



GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Multilingual/Multicultural Education
EDCI 684 – SECTION 001
ADVANCED METHODS OF TEACHING FOREIGN/WORLD LANGUAGES
SPRING 2013
WEDNESDAY: 4:30-7:10 PM
ROBINSON A, RM 123

-I- INSTRUCTOR INFORMATION

PROFESSOR:

DR. Marjorie Hall Haley

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Office Hours: By Appt

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-II- COURSE DESCRIPTION FROM GMU CATALOGUE:

Blends theoretical knowledge and practical application. Provides advanced study of second language pedagogy and teaching trends. Topics include multiple learning styles, alternative forms and assessment, and teaching diverse populations.

COURSE DESCRIPTION:

Provides advanced study of foreign/second language pedagogy and current practices to give pre- and in-service teachers the tools needed to facilitate contextualized and content-based language learning. These tools include standards-based teaching, learning, and assessment; current topics in today's schools; addressing the needs of diverse learners; integration of technology for enhanced language teaching and learning; and textbook analysis and evaluation. Blending theoretical knowledge and practical application in an interactive format, this course provides advanced study that incorporates field experience, self-monitoring, and critical reflection to assist the course participants in integrating and implementing content into their own teaching in order to improve instruction and consider its impact on language learners.

A. Prerequisites: Students must have taken EDCI 516 and EDCI 560 or have permission from instructor.

B. Catalog course description: Course provides advanced study of foreign/world language pedagogy and current practices.

NATURE OF COURSE DELIVERY:

Highly interactive by design, EDCI 684 is predicated upon expanding the practitioner's professional development through **reflective practice, professional development portfolio creation, learning by doing and speaking in the target language, and discovery learning**. Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles through a variety of in-class, on-line, cooperative, and individualized instructional strategies. Instruction includes:

- *Presentations* (i.e., student and professor demonstrations and *lecturettes* assisted by Power Point and other visuals);
- *Discussions* (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
- *Cooperative and Collaborative learning* (i.e., small group guided learning interactions emphasizing learning from and with others);
- *Student presentations*;
- *Videos and other audio-based learning resources*;
- *School site-based work with language learners*;

EDCI 684 employs a dialogic approach to learning, thus requiring the active participation of *all* students during each class meeting. Because the course is structured around discussion, hands-on learning activities, teaching modules, and cooperative learning, it is *critical* that students be on time and attend all classes, actively participate in class, keep up with the readings, and engage in active learning at all levels. Students should be prepared to discuss the content readings in class and/or on the class Blackboard site in relation to teaching culturally and linguistically diverse foreign language students in grades K-12.

Assessment is based on performance-based projects, and an individual's target language specialization area is taken into consideration for all submissions. Individualized options will be taken into consideration for some components of the mid-term and final projects, if required. Students are encouraged to select a project that has particular relevance to their own respective teaching circumstance (current or future) and language of instruction. Evaluation rubrics accompany assignments to guide student learning.

-III- LEARNER OUTCOMES:

This course is designed to enable students to:

1. Demonstrate proficiently in the target language the use of the 3 communicative modes in the teaching setting to facilitate instruction that is aligned with Standards (ACTFL NCATE Standards 1a, 4a, 4b)
2. Present required sections of the Foreign Language Professional Development Portfolio which includes identified program performance-based projects and critical reflections (ACTFL NCATE Standard 6a)
3. Engage critically in the analysis of field-experience while examining student development and learner differences (ACTFL NCATE Standards 3a, 3b)

4. Plan and implement content-based or thematic standards-based classroom instruction that a) focuses on language learning, b) addresses the needs of diverse learners, and/or integrates technology, and c) and includes a critical reflection of the lesson's impact on student learning (ACTFL NCATE Standards 2c, 3b, 4a, 4b, 4c, 5b, 5c)
5. Critically evaluate and analyze foreign language textbooks, relating them to Standards and culture (ACTFL NCATE Standards 4a, 6a)
6. Articulate his/her philosophy of education for world language teaching and learning that includes a plan for ongoing professional development (ACTFL NCATE Standards 6a, 6b)

PROFESSIONAL STANDARDS

The following standards aim to provide consistency in teacher education programs across the United States in terms of what foreign/world language teachers need to know and be able to do – that is, the knowledge, skills, and dispositions that are essential for the effective teaching of culturally and linguistically diverse students.

The *EDCI 684* relationship to National and State Standards include:

The ACTFL Standards for Pre-K-12 Students

The ACTFL NCATE Standards for Teacher Education

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

National Board for Professional Teaching Standards (NBPTS)

Virginia Standards of Learning (SOLs)

Licensure courses are aligned specifically with the national standards of the American Council on the Teaching of Foreign Languages (ACTFL). This course also follows the INTASC guidelines (Interstate New Teacher Assessment and Support Consortium) that identify those principles that should be present for new teachers in all teaching environments, regardless of the subject or grade level.

The **ACTFL NCATE *Standards for the Preparation of K-12 Foreign Language Teachers*** articulate what foreign language teachers need to know and be able to do in order to be successful teachers of foreign languages. They were approved in 2002. We also align with the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards for licensure candidates, as well as the Propositions of the National Board for Professional Teaching Standards (NBPTS) for practicing teachers.

These three sets of national professional standards serve as a framework for systematic teacher preparation and professional development programs in our program. Evidence of the degree to which the standards have been met is compiled in a program participant's **Professional Development Portfolio** (refer to the program's PDP

Guidelines) throughout the licensure component of the program and presented to faculty at the conclusion of the licensure internship. Information about these standards may be found at: <http://www.actfl.org>

<http://www.ncate.org/documents/ProgramStandards/actfl2002.pdf>

REQUIRED TEXTS:

Must be purchased by 2nd class meeting.

