural diversity of millennial
learners.

     ASSIGNMENT For Next Class: **(1)** Read Chap. 1 (pp. 7-27) in Keys to
the Classroom **(2)** Create your own "To-Do List" (Brochure or Word Document
with graphics) to help new FL/WL teachers prepare for the school year. **(3)** Read
SFLL pp-27-52. Be prepared to discuss (a) the organizing principles of the
national standards (b) the 3 Communicative Modes, and (c) the Communication
and Cultures standards. **(4)** Organize EDCI 560 course content—use a large 3
ring binder (with section dividers) or do so electronically.
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9/16/10: Week # 3 – *Planning for a Standards-based Classroom (INTASC*
7.1, 7.2, 7.4—Planning; 10.3—School and Community Involvment). Guest
Presenter: Master Teacher on Preparing the Classroom. Patrick Book: Keys to
the Classroom. Creating To-Do Lists. Applying the 5Cs to lesson planning—
Annenberg Video and SFLL Manual. The Lesson Plan Template: Writing
Performance-based Objectives.

     ASSIGNMENT For Next Class: (1) Read SFLL pp. 53-69. Be prepared
to discuss the Connections, Comparisons, and Communities standards. **(2)** Write
(type-written) 4 performance-based objectives *and* state which of the 5Cs apply

to each one. **(3)** Read Chap 2 in MHH & TYA (pp 31-65). Prepare type-written responses to questions 1-4 on page 353 **(4)** Read syllabus information on Teacher Action Research / Field Experience Report / Informal Teaching Demos
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9/23/10: Week # 4 – *Methods and Approaches (INTASC Standards: 4.1, 4.2, 4.3 Multiple Instructional Strategies).* Identifying Methods and Approaches. How does the curriculum dictate instructional decisions? Review Performance-based Objectives and the 5Cs. Three Communicative Modes: WGBH Video— "Meaningful Interpretation." Identifying authentic materials/realia. ***Q&A on Teacher Action Research and Field Experience Reports. Sign up for Informal Demos. Review expectations for demos.***

ASSIGNMENT For Next Class: **(1)** Read Chap 3 in MHH & TYA (pp. 83-111). Prepare type-written responses to "Chapter Review" questions 1-5 and question #4 in "Reflecting on What You've Read" pp. 357. **(2)** View WGBH Video "Person to Person" on the Interpersonal Mode. Complete worksheet available on BB. **(3)** Print (or create an e-copy) of the Virginia State Foreign/World Language Standards (practicing teachers may use the standards to their state/district) and bring them to the next class.
MUST SIGN UP FOR "INFORMAL" TEACHING DEMONSTRATION
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9/30/10: Week # 5 – *Standards-based Teaching (INTASC 7.1, 7.2, 7.4— Planning; 4.1, 4.2, 4.3 Multiple Instructional Strategies).* National, State, and Local Standards: Their Impact on Teaching. Communicative Modes—Integrating Four Language Skills. WGBH Video "Delivering the Message." Creating Authentic Tasks. Teaching in the Target Language.
INFORMAL TEACHING DEMONSTRATIONS: Groups 1, 2, and 3

ASSIGNMENT For Next Class: **(1)** Write (type-written) one activity for <u>each</u> of the three communicative modes. Write the performance-based objectives for each activity (i.e. how will you measure what students know and are able to do?) **(2)** Read Prensky "Digital Natives, Digital Immigrants" article (available on BB). Summarize article and be prepared to discuss the role of technology in your language classroom. **(3)** Read "Introduction" in Kapalka pp. 1-15). Be prepared to discuss your opinion of why students misbehave. How might misbehavior connect to technology-based lessons? **(4)** *In-service teachers: provide your puzzlement for your teacher action research project / Pre-service teachers provide schedule for your classroom observations.*
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10/07/10: Week # 6 – *Using Technology to Enhance Modes of Communication (INTASC Standards: 5.1, 5.2 —Motivation and Management; 7.1, 7.2, 7.4—Planning; 6.4—Communication and Technology).* Review Communicative Mode Activities. TAR and Field Experience Updates. Preview Classroom Management/Discipline: Why do students misbehave? Millennial Learners- Marc Prensky. Synchronous and Asynchronous Communication: Creating Authentic Tasks with PowerPoint (Prezi), WebQuests, Wikis, and Blogs.

NoVa StarTalk Teacher Professional Development Workshops: Photostory, Voxopop, Animoto, Toondoo, Wordle.
INFORMAL TEACHING DEMONSTRATION: Groups 4 & 5

ASSIGNMENT For Next Class: (1) Prepare (type-written) <u>standards-based lesson plan</u> for one day that includes performance-based objectives, 1 activity for each of the three communicative modes, a warm-up activity, a closure, and homework assignment (use the lesson plan template in the syllabus). **(2)** Visit NoVa Startalk website: http://novastartalk.nvcc.edu/ Review *all resources* available for Units 1-5 (Presentation Tools, Audio Tools Video Tools, Collaborative Tools, Online Resources and Social Media. Be prepared to discuss the technology (or technologies) you plan to use in your mid-term project. **(3)** Begin work on mid-term projects—**Due October 21**[th].
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10/14/10: Week # 7 – ***Technology for Teaching Across the Curriculum***
(INTASC Standards: 6.1, 6.2, 6.3, 6.4—Communication and Technology; 7.1, 7.2, 7.3 —Planning). Guest Presenter: FLES Teacher Demo of Smartboard, iClickers, flip video projects and other technologies that promote learner-centered instruction.

