

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Multilingual/Multicultural Education**

**EDRD 620
Teaching Reading and Writing in Foreign/World Languages
Spring 2011
Mondays 7:20-10:00pm
Innovation Hall Rm 137**

INSTRUCTOR:

Dr. Sabrina Wesley-Nero, Adjunct Professor

Graduate School of Education
George Mason University
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Fairfax, VA 22030

GMU Email: swesleyn@gmu.edu

Office hours: By Appointment

COURSE DESCRIPTION:

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

A. Prerequisites: EDCI 516 and EDCI 560 or permission of instructor or advisor.

B. Course description from the university catalog: Introduces reading and writing processes in foreign and second languages, research on reading comprehension, and effective teaching and assessment approaches for students in PK-12 schools.

NATURE OF 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, peer feedback, videos, multimedia, and reflection. Two options are offered on the midterm and final projects. Students are encouraged to select a project that has particular relevance to their own respective teaching circumstance. Rubrics are provided for the teaching simulation and midterm and final projects.

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.

LEARNER OUTCOMES:

This course is designed to enable students to:

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

Students will be expected to use a personal computer for preparing course requirements and teaching materials and for engaging in research through the Internet. Students are also encouraged to attend any professional conferences in the Metro area.

PROFESSIONAL STANDARDS:

Relationship to Program Goals and Professional Organizations

<i>Course Student Outcomes (above)</i>	<i>ACTFL/NCATE Standards Domain</i>	<i>INTASC Principles</i>
1	2c, 3b, 4a, 4b, 4c	P7
2.	2a 3b	P3 P4
3.	3a 3b	P2 P3
4.	2c 3b 4a 4b 4c	P2 P3 P4 P6 P7
5.	4b 4c 5a	P8
6.	4c	P6

Key: TESOL/NCATE Standards and Domains, INTASC = Standards for Licensing Beginning Teachers, P = principles

1. **Knowledge base for teaching in the foreign/ 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.** EDRD 620 students should be able to understand and critically evaluate second language learning theories and engage in systematic investigation of the knowledge base to inform their own or others teaching practices.

3. **Classroom teaching.** EDRD 620 students should be able to plan and manage a second language class effectively and be able to evaluate and selectively apply a range of teaching strategies as appropriate to their student’s 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 and implement foreign/second language teaching strategies, specifically to enhance the teaching of reading and writing.

The EDRD 620 relationship to National and State Standards include:

- The American Council on the Teaching of Foreign Languages Standards for Pre-K-12 Students
- Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
- National Board for Professional Teaching Standards (NBPTS)
- Virginia Foreign Language Standards of Learning (SOLs)

The EDRD 620 relationships to professional organizations include:

EDRD 620 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. 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. NABE and ACTFL have the more specialized mission of developing the expertise of their members and other educators involved in teaching world languages, to help them foster an effective learning environment while accomplishing the goal of effective communication in diverse settings and oral and written language proficiency while respecting individuals' rights and needs.

Websites:

American Council on the Teaching of Foreign Languages (ACTFL): www.actfl.org

National Association for Bilingual Education (NABE): <http://www.nabe.org>

National Association for Multicultural Education (NAME): <http://www.nameorg.org>

REQUIRED TEXTS AND ONLINE RESOURCES:

Students must obtain/access these before the 2nd class meeting.

1. **EDRD 620 Course Reader-Spring 2011 Edition:** Teaching Reading/Writing in Foreign/World Languages K-12. Available at the Fairfax campus bookstore.
2. **Blackboard Learning Systems for EDRD 620**—you must first activate your GMU email account (at: www.gmu.edu) and then log on to BlackBoard at: courses.gmu.edu
3. **Virginia Foreign Language Standards of Learning:** Print out the *Introduction* and the *Standards* for the *languages* that apply to your language certification – found at: http://www.doe.virginia.gov/testing/sol/standards_docs/foreign_language/index.shtml
4. **ACTFL Performance Guidelines K-12 Learners: Writing** – found at <http://www.actfl.org>
5. **Subscribe (free!) On-line Journal, Reading in a Foreign Language** found at <http://nflrc.hawaii.edu/rfl>
6. **Explore Teaching Foreign Languages (TFL) Library** found at www.learner.org

Optional Texts:

1. Hall Haley, M. & Austin, T. (2004). *Content-based second language teaching and learning: An interactive approach*. Boston: Allyn & Bacon.
2. Delpit, L & Dowdy, J.K. (Eds.). (2008). *The Skin That We Speak: Thoughts on Language and Culture in the Classroom, New edition*. New York: New Press

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

Course Requirements: Students in EDRD 620 are expected to:

1. Attend all class sessions, arriving on time, and actively participate during large and small group discussions and activities.