1. Hall Haley, M. & Austin, T. Y. (2004). Content-based Second second language teaching and learning. Boston: Pearson.
2. Sandrock, P. (2010). The keys to assessing language performance. ACTFL.
3. Mandel, S. (2009). The new teacher toolbox. Thousand Oaks: Corwin
4. Glanz, J. (2009). Teaching 101: Classroom strategies for the beginning teacher. Thousand Oaks: Corwin.
5. Blaz, D. (2002). Bringing the standards for foreign language learning to life. Larchmont: Eye on Education.

Optional Resources Provided by Dr. Haley on Loan

The following resources will be loaned to graduate students in EDCI 684 as needed throughout the semester. **Do not use highlighters or make any other markings** in

<i>EDCI 684 Course Student Learning Outcomes (stated in Section B above)</i>	<i>ACTFL/NCATE Standards Domain</i>	<i>INTASCPrinciples</i>
<i>1</i>	<i>1a, 4a, 4b</i>	<i>P1, P4</i>
<i>2.</i>	<i>6a</i>	<i>P9, P10</i>
<i>3.</i>	<i>3a 3b</i>	<i>P2 P3</i>
<i>4.</i>	<i>2c 3b 4a 4b 4c 5b 5c</i>	<i>P2, P3, P4, P6, P7, P8</i>
<i>5.</i>	<i>4a 6a</i>	<i>P9</i>
<i>6.</i>	<i>6a 6b</i>	<i>P9, P10</i>

resources that are loaned to you from the CRIN-FLL program. **Your final grade will not be submitted until all materials are returned.**

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 GMU Email and Online Access to 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.
2. *Teaching and Learning Through MI (2nd edition)* by Linda Campbell, Bruce Campbell, and Dee Dickinson (1996)
3. *Worksheets Don't Grow Dendrites – Instructional Strategies that Engage the Brain* by Marcia L. Tate (2003)
4. *Kagan Cooperative Learning* by Spencer Kagan (2009)
5. *Big Book of Books and Activities* by Dinah Zike. (1992)
6. *Teacher to Teacher: Model Lessons for K-8 Foreign Language*. Edited by Mary Lynn Redmond (1999)

Other Recommended Resources:

1. Speaking in Tongues-DVD
2. Merlot website: <http://www.merlot.org/merlot/index.htm>
3. Startalk Teacher Development website: <http://startalk.umd.edu/teacher-development>
4. NOVA StarTalk: Technology-Enhanced Language Instruction website: <http://novastartalk.nvcc.edu/>
5. Teaching Foreign Languages (TFL) Library www.learner.org
6. Deborah Espitia and Leslie Grahn: Wiki for Differentiating Instruction: <http://daretodifferentiate.wikispaces.com/>
7. 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 (NCLRC)

<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>

Recommended

CD Rom: 50 Years of Northeast Conference Report – Dr. Haley will provide.

Useful Foreign/Second Language Websites

1. Teaching Foreign Languages (TFL) Library Web: www.learner.org

2. American Council on the Teaching of Foreign Languages (ACTFL)

www.actfl.org

3. Northeast Conference on the Teaching of Foreign Languages (NECTFL)

www.nectfl.org

4. Foreign Language Association of Virginia (FLAVA)

<http://www.userhome.com/flava>

5. National Capital Language Resource Center (NCLRC)

nclrc@nicom.com

6. Fairfax County Public Schools (Foreign Languages)

<http://www.fcps.12us/DIS/OHSICS/forlang>

TASK STREAM REQUIREMENTS

Every student registered for any Multilingual/Multicultural Education (MME) course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit these assessments, (Impact on Student Learning Assessment and Philosophy) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessments will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following **semester**.

Students will be expected to...

1. Attend all class sessions, ***arriving on time***, and actively participate during large and small group discussions and activities. **Three or more absences and/or tardies will result in one letter grade reduction. You are to refrain from checking email and/or texting during class.**

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.**

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:// oai.gmu.edu/honor-code/](http://oai.gmu.edu/honor-code/) 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.

GSE Syllabus Statement of Expectations/Behaviors/Attitudes

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, before the third class session. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Inclement Weather/Emergency Policy

In case of snow, hurricanes, other bad weather, or security emergencies, call 993-1000 or go to www.gmu.edu for information on class cancellations and university closings.

Dr. Haley will notify you no later than 3:00 PM via BlackBoard if class is cancelled due to weather.

posted via appropriate university sources.

- Any exceptions to the following guidelines for attendance, tardiness, and late assignments will only be made with pre-approval by the professor.

Attendance: Missed Classes

Due to the collaborative nature of the class sessions, the reflective nature of the course assignments, and the interrelated and cumulative sequence of activities, students are required to be present at each class. Each absence will result in a grade reduction. For example, one absence will lower a grade from an "A" to an "A-". The second absence will lower the grade from an "A" to a "B+". The third absence will lower the grade from a "B+" to a "C". More than three missed classes will result in a failing grade for the course.

Tardiness:

Students are expected to arrive on time. After two late arrivals (10 minutes) to class, each subsequent late arrival will result in a grade reduction. For instance, a third late arrival will lower the grade from an "A" to an "A-". The fourth will lower the grade from an "A-" to a "B+"; and so forth.