ASSIGNMENT For Next Class: Work on Mid Term Projects. Read "Prologue" in Kapalka (pp. 17-25). Be prepared to discuss your strengths and weaknesses when it comes to working with "challenging" students.
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10/21/10: Week # 8 – **Mid-Term Projects Presented-DUE IN CLASS**
Managing a Learner-Centered Classroom: *(INTASC Standards: 5.1, 5.2, 5.3, 5.4, 5.5—Motivation and Management; 10.3—School and Community).* Organizing Teacher Records: Student work, absences and make-up work, tracking homework, student infractions, contact with parents/guardians. Form groups for Kapalka Steps 1-6. Review group presentations on six steps for next class. ***Q& A Formal Teaching Demo Format. Sign up for Formal Teaching Demos***

ASSIGNMENT for Next Class: (1) Work with "Kapalka group members" to prepare a 5-minute presentation on your assigned step. Presentations must in include a demonstration of how to implement your step and a 1-page type-written handout with graphics -or- 3 PPT slides that summarize your step. Bring copies of handouts for your classmates. **(2)** Continue work on Field Experience Reports (pre-service teachers) or TAR projects (in-service teachers) **DUE DATE on Field Experience and TAR projects is Nov 4**[th]**.**
MUST SIGN UP FOR FORMAL TEACHING DEMONSTRATION
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10/28/10: Week # 9 – ***Managing Classroom Discipline Issues*** *(INTASC Standards: 5.1, 5.2, 5.3, 5.4, 5.5—Motivation and Management).* Seating, Forming groups, Learning centers, Bulletin boards. Establishing daily routines, establishing routines for disciplinary actions. Group Presentations of Kapalka

Steps 1-6. Case Studies: Implementing Effective Discipline Strategies. Kapalka Book: Eight Steps to Classroom Management Success.

ASSIGNMENT for Next Class: (1) Work on field experience reports /or/ TAR Projects (NOTE: Formal Teaching Demo Groups 1 & 2 will need to start homework due on 11/11—same night as demos)
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11/04/10:   Week # 10 – **Field Experience Reports / TAR Projects Presented and DUE IN CLASS.**
Managing Multi-Level Classrooms *(INTASC Standards: 5.1, 5.2, 5.3, 5.4, 5.5—Motivation and Management).* WGBH Video: Exploring New Directions-Multi-level Chinese HS Classroom.

ASSIGNMENT for Next Class: (1) Read Chap 8 in MHH & TYA (pp. 276-293). Prepare (type-written) responses to questions on p. 277. **(2)** Read Chap 1 pp. 1-8 and Chap 3 pp 37-45 in Blaz-"Differentiated Instruction." Be prepared to discuss "what differentiated instruction is and what it is not." **(3)** Select 2 ideas from Chapter 5- "Ideas Smorgasbord" in Blaz. Prepare type-written examples of how you would use these two ideas in your classroom (be language specific). Include grade and language level for each example.   Bring copies to share with your classmates. **(4)** Take the MI Inventory (available on BB).   Bring printed version to class.
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11/11/10: Week # 11 – ***Brain-Compatible Teaching and Learning*** *(INTASC Standards: 2.1-2.5—Student Development; 3.1-3.5-- Diverse Learners).* Defining "learner diversity." Differentiating Activities Review-Blaz book-share Ideas Smorgasbord. MIRS WebSite--MI Inventory. MI Activities. MI Activity Tracking Charts. Visit: http://daretodifferentiate.wikispaces.com/
FORMAL TEACHING DEMONSTRATIONS: Groups 1 & 2

ASSIGNMENT for Next Class: (1) Read Chap 4 in MHH & TYA (pp. 116-139). Prepare (type-written) responses to "Chapter Review" questions 1, 2, 3, 5 on pp. 359-360. **(2)** Select and view *one* of the videos (Numbers: 4-30) on http://learner.org/resources/series185.html   Prepare a type-written summary of the video and give specific examples of how the teacher assesses learning during instruction.
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11/18/10: Week # 12 – ***Assessment in a Learner-Centered Classroom***
(INTASC Standards: 8.1, 8.2, 8.3, 8.4—Assessment). Formative and Summative Assessments—WGBH Video Summaries. Admit / Exit Slips, Checklists, Dialogue Journals, Interviews, Observations (anecdotal records), Portfolios. WGBH Video—Planning for Assessment. Preview: Integrated Performance Assessment (IPA).
FORMAL TEACHING DEMONSTRATIONS: Groups 3 & 4