2. Be prepared to discuss the course readings as they are assigned on the syllabus including completing *weekly mini-assignments related to readings and homework*.
3. Complete all assignments on time. Prior arrangements with the instructor must be made for turning in an assignment late. Late assignments are subject to a penalty up to a full letter grade.
4. Organize course materials (either electronically or in a 3-Ring Binder) and bring them to class every week.

Performance-Based Assessments:

<u>Assessment</u>	<u>Point Value</u>	<u>Due Date</u>
1. Class Preparation and Participation	15 points	On-going
2. Reflective Statements (2x5pts each)	10 points	2/21/11 and 4/11/11
3. In-Class Teaching Demonstration	20 points	See Sign-Up Sheet
4. Mid-Term Project	25 points	3/21/11
5. Final Project	<u>30 points</u>	5/2/11
	100 points	

Criteria for Evaluation: Required Assessments 1-5 (above) will be evaluated using the rating scales and rubrics that are provided in the syllabus. Scores for requirements 1-5 will be added together to calculate a final course grade.

Grading Scale: 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%

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

- Students must follow the guidelines of the University Honor Code. See <http://academicintegrity.gmu.edu/honorcode/> for the full honor code.
- Students with disabilities who seek accommodations in a course must be registered with the Mason Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. [See <http://ods.gmu.edu>].
- Counseling and Psychological Services (CAPS) offers a wide range of services to students that are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. The Center provides individual and group counseling, workshops, and outreach programs – experiences to enhance a student’s personal and academic performance. [See <http://caps.gmu.edu>].
- All students must follow the university policy for Responsible Use of Computing. [See <http://universitypolicy.gmu.edu/1301gen.html>].

- All communication from the university, college, school, and program will be sent to students through their Mason e-mail account only. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate their account and check it regularly.
- University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor.
- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.

PROPOSED COURSE SCHEDULE

Session Date	Session Themes	Standards Addressed	Assignments due for next class
1/24/11	<ul style="list-style-type: none"> ▪ Personal Language Learning Experiences ▪ Standards for Foreign Language Learning 	<p><u>INTASC Standards:</u> Principles #1, 2, 4, & 7</p> <p><u>ACTFL/NCATE Standards:</u> 2a, 2b, 2c</p>	<ul style="list-style-type: none"> ▪ Obtain/Access: All *required* course materials including BlackBoard ▪ Read/Review: The Standards for Foreign Language Learning –The 5Cs (WebLink on BB) ▪ Read Article # 1: (Ferguson) <i>Breathing life into foreign language reading</i> ▪ Read BB Article: (Ridgway) <i>Literacy and foreign language reading</i> ▪ Read Article #5: (Bamford & Day) <i>Teaching reading</i> ▪ View/Review: “Standards and the 5Cs”-- Video can be accessed at: http://www.learner.org/resources/series185.html
1/31/11	<ul style="list-style-type: none"> ▪ Sociocultural Perspectives ▪ SFLL ▪ Teaching Reading and Writing ▪ SIGN UP FOR TEACHING DEMONSTRATIONS 	<p><u>INTASC Standards:</u> P #7</p> <p><u>ACTFL/NCATE Standards:</u> 4a, 4b, 4c</p>	<ul style="list-style-type: none"> ▪ Read Article # 3 (Barnett & Jarvis-Sladky) Learning disabilities: Teaching and reaching all learners ▪ Read Article # 4 (Armstrong) Making the words roar ▪ Read BB Article: (Barnett, Marva) Teaching reading ▪ Review: VA State Standards; Read the “Introduction” and become familiar with the four levels for your language (Web Link BB)
2/7/11	<ul style="list-style-type: none"> ▪ Learner Diversity ▪ Pre-reading Strategies 	<p>INTASC Standards: P#2, 3, 4</p> <p>ACTFL/NCATE Standards: 3a, 3b</p>	<ul style="list-style-type: none"> ▪ Read Article # 6 (Arens & Swaffer) <i>Reading goals and the standards...</i> ▪ Read Article #2 (Lee) <i>Through the learners eyes: Reconceptualizing the heritage...</i> ▪ Read BB Article: (Day & Jeong-Suk) <i>Developing reading comprehension questions</i> ▪ Write: 6 Performance-based objectives: 3 for Reading and 3 for Writing
2/14/11	<ul style="list-style-type: none"> ▪ Learner Diversity ▪ During-reading Strategies 	<p>INTASC Standards: P#2, 3, 4</p> <p>ACTFL/NCATE Standards: 3a, 3b</p>	<ul style="list-style-type: none"> ▪ Read BB Article: (Berardo) <i>Authentic Materials</i> ▪ Read Article #9 (Gascoigne) <i>Reviewing reading: Recommendations vs. reality</i> ▪ Find and Summarize: Read (1) article from the October 2008 issue of <i>Reading in a Foreign Language: Special Issue on Reading and Vocabulary</i> (Volume 20, Number 2, October 2008) that can be