Late Assignments:

If class must be missed, prior to the absence the student must contact the professor and submit any work that is due during your absence at the next class meeting. In case of an emergency, the professor must receive notice as soon as possible. All assignments are due on the assigned date. Late assignments will receive a 20% penalty for each missed deadline.

Collaboration:

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

Relationship to Program Goals and Professional Organizations

The EDCI 684 relationship to the GMU CEHD Core Values: EDCI 684 reflects and embraces the mission and core beliefs of the College of Education and Human Development at George Mason University: *Collaboration, Research-based practice, Ethical leadership, Social Justice, and Innovation.* Through my commitment to prepare teachers who are knowledgeable, ethical professionals who know and can teach their content, work effectively with diverse learners, understand and implement research-based practice, and collaborate with colleagues, this course activates and embraces these Core Values of the CEHD.

The EDCI 684 also follows the guidelines and recommendations made by the following Professional Organizations:

The American Council on the Teaching of Foreign Languages	ACTFL
The National Association for Bilingual Education	NABE
The National Association for Multicultural Education	NAME
Interstate New Teacher Assessment and Support Consortium	INTASC
National Board for Professional Teaching Standards	NBPTS
National Council for Accreditation of Teacher Education	NCATE

ACTFL, NABE, and NAME, are among the largest professional organizations that specialize in research on working with culturally and linguistically diverse populations and foreign/second language learning and acquisition. They embrace and celebrate cultural and ethnic diversity as a national strength that enriches society and rejects the view that diversity threatens the fabric of society. ACTFL has the more specialized mission of developing the expertise of their members and other educators involved in teaching world languages. This mission encourages the fostering of an effective learning environment, accomplishing the goal of effective communication in diverse settings, and respecting an individual's rights and needs.

ACTFL NCATE STANDARDS FOR P-12 FOREIGN LANGUAGE TEACHER EDUCATION PROGRAMS			
Domains		Standards	Standards with which EDCI 684 is aligned
One	Language, Linguistics, Comparisons	1a. Proficiency in the TL	1a
		1b. Linguistic elements of TL	
		1c. Comparisons	
Two	Cultures, Literatures, Cross-disciplinary texts	2a. Cultural understanding	2a
		2b. Nature and role of literary and cultural texts	
		2c. Integration	2c
Three	Language Acquisition Theories & Instructional Practices	3a. Understands and uses LA theory to inform instruction and create meaningful TL interaction	3a
		3b. Develops instructional practices that meet needs of diverse learners	3b
Four	Integrate Standards into Curriculum & Instruction	4a. Understands Standards	4a
		4b. Integrates Standards	4b
		4c. Uses Standards to design & evaluate learning	4c
Five	Assessment of Language & Culture	5a. Demonstrates understanding of multiple ways of assessment	
		5b. Reflects on results	5b
		5c. Reports results	5c
Six	Professionalism	6a. Professional development	6a
		6b. FL advocates	6b

INTASC Standards for World Languages

Standard 1: Language teachers are proficient in the language they teach. They understand language as a system, how students learn a language, and how language and culture are linked. They are knowledgeable about the cultures of the people who speak the language. Using this knowledge, they create learning experiences that help students develop language proficiency and build cultural understanding.

Standard 2: Language teachers understand how students learn and develop and can relate this to their development of language proficiency and cultural understanding. They provide learning experiences that are appropriate to and support learners' development.

Standard 3: Language teachers understand how learners differ in their knowledge, experiences, abilities, needs, and approaches to language learning, and create instructional opportunities and environments that are appropriate for the learner and that reflect learner diversity.

Standard 4: Language teachers understand and use a variety of instructional strategies to help learners develop language proficiency, build cultural understanding, and foster critical thinking skills.

Standard 5: Language teachers create an interactive, engaging, and supportive learning environment that encourages student self-motivation and promotes their language learning and cultural understanding.

Standard 6: Language teachers use effective verbal and non-verbal communication, and multimedia resources, to foster language development and cultural understanding.

Standard 7: Language teachers plan instruction based on their knowledge of the target language and cultures, learners, standards-based curriculum, and the learning context.

Standard 8: Language teachers understand and use a variety of assessment strategies to monitor student learning, to inform language and culture instruction, and to report student progress.

Standard 9: Language teachers are reflective practitioners who continually evaluate the effects of their choices and actions on others and who actively seek out opportunities to grow professionally.

Standard 10: Language teachers foster relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being.

-IV- GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [http:// oai.gmu.edu/honor-code/](http://oai.gmu.edu/honor-code/)
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

<http://cehd.gmu.edu/values/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