ASSIGNMENT for Next Class: **(1)** Read Chap 1 (pp. 1-16), Chap 2 (pp. 17-33), and Chap 7 (pp. 99-107) in Blaz—A Collection of Performance Tasks and Rubrics. **(2)** Prepare (type-written) checklist of the "dos and don'ts" for creating a rubric **(3)** Be prepared to discuss how technology can facilitate "strategies for keeping assessments manageable." **(4)** Review final project guidelines and rubrics and bring questions to the next class meeting on December 2nd.
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==THANKSGIVING BREAK: NO CLASS 11/25/10==

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12/02/10: Week # 13 – *Integrated Performance Assessment (INTASC Standards: 8.1, 8.2, 8.3, 8.4—Assessment).* Examination of ACTFL performance guidelines. Backwards Design. Evaluating Rubrics. Creating an IPA. Blaz Book: A Collection of Performance Tasks and Rubrics for FLs.
FORMAL TEACHING DEMONSTRATIONS: GROUPS 5 & 6

ASSIGNMENT for Next Class: **(1)** Re-read pp. 92-93 in MHH & TYA. **(2)** View textbook evaluation rubric exemplars available on BB. **(3)** Create a type-written checklist for evaluating FL/WL textbooks. **(4)** Bring a language textbook for K-12 (in your TL) to the next class. **(5)** Begin work on final projects.
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12/09/10:   Week # 14 – *Textbook and Materials Evaluation: The 5Cs Revisited (INTASC Standards: 1.2, 1.5—Content Pedagogy; 10.1—School and Community Involvement).* Using "EDCI 560 Tool Box" to Evaluate Textbooks and Instructional Materials. The Communities Standard: Extending Learning Beyond the Classroom. View WGBH Video:

ASSIGNMENT for Next Class: Work on final projects and any outstanding work (if you have pre-approved due date extensions).
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12/16/10: Week # 15 – Final Project Presentations: All work is due. GMU Course Evaluations
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<u>ADDITIONAL DETAILS</u>

1. Field experience arrangements for Pre-Service teachers will be made on an individual basis. Please do NOT attempt to make your own placement!

2. *Pre-service teachers may substitute part of their field experience requirement by viewing WGBH videos and completing the accompanying activities. You may substitute up to 5 hours (5 videos) for this option. Prior approval of the instructor required.*

3. The differences between an "Informal" and "Formal" teaching demonstrations are the later <u>(Formal)</u> requires a printed lesson plan (one copy for everyone), a handout, and you will have longer to prepare for it.

GUIDELINES, TEMPLATES, & RUBRICS

**GUIDELINES AND EVALUATION FOR INFORMAL TEACHING
DEMONSTRATION
FALL 2010**

Informal Demo Guidelines:
1. You and your partner(s) will prepare and present a **15-minute** standards-based lesson in class. At the end of your demonstration the class will take 5 minutes to ask questions and give feedback.
2. You and your partner(s) will sign up for a specific date to prepare and present your lesson. You will select a program model (FLES, HS Level 1, etc) and a topic/theme. You will create a <u>simple agenda</u>, <u>performance objectives</u>, <u>a warm-up</u> <u>activity</u>, and <u>one activity of your choice</u> on the topic.
3. It is your responsibility to bring the necessary materials (markers, pens, tape, magnets, transparencies, PPTs, sentence strips, poster paper, timers etc), visuals, and manipulatives for your demonstration.
4. You will be given very limited class time to "set-up" your lesson. Imagine that you share a classroom and do not have access to the room ahead of time.
5. <u>Conduct your lesson in the target language.</u>
6. When preparing your lesson, consider students' diverse learning styles, multiple intelligences and proficiency levels. How can you differentiate instruction so that <u>all</u> students' diverse needs and proficiency levels are accommodated?
7. You and your partner(s) may choose one, two or any combination of methods/approaches/strategies to present your lesson.
8. We will be your students. You and your partner(s) can assign us different proficiency levels and ages. Be realistic about student proficiency.
9. Teaching responsibilities can be divided, or you may wish to team-teach.

Informal Demo Evaluation:
Student Name:
Topic / Program Model:
Date:

Instructor Feedback on:
1. Performance-based Objectives:
2. Agenda:
3. Warm-up Activity:
4. Planned Activity on Topic/Theme:
5. Other Comments:

GRADE: ___ / 15

GUIDELINES FOR METHODS AND STRATEGIES
FORMAL TEACHING DEMONSTRATIONS
Fall 2010

1. Prepare a lesson plan using the template provided. Read at least three articles on the method/approach or instructional strategy you have chosen. Try to find at least one source by the original developer (if possible).

2. You will work with one or two other people as a team for your teaching demonstration. You have **30 minutes.** Plan your time carefully. You have a maximum of 10-15 minutes for each person to teach. Your team may take another 5 minutes to provide background information about the method and we will take 5 minutes at the end of your demonstration to give you feedback and ask questions from the class.

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

4. **BE CREATIVE!**

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

6. We will be your students. You may assign us whatever roles and ages you wish. Be realistic about the proficiency level of your students.

7. As a team, you may try any combination of team teaching, or each of you may demonstrate a separate activity. If you wish, you may divide teaching responsibilities by proficiency level of students. Remember that you do not have a lot of time (maximum 30 minutes).