			<p>accessed at http://nflrc.hawaii.edu/rfl . <i>Read the article and prepare an oral summary for the next class.</i> Include the main points of the article and whether or not you agree or disagree with them, and why. (<i>Hint: You may also use this article in your Reflective Statement #1</i>)</p> <ul style="list-style-type: none"> ▪ Reflective Statement #1 due next class
2/21/11	<ul style="list-style-type: none"> ▪ Post-reading Strategies ▪ Authentic Materials 	<p>INTASC Standards: P#2, 3, 4 ACTFL/NCATE Standards: 3a, 3b</p>	<ul style="list-style-type: none"> ▪ <i>Read: Agenda for next class on BB</i> ▪ Re-read Article #4: (Armstrong) <i>Making the words roar</i> ▪ Visit and review Dr. Haley’s MIRS website at: http://gse.gmu.edu/research/mirs/ ▪ Print and Complete: MI Inventory for Adults (available on BB) ▪ Read Article #14: (MacDonald) <i>A touch of class: Internet technology...</i> ▪ Read BB Article: (Goodwin-Jones) <i>Emerging technologies: Webquests to virtual reality</i> ▪ Read BB Article: (Goodwin-Jones) <i>Emerging technologies: Wikis and blogs</i>
2/28/11	<ul style="list-style-type: none"> ▪ Technology Part 1 ▪ MI Theory and Learner Diversity ▪ Authentic Tasks 	<p>INTASC Standards: P#2,3,4 ACTFL/NCATE Standard: 2a</p>	<ul style="list-style-type: none"> ▪ Read BB Article: (Goodwin-Jones) <i>Emerging technologies: Digital video update: YouTube flash, and high definition</i> ▪ Read BB Article: (Kesler) <i>Student-initiated attention to form in wiki-based collaborative writing</i> ▪ Create Account: Visit www.blogger.com , to create your own account ▪ View Wiki Presentations: Visit www.wikispaces.com , click on “Tour” and listen/watch the presentations for “Introduction”, “Personalize your Wiki”, and “Files and Pictures”. ▪ <i>Prepare to share your mid-term project ideas in the next class</i>
3/7/11	<ul style="list-style-type: none"> ▪ Technology Part 2- FLES ▪ MI Theory and Learner Diversity 	<p>INTASC Standards:P#2,3,4 ACTFL/NCATE Standards: 2a, 2b, 2c</p>	<ul style="list-style-type: none"> ▪ Read Article # 11 (Vollmer) <i>Sociocultural perspectives on second language writing</i> ▪ Mid-term projects due to BB before 7:20 pm on March 21, 2011.
3/14/11	SPRING BREAK		
3/21/11	<ul style="list-style-type: none"> ▪ Sociocultural Perspectives ▪ Authentic Writing Tasks 	<p>INTASC Standards: P#2, 3 ACTFL/NCATE Standard: 3b</p>	<ul style="list-style-type: none"> ▪ Read Article # 7: (Adair-Hauck & Donato) <i>The PACE model: A story-based approach to meaning and form for standards-based language learning (Pages 265-275 AND 278 – 296)</i> ▪ Write: 3 Authentic Tasks (not objectives, but real-life tasks) for