COURSE REQUIREMENTS

Class Assignments for EDCI 684.001			
Project	Goal	Percentage of Grade	Due Date
In-class Participation, group work, and Readings	<p>Students are expected to actively participate in every class session.</p> <p>Students are expected to attend all classes, arriving on time, and must inform instructor of the need for an absence from class.</p> <p style="text-align: center;"><i>ACTFL NCATE Standards: 3a, 4a, 6a</i></p>	20 points	Each class meeting during the semester
Teaching Simulations With Reflection <i>(Theory and Research to Practice)</i>	<p>Candidates will teach a mini lesson to colleagues in the 684 class clearly aligned with the Standards and designed to promote active student learning. It will use the lesson plan template provided as an overall planning tool, and <i>may</i> serve as a dry run of, and/or be a component of, the impact project's (see below) lesson.</p> <p style="text-align: center;"><i>ACTFL NCATE Standards: 3a, 3b, & 4a, 4b, 4c</i></p>	15 points	Through-out the semester, as signed
Mid-Term Projects Philosophy of Education Statement & Professional Development Portfolio With Three Reflections <i>(Theory, Research, and Professionalism to Practice)</i>	<p>Philosophy: Based on personal beliefs and professional knowledge about SLA theory and research, language learning, and learners, candidates write a Philosophy of Education statement, or update the one written previously in EDCI 516, that includes knowledge gained from coursework and learning experiences. To be included in the professional section of your Portfolio, this statement should encompass your beliefs about the role of culture in FL, instructional practices, and your plan for ongoing professional development.</p> <p>Portfolio: Set up of full Professional Development Portfolio (Electronic Format) with all sections clearly marked and Table of Contents created. Completion of a minimum of two full Sections (with reflections), and all program related performance-based evidences for remaining sections inserted, as available. This document is preferred in electronic format, but may be considered in hard copy under certain circumstances with instructor permission.</p> <p style="text-align: center;"><i>ACTFL NCATE Standards 6a, 6b</i></p>	30 points	<p>Phil. St'ment</p> <p style="text-align: center;">March 6</p> <p style="text-align: center;">&</p> <p style="text-align: center;">Portfolio With 3 Reflections</p> <p style="text-align: center;">March 20</p>
Impact on Student	<p>The EDCI 684 designated Performance-Based Assessment</p> <p>Engage in and understand the impact of teaching on student</p>		

<p>Learning Assessment Project</p> <p><i>(Theory, Research, Professional Collaboration & Practice)</i></p>	<p>learning in an authentic learning setting</p> <p>Pre-service teachers: Spend some time observing your mentor teacher to understand the context. Then, working with the mentor teacher, teach (or co-teach) a mini-lesson to the class or a group of students that includes a pre- and post-activity assessment; write a full description of the learning activity/lesson, the pre- & post-activity assessment, and a reflection on the impact of your instruction on student learning & how the assessment will inform upcoming lessons.</p> <p>Option for In-service teachers: in your <i>own</i> classroom, you may conduct the above project, or design a lesson and video-tape yourself teaching it; write a description of the learning activity/lesson, (your pre- & post-activity assessments), and a reflection about the impact of instruction on student learning, what you learned from the video about teaching and learning with your students. Analyze student –teacher interactions.</p> <p><i>ACTFL NCATE Standards 3 a, 3b, 4a, 4b, 4c, 5a, 5b, 5c</i></p>	<p>35 points</p>	<p>May 1 Final Report Due</p>
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GRADING

The University-wide system for grading graduate courses is as follows:

Grade	Standards	Grading	Grade Points	Graduate Courses
A+	Substantially Exceeds Standard	98 - 100	4.00	Satisfactory / Passing
A	Meets Standard	93 – 97.9	4.00	Satisfactory / Passing
A-	Meets Standard	90 – 92.9	3.67	Satisfactory / Passing
B+	Approaches Standard	88 – 89.9	3.33	Satisfactory / Passing
B	Approaches Standard	83 – 87.9	3.00	Satisfactory / Passing
B-	Approaches Standard	80 – 82.9	2.67	Satisfactory* / Passing
C	Attempts Standard	70 – 79.9	2.00	Unsatisfactory / Passing
F	Does not Meet Standard	Below 70%	0.00	Unsatisfactory / Failing

- Note: Mason students are advised that, although a B- is a satisfactory grade for a course, students must maintain a 3.0 average in their degree program and present a 3.0 GPA on the courses listed on the graduation application. Students' performance will be evaluated using letter grades.

PROPOSED CLASS SCHEDULE

EDCI 684 – Advanced Methods of Teaching Foreign/World Languages

23 Jan: Week # 1 -- Orientation. Review Course Outline. Discuss Portfolios, Philosophy of Education, and Impact on Student Learning Assessment Project requirements. Bios collected. Readings' partners selected. *Professionalism* (ACTFL/NCATE Standard 6): Professional organizations, journals, and conferences. Professional development portfolio discussed.

Assignments for next class:

- (1) Read <http://www.cal.org/resources/digest/peyton02.html>
- (2) Go to: <http://www.actfl.org/i4a/pages/index.cfm?pageid=5226>
- (3) Go online and find the two regional foreign language professional organizations to which Virginia belongs. Read about their annual conferences and what they offer in the way of professional development.
- (4) Go online and read more about membership in the National organization, ACTFL.
- (5) Search online for information about FLAVA and GWATFL.
- (6) What are the names of the language specific organizations which will be of particular interest to you?
- (7) Identify the names of at least three professional foreign language journals.
- (8) Read Sandrock, Chapters 1, 2, 3

30 Jan: Week # 2 -- ASSESSMENT: A Closer Examination in Foreign/World Language Teaching and Learning.
Examining online resources available to the profession. ACTFL OPI and WPT. Annenberg Teaching Foreign Languages Library. MERLOT. Startalk teacher video series. NOVA Startalk resources.

Discuss this week's assignments on "Professionalism."

Assignments for next class:

- (1) Read Haley/Austin Chapter 4. Use the lesson plan template provided in the syllabus and create a one day lesson plan. This should not be a duplicate from EDCI 560! Come prepared to share your plan and discuss how and why your decisions were made in the planning process. Must be typed!
- (2) Read Glanz, Chapter 7
- (3) Read Sandrock, Chapters 4, 5, 6

6 Feb: Week # 3 – ASSESSMENT and *Planning for today's millennial language learner* (ACTFL/NCATE Standard 4 – Integration of Standards into Curriculum and Instruction and INTASC Standard 7 – Planning and INTASC Standard 3 – Diverse Learners). Planning for and an examination of program models: FLES, FLEX, Immersion, and Secondary IB. Accommodating diverse and heritage learners.