8. Prepare a handout for the class AND your lesson plan. It can be short. It might be a summary of some points you have made or it might be sharing something from the lesson you have developed that class members might like to use in their own teaching.

EVALUATION of your teaching demonstration will be based upon the following criteria:

- Quality of lesson plan
- Usefulness of handout
- An accurate summary of the method chosen
- Faithfulness to the general philosophy and techniques of the method chosen
- Evidence of preparation
- Use of teacher-developed materials
- Flexibility in response to students' spontaneity
- Efficient use of time
- Class rapport, warmth, and enthusiasm of teacher
- Creativity

FORMAL TEACHING DEMONSTRATIONS:
Methods and strategies to be demonstrated

Methods and Approaches Demonstration
- Audiolingual Method (ALM)
- Cognitive Approach
- Direct Method (such as Berlitz, Jespersen, de Sauze)
- Total Physical Response (TPR)
- Natural Approach (Terrell and Krashen)
- Total Physical Response Storytelling (TPRS)

Instructional Strategies Demonstration
- Cooperative Learning
- Games or other Interactive Activities
- Grouping
- Computer Assisted Learning
- Alternative Assessment
- Proficiency Testing

LESSON / UNIT PLAN TEMPLATE
FOREIGN/WORLD LANGUAGES

Teacher_____ **School**_____

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

Date_____ **Number of Students** _____

Time/Period_____

THEME / TOPIC OF LESSON / UNIT: _____

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

Alignment with Standards:
   National:

   State:

   Local:

Assessment of Learning:
   Pre-teaching Assessment:

   On-going/Formative Assessment:

   Post-Lesson Assessment:

Materials Needed:

_____
_____
_____
_____

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

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

Presentation and Practice
Three Modes Employed:
    Interpersonal Activities:

    Presentational Activities:

    Interpretive Activities:

Methods/Approaches/Strategies Used:

_____

_____

_____

_____

CLOSURE:
    Review of this lesson:

    Preview for next lesson:

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

    This lesson could be extended (in scope) by:

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

    Assessment:

    Technology:

    Homework:

    Follow-up:

LESSON / UNIT PLAN TEMPLATE
FOREIGN/WORLD LANGUAGES

REFLECTION PHASE

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

Efforts to Accommodate:
What were the results of my efforts to accomodate:
Visual learners _____
Auditory learners _____
Kinesthetic learners _____
Specials needs learners _____
Heritage/Native speakers _____
Multiple Intelligences _____

What worked well?

What didn't work well?

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

How might this lesson be improved?

One important thing I learned was:

_____

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

For the next class:

For longer reaching goals:

_____
Created by: Dr. Marjorie Hall Haley - 2001 - George Mason University
Updates and assessment components by Dr. Rebecca Fox, Spring 2008 – GMU
Revised by: Melissa S. Ferro – Summer 2008 – GMU

EDCI 560
Teaching Foreign/World Languages in PK-12 Settings

<u>Teaching Demonstration Rating Scale</u>

Presenter(s)

Method/Strategy: **Date:**

Evidence Scale: 5 = Outstanding 4 = Above average 3 = Average 2 = Below average 1 = No evidence	**1**	**2**	**3**	**4**	**5**
Usefulness of Handout on Method or Strategy					
Accurate Summary of Method or Strategy					
Lesson Models Method or Strategy					
Quality of Standards-based Lesson Plan					
Activities Appeal to Various Learning Styles and Multiple Intelligences					
Target Language Use Appropriate for Age and Level of Learners					
Use of Transitions Between Activities					
Use of Teacher-made Materials					
Flexibility in Response to Students					
Efficient Use of Time					
Evidence of Preparation					
Class Rapport, Warmth, Enthusiasm					
Creativity					

Comments:

Recommendations:

GUIDELINES FOR MID-TERM PROJECT
Due October 21, 2010

Option A
Using Technology to Enhance Learning Experiences for Foreign/World Language Learners

"Learner-centered instruction is based on the premise that children learn more effectively by becoming active participants in the process" (Hall Haley & Austin, 2004, p. 282). The challenge for many teachers is creating lessons that engage their students in tasks that are relevant and meaningful to the learner. This is particularly true for technology-based lessons, as many millennial language learners state that they are often asked to unplug the technologies they use in their everyday lives when they enter the classroom (Prensky, 2001).

The goal of this mid-term project is for you to challenge yourself to create a lesson that includes a technology with which you are NOT familiar. NOVA Startalk has several tutorials that will teach you how to use technologies such as Voxopop, Photostory, and Prezi. The website is: http://novastartalk.nvcc.edu/ Your use of this technology must do more than enhance a teacher-centered lesson (as is often the case with PowerPoint presentations). Your learner-centered, standards-based technology lesson must enhance the learning experiences of your students and must be age and language level appropriate.

