EDCI 519-601: METHODS OF TEACHING IN MULTILINGUAL SETTINGS
SPRING 2010

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TIME: **JANUARY 20TH – APRIL 28TH; (4:30 PM-7:20 PM); BLDG: INNOVATION HALL, RM.**

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A. COURSE DESCRIPTION

EDCI 519 is designed to examine past and present approaches, methods, and techniques for teaching English as a Second Language (ESL) in bilingual and ESL classrooms. Participants will analyze program models and methods of instruction for English language learners; demonstrate teaching approaches based on second language learning research, develop lesson and unit planning skills, and evaluate materials and resources available in the field. *Prerequisite:* EDCI 516

B. COURSE OUTCOMES

Students completing EDCI 519 will ....
This course is aligned with TESOL/NCATE Standards for PK-12 Teacher Education.

(1.) Examine second language teaching methods/approaches, past and present, and relate them to teaching in a second language setting.
(2.) Learn to develop a lesson plan that uses the four language skills, listening, speaking, reading, and writing.
(3.) Plan and demonstrate 1 mini lesson: based on a method/approach or on an instructional strategy
(4.) Locate and examine multimedia resources in the field of bilingual/ESL education.

C. Relationship to Program Goals and Professional Organizations
Relationship Program Goals and Professional Organizations:
The EDCI 519 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 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***. EDCI 519 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 519 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 second language teaching strategies.

The *EDCI 519* relationship to National and State Standards include:
ESL Standards for P-12 Teacher Education Programs
The ESL 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 519 relationships to professional organizations include:
EDCI 519 follows the guidelines and recommendations made by the *Teachers of English for Speakers of Other Languages* (TESOL), 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 and TESOL, 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 cultural and ethnic diversity as a national strength that enriches a society and rejects the view that diversity threatens the fabric of a society. TESOL 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.

D. 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.

E. Required Textbooks:

Hall Haley, M. & Austin, T. (2004). *Content-based Second Language Teaching and* Learning: An Interactive Approach. Allyn & Bacon. Boston, MA.

Recommended Textbooks:
Pergoy, S. & Boyle, O. (2005) *Reading, Writing and Learning in ESL. 4th Edition,* New York: Pearson Education, Inc.

Larsen-Freeman, D. 2nd Edition (2000) *Techniques and Principles in Language Teaching,.* Oxford University Press. New York.

Richards, J. & Rogers, T. (2001) *Approaches and Methods in Language Teaching, 2nd Ed.,* New York: Cambridge University Press.

F. Course Requirements:

1. Teaching demonstrations activities	**25 points**
2. Tech Project	**20 points**
3. Field Experience and paper	**20 points**
4. Unit Lesson Plan	**20 points**
5. Class attendance, Homework, and Participation	**15 points**

- Using the designated ratings scale, requirements 1-5 will be added to calculate a final course grade.

GRADE	SCORE
A+	100 points
A	94 - 99 points
A-	90 -93 points
B+	85 - 89 points
B	80 - 84 points
C	70 -79 does not meet licensure requirements or Level I award recommendation
F	Does not meet requirements of the Graduate School of Education; student is out of program

- In order to pass EDCI 519 and have the final grade officially submitted to the Registrar, satisfactory completion of the Field Experience/Field Journal is required. The criteria for satisfactory assessment are listed on http://gse.gmu.edu/programs/fasttrain/programrequirements.shtml#field.

Students will be expected to...

1. Attend all class sessions, ***arriving on time,*** and ***actively participating*** during large and small group discussions and activities.
2. Complete all assignments on time.
3. Purchase and maintain a three-ring binder which will be used for all course materials and should be brought to class every day.

G. 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.

The Professional Development Portfolio
The Professional Development Portfolio is a collection of carefully selected materials and targeted reflections that provide a record of teaching experiences and growth. It documents a teacher candidate's knowledge, skills, and ability to teach. A performance-based document, the portfolio synthesizes learning from the teacher candidate's

coursework and school-based experiences and includes multiple sources of data that should be gathered and developed in the teaching-learning process.

All FAST TRAIN licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is "519 PBA." This assignment must be posted to Task Stream, where it will be reviewed and graded.

Additionally, student are required to submit both a mid-point portfolio reflective paper after completing three licensure courses and a final reflective after completing the final licensure courses. Both the mid-point and final portfolio will be posted to Task Stream for scoring. Future registrations will be affected if this requirement is not met by the due dates indicated in the guidelines.

Please see the FAST TRAIN website for more guidelines about the anthology requirement: http://gse.gmu.edu/fasttrain/programs_of_study/portfolio/

Attendance Policy:

 FAST TRAIN students are expected to attend *all* class periods of courses for which they register. In class participation is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (Mason Catalog).