Broad review of planning for today's standards-based classroom. Differentiating instruction and how to implement in multi-level classes. Share and critique one day lesson plans.

Assignments for next class:

- (1) Reflection # 1: You may choose any one of the 7 reflections. See the guidelines.
- (2) ISLA Action Plan Due

13 Feb: Week # 4 – *Textbook Analysis and Evaluation* (ACTFL/NCATE Standard 4 – Integration of Standards into Curriculum and Instruction). Examination of current textbooks and ancillaries including online/distance learning media. Designing rubrics to analyze and evaluate texts. Utilizing authentic texts and realia.

Reflection # 1 is due!

Assignments for next class:

- (1) Read Blaz, Chapter 7
- (2) Search online for a textbook evaluation rubric

20 Feb: Week # 5 – Visit to textbook repository in Johnson Center. Simulated textbook evaluation/analysis exercise. Guest presenter from VA Department of Education on textbook adoption in the Commonwealth.

Assignments for next class:

- (1) Reflection # 2:
- (2) Draft of Pre-Test and Rubric
- (3) Summary of Feedback from in-service teacher
- (4) Read Mandel, Part I

27 Feb: Week # 6 – *Classroom Management and Discipline* (INTASC Standard 5 – Motivation and Management). Seating, forming groups, centers, bulletin boards, students' papers, keeping track of homework, managing multi-level classrooms, daily routines, establishing routines.

Reflection # 2 is due!

Assignments for next class:

- (1) Mid-term -- Philosophy paper
- (2) Revised pre-test and Rubric
- (3) Read Glanz, Chapter 9

6 Mar: Week # 7 – *Technology and Social Mediated Forms of Language Learning*. (INTASC Standard 7 – Planning). Smartboard, Blackboard, wikis, blogs, picasa, prezzi, toondoo, jing, extranormal, wikispace, animoto, voxopop, druple, wordle, audacity, flip cameras, photostory, mimio, flickr. Technology as a tool for teaching across the curriculum.

Mid-term Philosophy paper is due!

Assignment for next class:

Mid-term – Portfolios and Three Reflections are due

13 Mar: Week # 8 – NO CLASS. SPRING BREAK.

20 Mar: Week # 9 -- Mid-Term Projects Presented (Portfolios and Three Reflections)

Assignment for next class:

(1) Read Glanz, Chapter 5

27 Mar: Week # 10 – Classroom Discipline: Guest presenter (master teacher). Case studies that illustrates effective discipline strategies. Curwin & Mendler book, Discipline with Dignity. Gordon's Messages. Fred Jones – Preferred Activity Time (PAT). Kounin's Withitness.

Teaching Demonstrations # 1

Assignment for next class:

(1) Work on ISLA

3 Apr: Week # 11 – Assessment (ACTFL/NCATE Standard 5 – Assessment of languages and cultures). Examination of ACTFL performance guidelines. MOPI and SOPI. Integrated Performance Assessment (IPA). **Interactive Teaching Using Kagan Structures.**

Teaching Demonstrations # 2

Assignment for next class:

(1) Work on ISLA

10 Apr: Week # 12 – Assessment: Impact on Student Learning Project. Review the assessment instruments. **Project-based Instruction. (PowerPoint & Handout)**

Teaching Demonstrations # 3

Assignment for next class:

(1) Article posted to BlackBoard by Dr. Haley

(2) Bring draft of final ISLA report

17 Apr: Week # 13 – *Teachers as Researchers and Reflective Practitioners* (ACTFL/NCATE Standard 6 – Professionalism). Teacher Action Research as a useful tool in professional development. Creating communities of practice.

Teaching Demonstrations # 4 (if needed)

Assignment for next class:

(1) Article posted to BlackBoard by Dr. Haley

24 Apr: Week # 14 -- *Critical Needs Languages*. Challenges and opportunities to meet the needs of teachers and students. Shifting the paradigm to learner-centered instruction and assessment practices. Pedagogical implications for non-

Roman script languages. Materials development. Heritage speakers and heritage teachers. [Brain-Compatible Games \(PowerPoint and Handout\)](#).

1 May: Week # 15 – Final Projects (Impact on Student Learning) presented in class

GUIDELINES, PROCEDURES, AND RUBRICS

REFLECTIONS

Instructions: You are to select any three of the following possible topics to write a full one-page, single spaced, 12 point font reflection. Your thoughts should be grounded in current theory/research gleaned from readings throughout your foreign/world language coursework. Reference citations on a separate page are required. Use APA style format.

Possible Reflection Topics

Section I: Language, Linguistics, Comparisons – ACTFL/NCATE Standard 1 – What are your beliefs about strong language proficiency in the target language and how does your knowledge of linguistics and language comparisons inform your classroom practice?

Section II: Cultures, Literatures, and Cross-Disciplinary Concepts – ACTFL/NCATE Standard 2 – Reflect on the value and role of culture and literary and cultural texts in language instruction.

Section III: Language Acquisition Theories and Instructional Practices – ACTFL/NCATE Standards 3 and 4 – Reflect on the connection of SLA theories to classroom practice that includes the incorporation of the ACTFL Student Standards, target language input and usage, and how instructional practices meet the needs of diverse learners.

Section IV: Integration of Standards into Curriculum and Instruction – ACTFL/NCATE Standard 4 - Reflect on your understanding of the FL Standards and how the evidence in this section demonstrates your knowledge and application in multiple ways.