Objectives:
Teachers in EDCI 560 will be able to:
1. Create a learner-centered, standards-based product/project that engages the student in the target language and cultures through the use of technology
2. Write an introduction that includes references to course readings to support choice and use of technology
3. Create a step-by-step user guide for a novice teacher to use the project

Task:
Create a learner-centered, technology-based product/project that includes a: WebQuest, Interactive PowerPoint / SmartBoard Activity, Blog, Wiki, Podcast, Voxopop, Flip Video, Facebook/MySpace, Skype, YouTube, Photostory, or other technology

1. Prepare/create a technology-based product or project that employs a course outline topic of your choice and apply it to a teaching setting. The lesson time should be no less than 30 minutes. The purpose of the project is to focus on one course topic (such as standards-based teaching; alternative assessments; grouping, or learner diversity) and illustrate its implications for teaching through the use of technology.

2.   Your product/project should be interactive in the sense that the language learners are active participants in the lesson (No "Death by PowerPoint" projects please!). Tutorials for various technologies are available through NOVA Startalk at: http://novastartalk.nvcc.edu/

3. Prepare a printed guide to your product/project to help a novice teacher use it. Include the following:
   - An introduction that describes the student population and their diverse needs.
   - A section that explains how your project can be adapted to the context of a standards-based lesson or thematic unit plan.
   - A section that provides step-by-step details of how to use your product/project
   - Several references to various course readings to support your choice of technology _and_ your course topic.

4. Submit your project in both electronic and in paper format.

5. Mid term projects are due on or before **October 21, 2010**

Option B
If you have other ideas for ways to increase your knowledge of successfully implementing technology, please see your instructor for permission to pursue another option. You must obtain approval for this option well in advance of the due date (October 21, 2010).

Analytic Scoring Rubric – Mid Term Project Option A
EDCI 560– Fall 2010

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
18-20 points A	15-17 points B	12-14 points C	9-11 points F
Fulfillment of task			
Prepares a 30 minute WebQuest, Wiki, Blog, Interactive PowerPoint or other learner-centered technology-based project	Prepares a 30 minute WebQuest, Wiki, Blog, Interactive PowerPoint or other learner-centered technology-based project	Prepares a WebQuest, Wiki, Blog, Interactive PowerPoint or other learner-centered technology-based project that is less than 30 minutes.	Does not prepare a 30 minute WebQuest, Wiki, Blog, Interactive PowerPoint or other learner-centered technology-based project
Completion of task requirements			
Project is based on a course outline topic Projects clearly applies to a teaching setting Submits project on both CD and in paper format	Project is partially based on a course outline topic Projects mostly applies to a teaching setting Submits project on both CD and in paper format	Project is not based on a course outline topic Projects partially applies to a teaching setting Submits project on either CD or paper format	Project is not based on a course outline topic Project does not apply to a teaching setting Does not submit project on either CD or paper format
Appropriateness and usefulness of materials selected			
Describes the teacher/student population and their needs	Partially describes the teacher/student population and their needs	Does not clearly describe the teacher/student population and their needs	Does not describe the teacher/student population and their needs
Analysis			
Prepares a printed guide of the product to help a novice use it Provides clear adaptation to a standards-based lesson/unit plan Clearly and concisely refers to several course readings in support of technology and selected course topic	Partially prepares a printed guide of the product to help a novice use it Provides a partial adaptation to a standards-based lesson/unit plan Refers to several course readings in support of technology and selected course topic	Partially prepares a printed guide of the product to help a novice use it Provides adaptation or partial adaptation to lesson/unit plan that is not standards-based Refers to few course readings that may partially support technology and/or selected course topic	Does not prepare a printed guide of the product to help a novice use it Does not provide any adaptation to a lesson/unit plan Does not refer to course readings to support technology and/or course topic

Student name: _____   **Score:**_____

Comments/Feedback:

EDCI 560 – Fall 2010

FINAL PROJECT
This project is <u>required</u> for the licensure portfolio!

<u>GUIDELINES FOR UNIT LESSON PLAN</u>
Foreign/Second/World Languages K-12

Purpose: To demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction. **3.a.** To develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse learners. **3.b.** Demonstrate an understanding of the goal areas, the *Standards of Foreign Language Learning*, Virginia standards for foreign/world languages, and can integrate these into frameworks into curricular planning. **4.a.** Integrate the *SFLL* and state standards into language instruction. **4.b.**

Process: Follow the outline below for planning a unit/lesson plan. This plan should cover 5 days and each day's plan must include *preparation, presentation, practice, evaluation,* and *expansion* Use the lesson plan template provided in the syllabus. Choose one theme or topic and the level/age/grade/content you want to teach. Include this in the title.