GMU E-mail: Web: www.gmu.edu/email

Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

Honor Code

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work. (Mason catalog).**

See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code
Course Withdrawal with Dean Approval

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.

Incomplete (IN)

This grade may be given to students who are passing a course 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 10th 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 should be provided to the FAST TRAIN office.

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 with Disabilities

Those seeking 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.

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Resources

Companion website to Haley & Austin textbook:
 http://www.ablongman.com/hallhaley1e
Haley research
http://gse.gmu.edu/research/mirs
Haley coursework site
http://gse.gmu.edu/facultystaff/profiles/mhaley/exemplars.htm

Assessment:
http://origin.eastbaymedia.com/~weta/presentations/rr-webcast-1003.htm
http://www.pen.k12.va.us/VDOE/Instruction/Language
http://www.tesol.org
http://www.ncbe.gwu
http://discoveryschool.com/teachingtools.html
http://www.quia.com
http://www.cal.org/ericcll

ESL/Language Arts
ESL Café Web Guide (http://www.eslcafe.com/search/index.html)
Schackne Online – Language Teaching (ESL-EFL Resources)
(http://www.schackne.com/Languageteaching.htm)

History/Social Studies
History/Social Studies Web Site for K-12 Teachers
(http://www.execpc.com/~dboals/boals.html)

Science/Mathematics
TheExploratorium'sTenCoolSites
(http://www.exploratorium.org/learning_studio/sciencesites.html)
FCPS Elementary Science Curriculum Resource Guide
(http://www.fcps.edu/DIS/OEIAS/esscience/eslcires.htm)

	Class Assignments for EDCI 519		
Project	**Goal**	**Points**	**Due Date**
Field Experience: Field Experience Logs	Observe the application of Bilingual/ESL teaching strategies and methods embodied in the classroom procedures of the cooperating teachers. To learn and become familiar with innovative practices in enhance ELL/FLL.	**20 Points**	**Apr 28**
Teaching Demonstrations	Simulate teaching activities (i.e. lesson plans, assessments, interactive technology) using methods/approaches presented in textbooks and class lectures.	**25 Points**	**Various Classes**
Tech Project	**Option A:** to use the World Wide Web as a primary resource for locating and analyzing materials and activities to be used with English Language Learners. **Option B**: to create a multimedia resource that will inform teachers about its implications for teaching.	**20 Points**	**Mar 31**
Final Project: Unit Lesson Plan *TESOL/NCATE Portfolio Requirement	Create a unit lesson plan covering 5 days. Plan must include *preparation, presentation, practice, evaluation, and expansion.*	**20 Points**	**Apr 14**
Class Attendance and Participation	Attend all class sessions, arriving on time, and actively participate during large and small group discussions and activities. Tardy class attendance will result in penalty points being assessed.	**15 Points**	**Every class**

Student Teaching Demonstrations: methods, lesson plans, tech projects

Students will be asked to present demonstrations to the class based on course readings. These demonstrations should reflect the methods and approaches recommended for content-based instructions. Please include references to the following language learning concepts you used during your demonstrations to the class:

Method/approach
- Total Physical Response (TPR)
- Natural Approach (Terrell and Krashen)
- Direct Method (such as Berlitz, Jespersen, de Sauze)
- Cognitive Academic Language Learning Approach (CALLA)
- Total Physical Response Storytelling (TPRS)
- Audiolingual Method (ALM)
- Other

Instructional Strategies
- Cooperative Learning
- Information Gap/Jigsaw or Other Interactive Activities
- Collaborative Grouping
- Computer Assisted Language Learning
- Alternative Forms of Assessment
- Content-based Instruction (CBI)
- Other

GUIDELINES FOR METHODS AND STRATEGIES IN TEACHING DEMONSTRATIONS

1. Provide visual resources (hardcopy handouts, overhead graphics, manipulatives) to aid your presentation.
2. Some presentations will require you work in groups or pairs for your teaching demonstration. Your group presentation before the class will have a time limit so plan your time carefully. You also should provide any background information of the activity you feel would help the audience understand the demonstration being given.
3. Presentations may include all/some of the following:

   - Background information about the demonstration topic
   - 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 <u>strongly</u> encouraged
   - 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**.** <u>BE CREATIVE!</u>

5. Try to spend less time talking about the method/approach/strategy, more time demonstrating it. You may decide to introduce your activity 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.

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.

8. Handouts or overhead guides should include a summary of the relevant points you have made and/or you may share something from the lesson you have developed that class members might like to use in their own teaching.