Section V: Assessment Practices and Impact on Student Learning – ACTFL/NCATE Standards 4 & 5 – Reflect on your beliefs about assessment and its role in instruction and learning, how assessment impacts student learning, and in what ways you believe the evidence demonstrates your knowledge in multiple ways.

Section VI: Technology - ACTFL/NCATE Standards 3 & 6 – Reflect on your beliefs about technology and language learning and its role in meeting the needs of all learners.

Section VII: Professionalism – ACTFL/NCATE Standard 6 – Reflect on your practices and beliefs about professionalism, reflection, inquiry, and school and community collaboration in the support of student learning. May include a professional development plan.

Holistic Scoring Rubric

EDCI 684 – SPRING 2013
Reflections

Name _____ Reflection # _____

Criteria	Exceeded	Met	Did not meet	Comments
Full one-page, single spaced reflection				
Thoughts are grounded in current theory/research gleaned from readings and coursework				
Reference citations are provided on separate page				
Appropriate APA style format				

PHILOSOPHY STATEMENT
ACTFL/NCATE PERFORMANCE BASED ASSESSMENT REQUIREMENT
MUST BE UPLOADED TO TASK STREAM

The Description of the Assessment Task

Write a three to five page Philosophy of Teaching Statement describing your personal standards-based world language teaching philosophy. Reflect upon the three categories outlined below in your essay. Provide specific examples from your microteaching experiences in this course, readings and field observations to support your reflections.

Conceptualization of learning

1. What do you believe about language learning? Why? (ACTFL 3a)
2. What language acquisition theories do you consider pivotal in establishing an inclusive, comfortable and productive learning environment for all types of learners?(ACTFL 3a, 3b)
3. How important is teaching IN, not ABOUT, the target language in the students' learning process? (ACTFL 4a)
4. What is the role of assessment of all modes of communication in the foreign language classroom? (ACTFL 5a, b)

Conceptualization of teaching

1. What do you believe about language teaching? (ACTFL 4a)
2. What is the role of cultural products, practices and perspectives as a framework for language instruction? (ACTFL 4a)
3. What do the ACTFL Standards mean to you? How do you integrate the standards (5Cs) to promote communicative and cultural proficiency in the world language classroom? (ACTFL 4a)
4. What is the role of assessment of all modes of communication in the foreign language classroom? (ACTFL 5b)

Personal/Professional plan for ongoing professional growth & learning

1. What do you believe about growing as a professional world language educator? Or what does it mean to be a professional world language educator? (ACTFL 6b)
2. Teacher candidates incorporate a final revised version of the essay into your World Languages Professional Portfolio, required for licensure.

Instructions: Your philosophy paper is a continuation of where you started in EDCI 516. While that may have been general in its focus, this paper will be more specific and grounded in research-based views on teaching and learning. This will be included in your portfolio. It is a document you should re-visit and revise according to your

experiences and new funds of knowledge acquired. For EDCI 684 you must include the following areas:

- A clearly written rationale of your beliefs about teaching and learning
- Clearly described qualities, characteristics, ideal professional preparation and background experience of an effective foreign/world language teacher
- Provide a clearly articulated professional development plan
- Connect your beliefs solidly to research, theory, and current trends using references in cited format (APA style format)

SUGGESTED STEPS FOR WRITING THE PHILOSOPHY PAPER AND MAKING CONNECTIONS TO THE ANALYTIC SCORING RUBRIC

Domain 1: *Language acquisition theories:* Philosophy demonstrates knowledge of language acquisition theories and their connection to instructional practice. Emphasizes the use of strategies to meet the linguistic needs of learners.

Domain 2: *Dispositions for creating a supportive classroom environment:* Philosophy describes the teacher as facilitator of learning.

Domain 3: *Adapting instruction to address students' multiple ways of learning:* Advocates for multiple instructional models that accommodate different ways of learning.

Domain 4: *Dispositions for integrating standards into planning:* Articulates a rationale for using national and state standards.

Domain 5: *Formative and summative assessment models:* Describes formative and summative assessments that measure language proficiency.

Domain 6: *Dispositions toward global assessments:* Establishes a clear commitment to adjust instruction based on what was learned from assessments.

Domain 7: *Life-long commitment to professional growth:* Outlines a process for identifying ongoing professional development.

GUIDELINES FOR TEACHING SIMULATIONS

15 Points

Task: Each pre- and in-service teacher will do an in-class 15-minute (maximum) teaching simulation. The simulation is to be done in the target language and will align with the Standards and provide evidence of the students' understanding of teaching in the WL setting. You should prepare a brief handout that summarizes lesson chosen. There will be a follow-up discussion during which the class will provide written and oral feedback. Creativity, visuals, and teacher-made materials are strongly encouraged. NOTE: If desired, you may work in 2 person teams, and this simulation may connect to the teacher's field-based teaching project, thus providing a "dry run" or practice teaching prior to presentation to students in the K-12 setting.

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

1. Prepare a lesson plan (to be distributed in class) using the template provided. A Critical Reflection on the lesson is to be completed after your teaching simulation and submitted to Professor Fox the following week, incorporating the feedback from your colleagues from class.
2. You must work individually for your teaching demonstration. You have **15 minutes**. *Please plan your time carefully.* The majority of your time should be spent teaching. You may take 2-3 minutes to provide background information about the theme and the class will take 5 minutes at the end of your demonstration to give you feedback and ask questions.
3. The demonstration/handout may include:
 - Background information about the theme
 - 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 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. **BE CREATIVE!**
5. Try to spend less time talking about your lesson, and more time teaching. 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 roles and ages you wish.
7. Prepare a handout for the class AND your lesson plan for the instructor. 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:

- Language Proficiency
- Quality of overall lesson plan
- Simulation conducted in the target language
- Effective Use of Time
- Flexibility & Creativity
- Handout

Topics/Themes/Program Models/Methods: You must select one!