Assessment Criteria: The four assessment criteria used will be
1. Instructional Practices That Reflect Learner Diversity
2. Integrating Standards in Instruction
3. Five separate lessons
4. Assessments and Follow-up Activities

DUE DATE: December 16, 2010

Analytic Scoring Rubric Unit Lesson Plan – EDCI 560 – Fall 2010
ACTFL NCATE Unit Standards 3a., 3b., 4a., 4b.
[Required for Portfolio and ACTFL NCATE accreditation]

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
23-25 points A	20-22 points B	17-19 points C	15-16 points F
Instructional Practices That Reflect Learner Diversity and Language Acquisition			
Demonstrates instructional practices that address the needs of diverse learners, including learning styles or multiple intelligences. Demonstrates application of language acquisition theories and research into the planning and teaching process.	Demonstrates some instructional practices that address the needs of diverse learners, including learning styles or multiple intelligences. Demonstrates some application of language acquisition theories and research into the planning and teaching process.	Demonstrates few instructional practices that address the needs of diverse learners, including learning styles or multiple intelligences. Demonstrates little application of language acquisition theories and research into the planning and teaching process.	Does not demonstrate instructional practices that address the needs of diverse learners, including learning styles or multiple intelligences. Does not demonstrate application of language acquisition theories and research into the planning and teaching process.
Integrating Standards in Instruction			
Integrates SFLL and state standards into instruction, including the 3 modes of communication	Integrates some SFLL and state standards into instruction, including the 3 modes of communication	Integrates few SFLL and state standards into instruction, including the 3 modes of communication	Does not integrates SFLL and state standards into instruction, including the 3 modes of communication
5 Separate Lessons			
Covers 5 days with 1 separate lesson plan for each day, clearly describing theme/topic or lesson, overall instructional objectives for lesson and methods used	Covers 5 days with 1 separate lesson plan for each day, but lacks clear description of theme/topic or lesson, overall instructional objectives for lesson and methods used	Covers fewer than 5 days with 1 separate lesson plan for each day, clearly describing theme/topic or lesson, overall instructional objectives for lesson and methods used	Does not cover 5 days with 1 separate lesson plan for each day, clearly describing theme/topic or lesson, overall instructional objectives for lesson and methods used
Assessments and Follow-up Activities			
Explains assessments and follow-up activities	Some explanations about assessments and follow-up activities	Few explanations about assessments and follow-up activities	Does not explain assessments and follow-up activities

GUIDELINES FOR FIELD EXPERIENCE
COURSE TITLE: TEACHING FOREIGN/SECOND LANGUAGES
IN PK-12 SCHOOLS (EDCI 560)
INSTRUCTOR: Melissa S. Ferro   CLOCK HOURS: 10

COURSE DESCRIPTION:
Study of theories and methods of foreign/second language teaching, with practical application to the classroom. Field experience required for those seeking initial teacher certification.

FIELD EXPERIENCE OBJECTIVES: <u>PRE-SERVICE TEACHERS</u>
1. To observe the application of foreign/second language teaching strategies and methods embodied in the classroom procedures of the cooperating teachers at K-16 levels.
2. To learn and become familiar with successful and innovative practices.
3. To gain valuable insight into student responses to each type of activity.
4. To get to know students at a given age and grade, areas of strength and weakness, and general learning pace.
5. To become familiar with special foreign/second language resources and activities in the particular school: (a) SmartBoard or similar technology, computer laboratory, its functioning and specific software available for use; (b) videos, interactive online workbooks, multimedia CD-ROMs or any other types of multimedia relating to language; (c) special foreign/second language classrooms, i.e., electronic, transition immersion, self contained, as well as those decorated with posters, interactive bulletin boards, and learning centers.

<u>Method:</u>   As a requirement of the GMU Graduate School of Education, participants will engage in 10 hours of school-based field experiences. Students will engage in observations, interactions with students and in teacher interviews in the school setting. A short written report, should consist of **three principle parts** and be a **total of 3-4 pages, dougle-spaced, 12 point font**. Guidelines and suggested report format are listed below

Part I -- **INTRODUCTION** – Use this section to introduce where you observed, demographics of the school community, etc. Follow the list below as a guidepost for things you may wish to observe. <u>It is not necessary to try and cover all 20 items.</u>

1. Observe how the teacher handles multiple learning styles
2. Seating arrangements
3. Discipline problems
4. Daily routine
5. What percentage of time is devoted to each of the 4 skills?

6. Describe the way the teacher began the class. Did it lead into the lesson effectively? Why or why not?
7. Combined classes
8. Homework – how was it assigned and checked?
9. Amount, if any of students' L1 used
10. Variety of activities
11. Use of daily lesson plan
12. Use of visuals and/or technology
13. Works with accelerated and slower students
14. Use of textbook(s)
15. Classroom appearance
16. How the teacher creates a community of learners
17. Were the objectives of the day's lesson given to the students? If yes, what were the objectives and how were they given?
18. Was the atmosphere conducive to motivating students to participate actively? Explain.
19. How did the teacher keep the students on task?
20. Describe the rapport between teacher and students

PART II – INTERVIEWS WITH TEACHER(S) – plan to conduct at least two interviews with teacher(s). Use the following questions as guides (add your own as appropriate).
1. What instructional approaches work well for this age group?
2. In terms of classroom management, what strategies are most effective for your students?
3. What are some effective methods/strategies/assessments for working with students from many different countries?
4. What are the areas of weakness or difficulty for students at your grade level and what do you do to overcome these difficulties?
5. In what ways do you assess student progress?
6. How would you describe your teaching style?
7. How has your teaching style changed since your started your career?