			<p>reading and writing</p> <ul style="list-style-type: none"> Teaching Demos: Topics #1 and #2 please prepare for next week
3/28/11	<ul style="list-style-type: none"> The PACE Model IN-CLASS TEACHING DEMONSTRATION: #1 Pre-reading strategies and #2 During-reading strategies 	<p>INTASC Standards: P#2, 3 ACTFL/NCATE Standards: 3b</p>	<ul style="list-style-type: none"> Read Article # 8 (Hwei-Jiun) <i>The role of explicit instruction in ESL/EFL reading</i> Re-read Article # 7: (Adair-Hauck & Donato) <i>The PACE model (Pages 275-296)</i> Teaching Demos: Topics #3 and #4 please prepare for next week
4/4/11	<ul style="list-style-type: none"> The Role of Grammar Instruction in Teaching Writing IN-CLASS TEACHING DEMONSTRATION #3 Post-Reading Strategies and #4: Technology 	<p>INTASC Standards: P# 1,2,3,4 ACTFL/NCATE Standards: 1b, 3a</p>	<ul style="list-style-type: none"> Find and Summarize: Read (2) articles of your choice on the subject of reading and writing in a FL/WL. The articles must come from peer-reviewed journals (see BB Web Links for Research Resources). <i>Read the articles and prepare an oral summary of each for the next class.</i> Include the main points of the articles and whether or not you agree or disagree with them, and why. (<i>Hint: You may also use these articles in your Reflective Statement #2</i>) REFLECTIVE STATEMENT #2 DUE NEXT WEEK
4/11/11	<ul style="list-style-type: none"> Authentic Tasks Performance-based Assessments 	<p>INTASC Standards: P#1,2,3 ACTFL/NCATE Standards: 1b, 3a</p>	<ul style="list-style-type: none"> Read Article # 12 (Byrd) <i>Practical tips for implementing peer editing tasks</i> Prepare to share your final project ideas in the next class Teaching Demo Topics #5 and #6 please prepare for next class
4/18/11	<ul style="list-style-type: none"> Teaching in Multi-level Classrooms Peer-editing IN CLASS TEACHING DEMONSTRATION: #5 Authentic materials and #6 Performance-based assessments 	<p>INTASC Standards: P#8 ACTFL/NCATE Standards: 5a, 5b, 5c</p>	<ul style="list-style-type: none"> Read Article #13 (Paesani) <i>Exercises de style</i> Write: <i>Final Project Draft—bring paper copy to the next class</i>
4/25/11	<ul style="list-style-type: none"> Peer editing Writers' Workshop 	<p>INTASC Standards: P#8 ACTFL/NCATE Standards: 5a, 5b, 5c</p>	<ul style="list-style-type: none"> Complete Final Projects—<i>Submit/Post your final project on BB before 7:20 on May 2, 2011.</i>
5/2/11	<ul style="list-style-type: none"> Final Project Showcase Course Evaluations 		<ul style="list-style-type: none"> Final Projects due to Blackboard before 7:20 pm, May 2, 2011

EDRD 620 SPRING 2011
GUIDELINES FOR REFLECTIVE STATEMENTS

10 Points (5 Points Each)

Due 2/21/11 and 4/11/11

Objectives and Tasks: *Becoming a Reflective Practitioner*

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

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

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

DUE: February 21, 2011

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

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

DUE: April 11, 2011

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

EDRD 620 SPRING 2011
GUIDELINES FOR TEACHING DEMONSTRATION

20 Points

Task:

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

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

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

ACTFL/NCATE Standards 1a, 1b, 2c, 3a, 3b, 4a, 4b, 4c, 6b

What to do:

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

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

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

The handout should include:

- Background information about the topic/theme that is based on theory and research
- How you will highlight this topic/theme in your demonstration

- A list of resources (both theoretical and practical) on your topic/theme (journal articles, books, websites, etc.) The resource list should be in APA format.
4. **BE CREATIVE!** You are strongly encouraged to make/create your own instructional materials and assessments for the lesson.
 5. Try to spend less time talking about the theme and more time demonstrating it. You may decide to introduce your lesson by discussing the theme first or you may wish to immerse us in the experience and explain after the demonstration.
 6. We will be your students. You may assign us whatever language level and age you wish. Keep in mind that YOUR use of the TL must be appropriate for that age and language level of your students. The use of visuals, gestures, and TPR are encouraged.
 7. **Provide copies of your handout, your lesson plan, and any other lesson materials that you have made that you feel would be useful to your classmates and your instructor.**