FLES classroom	Computer Assisted Language Learning
FLEX classroom	Special Needs Learners
Immersion Classroom	Total Physical Response
AP Classroom	Content-based Instruction
Mixed levels Classroom	Direct Method
Differentiated Instruction	Information Gap/Jigsaw/Interactive Activity
Alternative Assessment	Cooperative Learning

**LESSON 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 accommodate:

Visual learners
 Auditory learners
 Kinesthetic learners
 Specials needs learners
 Heritage/Native speakers
 Multiple Intelligences and Learning Styles

What worked well?

What didn't work well?

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

How might this lesson be improved?

One important thing I learned was:

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

For the next class:

For longer reaching goals:

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

Lesson Plan Template for K-5 FLES
Foreign / World Language Instruction in the Elementary School

Teacher:	School:	
Grade(s):	Language:	Level: FLES
Date:	Number of Students:	Time:

PLANNING PHASE

1. **Thematic Unit:**
2. **Today's Topic(s):**
3. **Link to Previous Lesson:**
4. **Performance/Task-based Objectives:** *As a result of this lesson, students will be able to:*
 - a.
 - b.
 - c.
5. **Standards: 5Cs**

TEACHING PHASE

1. **Preparation:**
 - a. Materials Needed:
 - b. Technology:
 - c. Vocabulary:
 - d. Cultural Products, Practices, and Perspectives:
 - e. Communicative Modes:
 - Interpretive Activities:
 - Interpersonal Activities:
 - Presentational Activities:
2. **Practice:**
 - a. Warm-up Activity:
 - Transition
 - b. Activity 1
 - Transition
 - c. Activity 2
 - Transition
 - e. Closure Activity:
3. **Evaluation:**
 - a. Formative and Summative Assessments for lesson and unit:

REFLECTION PHASE:

1. Were the objectives met? If no, why not?
2. Did your activities appeal to the multiple intelligences?
3. What worked well?
4. What did not work so well?
5. What will you do differently the next time you teach this lesson?

*George Mason University
College of Education and Human Development*

EDCI 684

**Performance-Based Assessment Project for ACTFL NCATE Assessment #5
[Required for Portfolio and ACTFL NCATE Accreditation- this is to be placed in
your Portfolio]**

MUST BE UPLOADED TO TASK STREAM

Impact on Student Learning Assessment Project

INSTRUCTOR: Professor Marjorie Hall Haley

Objective: The purpose of the Impact on Student Learning Assessment Project is to provide teacher candidates the opportunity to work with and learn from a mentor teacher in the P-12 setting (field experience). During EDCI 684, Advanced Methods of Teaching Foreign Languages, candidates will work with a mentor teacher to teach a mini lesson and consider the effects of teaching on P-12 student learning. This hands-on learning module enables them to bring theory to practice through pre-and post-teaching assessments and to reflect fully on the effects of the learning outcomes.

Instructions to Candidates

As an experiential learning field based project, and as the **ACTFL NCATE Assessment #5**, the **Impact on Student Learning Assessment Project** seeks to demonstrate a candidate's effects on P-12 student learning. Candidates will plan and carry out a teaching task from which performance data can be generated for the purposes of determining the degree to which there is improvement in student learning. They will reflect on the lesson taught and discuss its impact on the students and their own learning.

According to NCATE Guidelines, the four elements that should be included in this assessment are that the candidate:

1. Undertakes a diagnosis (a pre-test) on P-12 student learning in some area he or she will teach;
2. Plans an appropriate sequence of instruction to advance P-12 student learning, and teaches in ways that engage P-12 students who bring differing background knowledge and learning needs;
3. Conducts some concluding assessment (or post-test); documents the student learning that occurred, or did not, and
4. Reflects on changes in teaching that might have improved the results.

The work sample that you prepare for this assessment will provide evidence of your teaching and impact on student learning through 1) planning instruction; 2) using best practices that provide opportunities for pupil success; 3) using assessment to inform practice and the continuous development of students; and 4) evaluating the effects of your actions and reflecting on how you can adapt instruction based upon assessment and reflection. Placement will be made for you with a mentor teacher, or you may make your own arrangements.

Field Experience

- Arrange a meeting with your selected in-service teacher to describe the IMSLA project
- Explain that you would like, with her/his approval, to develop a pre and post-test assessment to measure students' knowledge of the foreign/world language
- Let the teacher know that the assessment will not be isolated from their content or skills they emphasize and could provide helpful information to them
- Ask the teacher for suggestions or ideas
- Insure the teacher that the assessment is standards-based and performance-based
- Inform the teacher that you will gladly share drafts of the assessment and welcome their feedback and ideas
- Develop your pre-test, before submitting your draft to me, share the draft with the classroom teacher for feedback
- After my approval, administer the pre-test

Steps Along The Way

- Conduct 3-5 observations and provide field notes for your observations
- Develop an evaluation tool, i.e., analytic rubric or checklist with rating scale
- ISLA project action plan is due to me **week 4**
- A draft copy of your pre-test is due **week 6**
- Summary of feedback from the in-service teacher due **week 6**
- Revised pre-test due **week 8**
- Administer pre-test prior to **week 10**
- Administer post-test no later than **week 12**
- Evaluate post-test
- Prepare final ISLA project written report due **week 15**
- Don't forget to share post-test results with classroom teacher
-

Required Components for the Performance Assessment

A. Title Page

Title of Lesson Taught _____

Your Name _____

Date _____

School Site _____

Grade/Level and Subject _____

B. Description of the Learning Environment

1. Describe the school and school district briefly (you might consult the school web site for this information), including demographic information available (gender, cultural, ethnic make-up, etc.)