PART III – REFLECTION - Summarize your learning from each observation and interview. This provides you the opportunity to connect ***theory to practice.*** As you think and write about these school-based experiences, refer to the course content, readings, and discussions. Synthesize this information and apply it to the class content as well as your future (or current status) as an foreign/second language teacher.
****

SUGGESTED ACTIVITIES FOR FIELD EXPERIENCE:

1. Ask to conference with the teacher **both** before and after your observation to discuss the day's lesson and to ask questions. While this is NOT possible for each visit, a minimum of 3 times is expected.

2. Work with individual students or small groups to gain confidence and make some initial contact with students.

3. Seek advice and guidance in preparing for teaching assignment from faculty supervisor and cooperating teacher.

4. As student teaching time approaches, begin to plan in written form some general format for each week's work, including types of exercises in logical sequence, with an attempt at varying the activities sufficiently, along with games, visuals, and innovative strategies.

Note: Pay strict attention to the above guidelines. Remember, you are a guest in these schools and classrooms. Appropriate attire and conduct are mandatory. Professional courtesy is essential. If you must cancel a scheduled visit, call as soon as possible to let the teacher know.

These teachers are **not** on display. They have willingly agreed to make themselves available to you. Try to be helpful and lend assistance where possible. This is to be an **interactive** experience - not passive.

FIELD EXPERIENCE REPORTS ARE DUE NO LATER THAN NOVEMBER 4, 2010.

Analytic Scoring Rubric
PRE-SERVICE Teacher Field Experience and Report
EDCI 560 – Fall 2010

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
9-10 points A	8 points B	7 points C	0-6 points F
Fulfillment of requirements			
Meets all requirements	Meets most requirements	Meets some requirements	Does not meet requirements
Hours of Field Experience requirements			
Completes 10 hours of field experience	Completes 8-9 hours of field experience	Completes 6-7 hours of field experience	Completes fewer than 5 hours of field experience
Familiarity with student cognitive, linguistic and social development and needs			
Illustrates a clear familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Illustrates a partial familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Illustrates a limited familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Does not illustrate a familiarity with students at a given age and grade, areas of strength and weakness and general learning pace
Written Analysis			
Organizes paper in a thoughtful manner

Clearly describes resources and activities in a world/second language classroom

Provides a clear description of application of world/second language teaching strategies and methods and student response to those strategies and methods | Paper lacks some clarity

Partially describes resources and activities in a world/second language classroom

Provides a partial description of application of world/second language teaching strategies and methods and student response to those strategies and methods | Paper is not well-organized

Provides a limited description of resources and activities in a world/second language classroom

Provides a limited description of application of world/second language teaching strategies and methods and student response to those strategies and methods | Paper is not well-organized.

Does not describe resources and activities in a world/second language classroom

Does not provide a description of application of world/second language teaching strategies and methods and student response to those strategies and methods |

Student name:_____   **Score:**_____

Comments/Feedback:

GEORGE MASON UNIVERSITY
Graduate School of Education

Field Experience Reporting Form

Name: **Semester/Year** Fall '10

School:

Course: EDCI 560

Instructor: Melissa S. Ferro   **Clock hours:** 10

School site/class/grade	**Teacher**	**Date**	**Hours on site**

Use this form as a way of keeping track of your required 10 hours of field experience.
Return this form when you submit your written report.

FIELD EXPERIENCE OBJECTIVES: <u>IN-SERVICE TEACHERS</u>
<u>Details for Teacher Action Research</u>
In-service Teachers Only

In order to satisfy VA's requirement of 10 hours of field experience for this course, you will **(a)** observe and collaborate with colleagues in your school **(5 hours)**, submitting a brief one-page reflective summary and **(b)** conduct an action research project **(5 hours)** in your own classroom. Refer to http://www.gse.gmu.edu/research/tr for additional resources.

<u>Instructions for Observations and Reflective Summary:</u>
• Use the list from "Part 1" on page 25-26 of this syllabus to guide your observations.
• Write a 1-page reflective summary that illustrates how your observations will impact your practice (i.e. classroom management, instructional methods, use of technology, assessment practices, etc…)

<u>Instructions for Teacher Action Research</u>

❖ Develop a research question (puzzlement) based on your own curiosity about teaching and learning in your classroom
❖ Examine your underlying assumptions about teaching and learning
❖ Systematically collect data from and with your students
❖ Share and discuss data and research methodology with fellow teacher researchers
❖ Analyze and interpret data
❖ Write about your research
❖ Share your findings with students, colleagues, and classmates
❖ Assume responsibility for your own professional growth

Sample "puzzlements" – 1.) How do I get my students to do their homework? 2) How can I be sure that I'm reaching <u>all</u> my students? 3) How can I move toward more learner-centered instruction without losing control? 4) How can I motivate my students more to <u>want</u> to learn? 5) What can I do to ensure that I accommodate all my students' learning styles?

****

REFLECTIVE SUMMARIES (OF 5 HOUR OBSERVATIONS) AND TAR <u>PROJECTS ARE DUE ON NOVEMBER 4, 2010</u>.