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

- Quality of the Lesson Plan
- Quality of the Handout on the Strategy/Theme
- Target Language Proficiency/Use
- Evidence of Preparation
- Use of Teacher Developed Materials
- Flexibility in Response to Students
- Efficient Use of Time
- Class Rapport, Warmth, and Enthusiasm
- Creativity of Design and Presentation of Lesson
- Quality and Usefulness of Lesson Handouts

**Topics/Themes and Sign-Up Sheet
In-Class Teaching Demonstrations
EDRD 620 -- Spring 2011**

Mar 28 – Topic / Theme #1 Pre-Reading Strategies

Mar 28 – Topic / Theme #2: During-Reading Strategies

Apr 4 – Topic / Theme #3: Post-Reading Strategies

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

Apr 18 – Topic / Theme #5: Using Authentic Materials / Realia

Apr 18– Topic / Theme #6: Performance-Based Assessments

**LESSON / UNIT PLAN TEMPLATE
FOREIGN/WORLD LANGUAGES
PAGE 1**

Teacher _____ School _____
Grade(s) _____ Language(s) _____ Level(s) _____
Date _____ Number of Students _____ Time/Period _____

THEME / TOPIC OF LESSON / UNIT: _____

PLANNING PHASE

Performance-based Objectives—*As a result of this lesson/unit, students will be able to:*

- 1.
- 2.

Alignment with Standards:

National:

State:

Local: *(if accessible)*

Assessment of Learning:

Pre-teaching Assessment:

On-going/Formative Assessment:

Post-Lesson Assessment:

Materials Needed:

TEACHING PHASE

Lesson Outline

Theme or Topic:

Warm up Activity:

Reading/Writing Activity:

Vocabulary:

Grammatical structure(s):

Cultural perspectives:

Daily Lesson Plan

Activity 1

Transition

Activity 2

Transition

Activity 3

Transition

**LESSON / UNIT PLAN TEMPLATE
FOREIGN/WORLD LANGUAGES
PAGE 2**

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 or extended by:

Other Activities or Lesson Details

Accommodations made for varied learning needs:

Assessment:

Technology:

Homework:

Follow-up:

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

SELF EVALUATION:

Learning Objectives and Assessments

1. Were the lesson objectives met? How or how not?
2. Were the pre and post assessments used to inform instruction? How or how not?

Efforts to Accommodate:

What were the results of my efforts to make accommodations for the:

- Visual learners:
- Auditory learners:
- Kinesthetic learners:
- Specials-Needs learners:
- Heritage/Native speakers:
- Multiple Intelligences:

What worked well?

What didn't work well?

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

How might this lesson be improved?

One important thing I learned was:

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

EDRD 620 SPRING 2011
Teaching Reading and Writing in Foreign and World Languages

Teaching Demonstration Rating Scale

Presenter(s)

Topic/Theme:

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 Topic or Theme					
Accurate Summary of Topic or Theme					
Lesson Models Topic or Theme					
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:

EDRD 620: SPRING 2011
GUIDELINES FOR MID-TERM PROJECT
Due March 21, 2011
25 Points

Resources for Teaching Reading and Writing in Foreign/World Languages

Option A: Reading Library

Objectives:

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

Task:

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

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

In the body of your paper, include the title of the reading resource as a subheading for your review. In your review, include:

- How each reading resource will appeal to the age, language level, and potential interest of the students
- How it will contribute to a student's understanding of target language culture(s)
- How it will help students to develop their reading and writing skills in the target language

- The final section of your paper should be a *reflective summary* that synthesizes what you have learned from this assignment. In your summary, discuss the impact that this project has had on how you plan to teach reading and writing in your own classroom.
5. Using APA format, cite **at least 5 assigned readings from the syllabus** to support your evaluation of the resources.
 6. Attach sample pages from the resources that provide evidence for your evaluation.
 7. Include a **reference page in APA format** of assigned readings to which you referred in your report as well as a complete list of materials reviewed.
 8. **Submit your project on BB no later than 7:20 pm on March 21, 2011.**