<u>EVALUATION</u> of your teaching demonstration will be based upon the following criteria:

- ❑ Quality and accuracy of lesson plan
- ❑ 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
- ❑ Usefulness of Handout

Student Teaching Demonstrations Evaluation Sheet

Presenter(s)_____

_____

Method/Strategy_____ **Date**_____

5=Excellent 1=Poor	1	2	3	4	5
Quality/Accuracy of Lesson Plan					
Usefulness of Handout					
Accurate Summary					
True to Method/Strategy					
Evidence of Preparation					
Use of Teacher-Developed Materials					
Flexibility in Response to Students					
Efficient Use of Time					
Class rapport, warmth, enthusiasm					
Creativity					
Differentiated levels of proficiency					

*Comments:*_____

_____

*Recommendations:*_____

_____

FIELD EXPERIENCE Project Overvuew
EDCI 519

GUIDELINES FOR FIELD EXPERIENCE – <u>PRE-SERVICE TEACHERS</u>
COURSE TITLE: Methods of Teaching Multilingual Students (EDCI 519)
INSTRUCTOR: Edith Collins

COURSE DESCRIPTION:
Study of theories and methods of Bilingual/ESL teaching, with practical applications for use in 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 Bilingual/ESL teaching strategies and methods embodied in the classroom procedures of the cooperating teachers at K-16 levels.
2. To select <u>one</u> of the recommended *Field-based Experiences* listed in each chapter of the text.
3. To learn and become familiar with successful and innovative practices.
4. To gain valuable insight into student responses to each type of activity.
5. To get to know students at a given age and grade, areas of strength and weakness, and general learning pace.
6. To become familiar with special Bilingual/ESL resources and activities in the particular school: (a) computer laboratory (where used), its functioning, specific tapes (or software) available for use; (b) films, tapes, slides, records, or any other multimedia relating to language; (c) special Bilingual/ESL classrooms, i.e., electronic, transition immersion, self contained, as well as those decorated with posters, interactive bulletin boards, and learning centers.

Method: As a requirement of the GMU Graduate School of Education, participants will engage in an on-site school-based field experience of no fewer than 20 clock hours. Students will engage in observations, interactions with students and in teacher interviews in the school setting. A short narrative following **APA Writing Style** should be submitted no later than **April 28,** 2010 and should consist of **three principle parts** and be a **total of 5-7 pages, double-spaced, 12 pt font, in length**. 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 ways 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 one interview with a teacher. 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?
8. What do you (or your school) do to build partnerships with the ESOL students' families
9. How would you go about establishing better communication with the parents of ELLs?

PART III – REFLECTION - Summarize your learning from each observation and interview in a narrative form. This assignment is meant to provide you the opportunity to demonstrate the ways in which **theory** should be connected 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 ESL or Bilingual teacher.
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SUGGESTED ACTIVITIES FOR FIELD EXPERIENCE:

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

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.

The classroom teacher is **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.

Sample Single Lesson Plan: ENGLISH AS A SECOND LANGUAGE

Teacher_____**School**_____
Grade(s)_____ **Proficiency Level(s)**_____**Program Model**_____
Content:_____

PLANNING PHASE
Performance Objectives
1.
2.
3.

Lesson Outline:
National/State/Local Standards: _____

TEACHING PHASE

(1) Preparation
Warm-up Activity:_____
Language Goals: How is instruction scaffolded and differentiated for a multi-level ELLs?

(2) Presentation
Activities:
Level 1. Starting
Level 2. Emerging
Level 3. Developing
Level 4. Expanding
Level 5. Bridging

Four Skills
Listening Activity:_____
Speaking Activity:_____
Reading Activity:_____
Writing Activity: _____

(3) Practice
a.
b.
c.

(4) Evaluation

(5) Expansion/Extension

Methods/Approaches/Strategies

_____

Other Activities:
Follow-up:

Assessment:

Homework:

Technology:

Materials:

Closure:

REFLECTION PHASE

Efforts to Accommodate:
    Visual learners_____
    Auditory learners_____
    Tactile learners_____
    Specials needs learners_____

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_____

TECH PROJECT
Due April 7, 2010

Option A
Using The Internet and Its Resources Successfully

Objectives:
This project will provide you with the opportunity to use the World Wide Web/Internet as a primary resource for locating and analyzing materials and activities to be used with second language learners.

Participate in the creative process of developing strategies and gathering materials and resources for teaching communicatively

Tasks:
1. Identify and critique curriculum materials and resources available on the Internet
2. Locate materials pertaining to PreK-12 student populations. Identify age, grade, and language proficiency appropriateness
3. Select no fewer than five (5) URL web sites on the Internet.
4. Write a **6-8-page, double-spaced,** analysis of the five sites (critique) of your findings. This should include methodology and curriculum approaches. Samples of suggested materials will be useful.
5. In your analysis, mention how these sites will be of particular use to you, i.e., with whom, age, level of proficiency, grade, etc.
6. Include one or two pages from the web sites that help demonstrate their usefulness.