PLEASE SEE YOUR INSTRUCTOR TO <u>PRE-ARRANGE ANY EXTENSIONS BEFORE OCTOBER 21, 2010.</u>

Outline for TAR Paper

Title Page:
ACTION RESEARCH TITLE
Your Name
George Mason University
EDCI-560 (semester and year)
Submitted: (date)

Body of Paper:
- Introduction including the rationale

- Puzzlement

- School Setting, Program, and/or Class Description

- Methodology: Participants, Data collection procedure, data collection instruments, research procedures

- Results/Analysis

- Conclusion or Discussion

- References

- Appendices: Instruments developed and used, surveys, questionnaires, etc.

EDCI 560 – Fall 2010
Analytic Scoring Rubric
IN-SERVICE Teacher Field Experience and TAR Project Report

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
9-10 points A	8 points B	7 points C	0-6 points F
Fulfillment of requirements			
Meets all requirements	Meets most requirements	Meets some requirements	Does not meet requirements
Hours of Field Experience requirements			
Completes 5 hours of field experience	Completes 4 hours of field experience	Completes 3 hours of field experience	Completes fewer than 3 hours of field experience
Completes a thoughtful written summary	Completes written report summary that lacks some clarity	Partially completes written report summary	Does not complete written report summary
TAR Project: Familiarity with student cognitive, linguistic and social development and needs			
Puzzlement question and examination of underlying assumptions illustrate a clear familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Puzzlement question and examination of underlying assumptions illustrate a partial familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Puzzlement question and examination of underlying assumptions illustrate a limited familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Puzzlement question and examination of underlying assumptions do not illustrate a familiarity with students at a given age and grade, areas of strength and weakness and general learning pace
TAR Project: Written Analysis			
Organizes paper in a thoughtful manner

Clearly describes analysis and interpretation of data

Provides a clear description of application of world/second language teaching strategies and methods and student response to those strategies and methods | Paper lacks some clarity

Partially describes analysis and interpretation of data

Provides a partial description of application of world/second language teaching strategies and methods and student response to those strategies and methods | Paper is not well-organized

Provides a limited analysis and interpretation of data

Provides a limited description of application of world/second language teaching strategies and methods and student response to those strategies and methods | Paper is not well-organized.

Does not describe analysis and interpretation of data

Does not provide a description of application of world/second language teaching strategies and methods and student response to those strategies and methods |

Student name:_____   **Score:**_____

Comments/Feedback:

Analytic Rubric
Class Attendance, Homework, and Participation
EDCI 560 – Fall 2010

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meet expectations Limited Evidence	No Evidence Little or No Evidence
15 points **A**	**13-14 points** **B**	**11-12 points** **C**	**0-10 points** **F**
Class Attendance			
Attended all classes arriving on time.	Missed 1 class. Or arrived late or left early 2-3 times.	Missed 2 classes. Or arrived late or left early 4 times.	Missed 3 or more classes. Or arrived late or left early 5 or more times.
Homework			
Completed all weekly written and reading assignments on time Organized course materials and brought relevant materials to every class meeting	Completed most weekly written and reading assignments on time Organized course materials and brought relevant materials to most class meetings	Completed few weekly written and reading assignments on time Partially organized course materials and/or brought relevant materials to few class meetings	Did not complete weekly written and reading assignments on time Did not organize course materials and/or did not bring relevant materials to class meetings
Participation			
Engaged in meaningful class discussions	Engaged in class discussions	Rarely engaged in class discussion	Did not engage in class discussions
Participated in all class activities	Participated in most class activities	Rarely participated in class activities	Did not participate in class activities
Provided constructive feedback to class members	Provided some constructive feedback to class members	Rarely provided constructive feedback to class members	Did not provide constructive feedback to class members

Student name:_____   **Score:**_____

Comments/Feedback

STUDENT BIOGRAPHICAL INFORMATION

Please Print clearly!

Name:_____

E-mail address:_____

Home phone:_____ Work phone:_____

Home
address:_____

_____

GMU Program:_____ Academic Advisor_____
Year admitted:_____ Expected completion year_____

Currently teaching?_____ If yes, where, what, and for how long?
_____

Language(s) you speak/read/write_____
Level(s) of proficiency_____

Travel experience?_____ Where?_____
For how long?_____

Career goals:_____

What you hope to gain from this
class:_____

_____
_____

Favorite leisure/pastime
activities:_____

_____

Materials Release Form
for
EDCI 560
Fall 2010
Dr. Marjorie Hall Haley / Instructor: Melissa S. Ferro

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 National Council for the Accreditation of Teacher Education (NCATE) programs. If you agree to let me use your materials for this purpose, please sign below. Pease note that every precaution will be taken to protect your anonymity.

1. I, _____, give permission for

            (please print your name)

materials produced to meet the requirements of this course **to be used as work samples for the NCATE** review process.

2. Please replace my name with a code on my papers and projects.

        YES   NO

_____   _____
  Signature
                                                    Date

Tel. No. _____ (Home or cell phone)

Email address _____