Option B: Technology Project

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

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

1. **Design and create an original, never-before-used** WebQuest, Blog, Wiki, or other type of technology-based project on a course outline topic of your choice and apply it to a teaching reading and/or writing in the foreign/world language classroom setting. The purpose of the project is to highlight course topics/themes and inform teachers about their implications for teaching reading and writing. For example, you may create a WebQuest and then show how the use of performance-based assessments and/or technology can enhance the teaching of reading and writing in the target language.
2. Look to include authentic texts from target language cultures as you design your project. You may decide to use a fable, short story or current topic(s) in pop culture found in magazines or electronic publications.
3. **Write a short introduction (2-3 pages in APA format)** for your project that describes the student population and their needs (age, grade, and language level) and how your project will meet the needs of this specific population of language learners as well as to show how what you have created will help them improve their reading and writing skills in the target language. Make reference to at least (3) of the course readings to support what you have created. Provide a reference list (in APA format) at the end of your introduction.
4. **Prepare an informative user-guide** that will help a novice teacher use your project. Your guide may be a PowerPoint, a detailed list of steps, or it may be in the form of a lesson/unit plan (following the lesson/unit plan template in the syllabus).
5. **Submit your project on BB no later than 7:20 pm on March 21, 2011.**

Analytic Scoring Rubric – Mid Term Project Option A
Reading Library
EDRD 620 – Spring 2011

Student name: _____

Score: _____

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

See reverse side for comments and feedback

**Analytic Scoring Rubric – Mid Term Project Option B
Technology Project
EDRD 620– Spring 2011**

Student name: _____

Score: _____

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

See reverse side for comments and feedback

EDRD 620 GUIDELINES FOR FINAL PROJECT

Due May 2, 2011

30 Points

Option A: Field Project (For In-service Teachers)

Field Project on Reading and Writing in the Foreign/World Language Classroom

Objectives and Tasks:

You will conduct a Field Project in your classroom setting. You are to design and pilot test a reading and/or writing activity. Your project may focus on any of the teaching approaches/skills/strategies we have covered during this course. You will pilot test your activity by trying it out in an actual classroom setting. You will submit a 5-page written report on this experience with lessons learned and suggestions for revising your reading/writing activity. You will also submit a complete lesson plan that embeds your activity.

What to do:

Preparing the written report:

In writing up the field project, you should include the following:

- An introduction that describes the student population, their diverse needs, and the purpose and goals of your pilot test
- An implementation section that describes how you used the reading/writing activity with your students
- A results section that discusses how your students responded to the reading/writing activity. You may want to include how your activity met (or fell short of meeting) the diverse needs of your students and their development of reading and writing skills in the target language. You should also include your self-assessment and reflections along with your recommendations for improving the activity. Make reference to several (3 or more) course readings to support your reflections and recommendations. Keep in mind that the results section should be the longest section of your paper.
- Attach samples of student handouts or teacher-made materials such as overhead transparencies or PowerPoint presentations that you used in your pilot test.
- Your paper should be a minimum 5 / maximum 7 double-spaced (12 pt font) pages in APA format. Be sure to include a reference list.
- Attach a complete lesson plan that has the reading and writing activity embedded in it. Use pages 1-2 of the lesson plan template in the syllabus.

You may use a part of your Mid-term Option A Project or a revised version of your Mid-term Option B Project for the reading/writing activity in your pilot test. However, you must discuss these plans with the instructor PRIOR to conducting your pilot test.

Option B: Activity Packet (For Pre-service Licensure Candidates)

Technology-based Culture and Literary Activity Packet in the Target Language

Objectives and Tasks:

You will develop four (4) original (not photocopied from another source), never-before used instructional and assessment activities for teaching reading and writing in a foreign/world language classroom. Unlike the mid-term where you focused on one age/grade/language level, for this project, you will use various technologies to develop activities for four (4) different age/grade/language levels. Your activities may be based upon a reading selection that already exists, but your activities must be original and based on the course topics/themes/strategies for teaching/assessing reading and writing in foreign/world languages.