Evaluation:
1. Critiques are clear, concise, and will help enhance methodology
2. Web sites selected represent a wide variety
3. Reference is made to content of this course to support analysis
4. Analyses include usefulness as well as limitations

Tech Projects presentations **due April 7, 2010.**

Option B
Using Technology to Enhance the Second Language Classroom

Video tape, Dream Weaver, PowerPoint, PhotoStory, or Other Technology-based Project

1. Prepare a 30-minute videotape, electronic game/grammar book, Web Page, PowerPoint slide presentation, or other type of technology-based project on a course outline topic of your choice and apply it to a teaching setting. The purpose of the project is to focus on one topic and inform teachers about its implications for teaching.

2. Describe the teacher/student population and their needs.

3. Prepare a printed guide to your product to help a novice use it.

4. Refer to course topics to add support to this project.

5. Submit your project on both diskette and in paper format.

Tech Project presentations **due April 7, 2010.**

GUIDELINES: Unit Lesson Plan

For ESOL Progarm students, this project is <u>required</u> for the licensure portfolio <u>and must submit this electronically to their ESOL Portfolio on TASKSTREAM!</u> *All students are to submit a hard copy to the instructor.*

Purpose: To show that you know, understand and can apply concepts acquired in this course to your own approach to planning a supporting learning environment for ESL students in multilevel classrooms with learners from diverse backgrounds. Students must demonstrate effective use of a wide range of standards-based materials, resources and technologies for teaching your lessons.

Process: Students will design a five day unit lesson plan on core subject topic of their choice. A written (5-7 page) narrative overview discussing your selection of activities and resources for this project **should be submitted no later than April 14, 2010** and follow accepted **APA Writing Style** format requirements.

Follow the outline below for planning a unit/lesson plan that is <u>specific to your own *current or future* teaching circumstance</u>. This plan should cover 5 days (1 separate lesson plan for each day) and each day's plan must include *preparation, presentation, practice, evaluation, expansion, and scaffolded (multilevel) instruction..* 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. Define the program model, i.e., pull out, push in, sheltered, immersion, etc.

TESOL/NCATE Standard 3a: Know, understand and apply concepts, research, and best practices to plan instruction in a supporting learning environment for ESL students. Serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

TESOL/NCATE Standard 3b: Know, manage and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum.

TESOL/NCATE Standard 3c: Are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Assessment Criteria: The five assessment criteria used will be
1. Concepts, research, and best practices
2. Multilevel instruction
3. Standards, content, and theme-based
4. Five separate daily lesson plans should include instruction activities for the following skills: listening, speaking, reading and writing.
5. Standards-based materials, resources, and technologies

Sample Lesson Plan Template: ENGLISH AS A SECOND LANGUAGE

Teacher_____**School**_____
Grade(s)_____ **Proficiency Level(s)**_____**Program Model**_____
Content:_____

PLANNING PHASE: Identify Performance Objectives
1.
2.
3.

Lesson Outline
Content
National/State/Local Standards

TEACHING PHASE
Preparation
Warm-up activity
Prior knowledge
Language Goals (How is instruction scaffolded and differentiated for multilevel ELLs?)

Presentation Activities – Days 1-5
Four skills: listening, speaking, reading, writing for differentiated multi-levels of instruction
Level 1- Starting, Level 2 - Emerging, Level 3 - Developing, Level 4 - Expanding,
Level 5 - Bridging

Practice
      1.
      2.
Evaluation
      1.
      2.
Expansion/Extension
      1.
      2.
Methods/Approaches/Strategies

Other Activities:
      Follow-up
      Assessment
      Homework assignments
      Use of technology
      Materials used
      Closure

Materials Release Form for

EDCI 519
Summer 2009
Edith Collins

      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 **are 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

Phone: _____ (Home or cell)

Email address _____

RELEASE FORM

Graduate School of Education
George Mason University
Spring 2010

Permission to Use Student Materials and Image in Videotape

As a student in the Graduate School of Education at George Mason University I am requesting permission to use student materials and images in a video that will be used for discussion about the best ways to teach foreign/second languages. Students will never be identified by their names in the tape. This video will only be used for teacher professional development.

_____
Teacher's Signature

Student's Name_____

Parent(s) or Legal Guardian(s) Signature_____

Edith Collins
George Mason University
ecollins@gmu.edu
 (703) 627-6812

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? _____

How long? _____

Career goals: _____

What you hope to gain from this class:

_____

_____

_____

Favorite leisure/pastime activities:

_____

_____

_____

_____

_____