What to do:

- Select 4 different age/grade/language levels for your activities. For example, you may select the first for Grade 2 FLES, the second for Grade 3 Immersion, the third for Grade 8 Level 1, and the fourth for Grade 12 AP.
- Develop in the target language four (4) original (not photocopied from another source), never-before used instructional and assessment activities based on the cultures and literatures of the language you will be teaching for teaching reading and/or writing in a foreign/world language classroom—one activity for each of the four student populations you have chosen. Base the design of your materials on assigned class readings and course topics/themes/strategies and connect them clearly to the target language cultures and literatures.
- **All of your instructional and assessment activities must be developed using technology (PowerPoint, Dream-weaver, Flash, PhotoStory, etc...).**
- **At least one activity must be technology-based where your students will use a technology to perform the activity or the assessment.** For example, you may ask your students to read and write on a blog that you have created, or you might ask them to prepare a PhotoStory of an alternative ending to a particular reading selection. The goal is to have at least one activity where your students are engaged in using technology to develop their reading and writing skills in the target language.
- **Prepare a written report that:**
 - Describes the students, their learning needs, the instructional objectives, and the educational setting for each of the 4 activities.
 - Rather than present detailed lesson plans for each activity, provide a research-based rationale, and a narrative description of each activity.
 - The narrative should describe the content of the materials/activities and how these materials/activities will be used in a classroom setting.
 - Each narrative should be at least one-page and should include references to course readings (at least 5 for entire project) and course topics/themes.
 - Although your activities will comprise several pages in various formats, your narrative should be approximately 4 pages and should be in APA format.
 - Include a reference page in APA format that includes the course readings you have cited.

Analytic Scoring Rubric – Final Project Option A
Field Project
EDRD 620– Spring 2011

Student name: _____

Score: _____

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
30-28 points A	27-25 points B	24-22 points C	21-0 points F
Fulfillment of task			
Designs, implements, and reflects upon a pilot test of a reading and writing activity that highlights strategies/approaches covered in the course	Designs, implements, and partially reflects upon a pilot test of a reading and writing activity that highlights strategies/approaches covered in the course	Partially designs, implements, and/or reflects upon a pilot test of a reading and writing activity that may not highlight strategies/ approaches covered in the course	Does not design, implement, and reflect upon a pilot test of a reading and writing activity that highlights strategies/approaches covered in the course
Completion of task requirements			
Includes a complete lesson plan based on the template used in this course Prepares a field report in APA format that includes a clear description of the activity's implementation and a reflective self-assessment Includes copies of all teaching materials (handouts, overheads, etc.)	Includes a mostly complete lesson plan based on the template used in this course Prepares a field report with few errors APA format that includes a description of the activity's implementation and a partial reflective self-assessment Includes copies of some teaching materials (handouts, overheads, etc.)	Prepares an incomplete lesson plan that may not be based on the template used in this course Prepares a field report with many errors in APA format and/or includes a partial description of the activity's implementation and a partial reflective self-assessment May not include copies of teaching materials (handouts, overheads, etc.)	Does not prepare a lesson plan. Does not prepare a field report that includes a description of the activity's implementation and a reflective self-assessment Does not include copies of teaching materials (handouts, overheads, etc.)
Appropriateness of activity used			
Clearly identifies age, grade and language proficiency appropriateness of activity	Identifies age, grade and language proficiency appropriateness of activity	Partially identifies age, grade, and language proficiency appropriateness of activity	Does not identify age, grade and/or language proficiency appropriateness of activity
Analysis			
Self-assessment includes clear recommendations for improving the activity Clearly and concisely refers to 3 or more course readings/ topics to add support to project	Self-assessment includes recommendations for improving the activity Refers to 3 course readings/ topics to add support to project	Self-assessment includes partial recommendations for improving the activity Refers to fewer than 3 course readings/ topics to add support to project	Self-assessment does not include recommendations for improving the activity Does not refer to course readings/topics to add support to field report

See reverse side for comments and feedback

Analytic Scoring Rubric – Final Project Option B
Technology-based Culture and Literary Activity Packet in the Target Language
EDRD 620– Spring 2011

Student name: _____ Score: _____

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
30-28 points A	27-25 points B	24-22 points C	21-0 points F
Fulfillment of task			
Develops and describes four exemplary research-based, original, never before used, instructional and assessment activities for teaching reading and writing in world languages. Demonstrates evidence of knowledge of cultures and literatures of target language.	Develops and partially describes four research-based, original, never before used, instructional and assessment activities for teaching reading and writing in world languages. Demonstrates some evidence of knowledge of cultures and literatures of target language.	Develops and describes less than four research-based, original, never before used, instructional and assessment activities for teaching reading and writing in world languages. Demonstrates little evidence of knowledge of cultures and literatures of target language.	Does not develop and describe four research-based, original, never before used, instructional and assessment activities for teaching reading and writing in world languages. Does not demonstrate evidence of knowledge of cultures and literatures of target language.
Completion of task requirements			
Packet clearly represents a broad range of reading and writing activities and includes at least one technology-based activity Clearly describes students, their learning needs, instructional objectives, and educational setting Narrative in APA format	Packet represents a broad range of reading and writing activities and/or includes one activity that is partially based on technology Mostly describes students, their learning needs, instructional objectives, and educational setting Narrative in APA format with few errors	Packet may not represent a broad range of reading and/or writing activities and/or may not include one technology-based activity Partially describes students, their learning needs, instructional objectives, and educational setting Narrative in APA format with many errors	Packet does not represent a broad range of reading and writing activities and does not include one technology-based activity Does not describe students, their learning needs, instructional objectives, and educational setting Narrative not APA format
Appropriateness of materials developed			
Clearly identifies age, grade and language proficiency appropriateness of each activity	Identifies age, grade and language proficiency appropriateness of each activity	Identifies age, grade or language proficiency appropriateness of some activities	Does not identify age, grade or language proficiency appropriateness of activities
Analysis			
Prepares a clear and concise research-based rational and narrative description of each activity Clearly and concisely refers to 5 or more course readings/ topics to add support to project	Prepares a research-based rational and narrative description of each activity Refers to 5 course readings/topics to add support to project	Partially prepares a rational and narrative description of each activity that may not be research-based Refers to fewer than 5 course readings/topics to add support to project	Does not prepare a research-based rational and narrative description of each activity Does not refer to course readings/ topics to add support to project

See reverse side for comments and feedback

**Analytic Scoring Rubric
Preparation and Participation
EDRD 620– Spring 2011**

Student: _____ **Score:** _____

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
15-14 points A	13-12 points B	11 points C	10-0 points F
Class Attendance			
Attends all classes or misses (1) class. Arrives on time and stays for the entire class. Brings course materials to every class	Misses (2) classes <i>or</i> Misses (1) class and arrives late and/or leaves early (3) times Brings course materials to most classes	Misses (3) classes <i>or</i> Misses (2) classes and arrives late and/or leaves early (3) times Brings course materials to few classes	Misses more than (3) classes. Does not bring course materials to class
Homework			
Completes all reading and writing assignments on time	Completes most reading and writing assignments on time	Completes few reading and writing assignments on time	Does not complete reading and writing assignments on time
Participation			
Meaningfully engages in all class discussions	Engages in class discussions	Rarely engages in class discussion	Does not engage in class discussions
Actively participates in all class activities	Participates in most class activities	Rarely participates in class activities	Does not participate in class activities
Consistently provides constructive feedback to class members	Provides some constructive feedback to class members	Rarely provides constructive feedback to class members	Does not provide constructive feedback to class members

Comments/Feedback:

**EDRD 620 Spring 2011
Needs Assessment Survey**

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

1. Please provide the following personal information:

- a. Name: _____
- b. Language(s) you speak: _____
- c. Are you currently teaching a language? Yes ____ No ____ (If yes, where you teach? What language(s), grades, and levels do you teach?)

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

4 = Very familiar I know <i>more</i> than basic descriptions.	3 = Familiar I know basic descriptions.	2 = Somewhat Familiar I have heard of them but I still need to learn the basics.	1 = Not Familiar I have never heard of them before
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Course Topic:

Your Rating

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

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

**Materials Release Form
for
EDRD 620
Spring 2011
Dr. Marjorie Hall Haley / Instructor: Dr. Sabrina Wesley-Nero**

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. Please note that every precaution will be taken to protect your anonymity.

1. I, _____, give permission for materials produced to
(please print your name)

to meet the requirements of this course **to be used as work samples for the 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) Email address _____