2. Describe the classroom setting, the students in your lesson, developmental characteristics (social, physical, intellectual that you have observed), their language learning background and any other information about the class you deem important.

Please use pseudonyms for both school and students/teachers to ensure confidentiality of all parties.

C. Planning for Instruction

1. Write a plan for the lesson you will teach/co-teach. Follow the lesson plan or guidelines from the template provided.
2. Include an explanation of the critical thinking skills to be addressed.
3. Include the assessment instrument(s) you use, with rubrics.
4. Indicate provisions made for various learning styles and any special needs.
5. Describe the adaptations to instruction and assessment for diverse learners.

In your pre-teaching phase, think about the project areas and the classroom context as you observe your mentor teacher to prepare for this activity:

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 does your mentor assess student progress?
6. How would you describe her teaching style, and how might your planned mini-lesson work with the style?

D. Implementing Instruction and Assessment of Student Learning

1. Conduct a “pre-test” activity or survey to discover what pupils already know at the outset. Compile your data/results.
2. Teach the lesson to the class, or to a group of students.
3. Use a “post teaching evaluation” or instrument to discover what the students know at the conclusion of the lesson. Describe any modifications you used for special needs learners.
4. Collect the evaluation results. Compile the data/results.
5. Compare the results of the post-test to the results of the pre-test and describe the differences. (See E. below.)
6. Note: In your final submission, please include a copy of the assignment you have created (with your mentor teacher), any rubric(s) used to assess student performance, and an analysis of the data you have gathered.

E. Reflection on Teaching Effectiveness and Plans for Revision of Instruction

This is a key component of this project. Reflect on the effectiveness of your instruction and plan for modifications of future instruction to better meet pupils' needs. Please include the following:

1. Identify what was successful and less successful about the assessments you used, and give plausible reasons for their success or lack thereof. Think: What steps might you take to remediate students who did not perform at high levels? How might this inform your practice in the future?
2. Discuss *your* most significant learning insight(s) from teaching/co-teaching this lesson.
3. Reflect on your training thus far and identify what professional knowledge, skills, or dispositions would improve your performance in the future. Discuss your strengths and your needs as a teacher and set some specific goals for change.

This experiential learning module provides you the opportunity to connect *theory to practice* and reflect on your impact on student learning as you continue to grow and develop. As you think and write about 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 FL teacher.

.....

Special Note: Please remember, you are a guest in these schools and classrooms. Appropriate attire and conduct are mandatory. Professional courtesy is always essential. If you must cancel a scheduled visit, please call right away to let the teacher know. Our school-based colleagues have willingly agreed to make themselves available to you, and I do ask you to please be helpful and lend assistance where possible.

Optional for In-Service Teachers not seeking initial licensure
Guidelines for Videotaping in the Classroom
IN-SERVICE TEACHERS ONLY not seeking initial licensure

The purpose of the videotape is to provide as authentic and complete a view of your teaching as possible. A videotape is an indication of how you interact with students, the climate you create in the classroom, the ways in which you engage students in learning. A picture is “worth a thousand words” in conveying to others how you practice your profession, the decisions you make, and your relationships with students.

It is normal to find the initial experience with a video camera uncomfortable. We do not see ourselves quite the way others see us, and the difference can be surprising. It takes some getting used to, and practice is the only remedy. The same can be said of students; only multiple opportunities with a video camera will enable students to behave naturally in its presence. Therefore, it is highly advisable to practice with a video camera. Place the camera and tripod where the camera will receive a good picture of the entire classroom. Tape several lessons and watch them alone. You will become accustomed to how you look and sound and you will begin to notice what the students are doing and how their learning could be improved.

Practical matters

Permission. You will need a parental permission slip for each student who might appear on your tape. You may ask your school for such a form or use the one provided. If possible, you should secure a blanket permission slip from the parents or legal guardians of all your students to cover taping as needed. Explain to the parents or legal guardians that you are using the tapes for discussions with other teachers about the best ways to teach and that the students will never be identified by their full names in the tape. Try and help them understand that the videotape is not about the student, but is intended for professional discussion. If, for some reason, a student’s parents refuse to grant permission, you will have to take care that he or she is seated out of the camera’s range.

Equipment - - Use the best videotaping equipment available when making your videotape. This also includes your choice of videotape. Previously used tapes from home may be worn or may contain other material and will not provide the best quality for you. Make sure that the equipment has a sensitive microphone so that all voices are easily discernible.

Your videotape should include examples of multiple methodologies

Videotape Analysis: You might include some/all of the following areas in your analysis

1. What connections with prior experience were visible in the video?
2. What kinds of activities did you use to help students discover and explore connections to other academic disciplines and to their own lives?
3. What were any unexpected changes that you had to make to your planned instruction during this lesson? What prompted the change(s)?

4. What instructional challenge(s) are presented for achieving your goals for this lesson?
5. How did you provide appropriate feedback to these students throughout the sequence of instruction?
6. What is the extent of classroom involvement (e.g., are the same students doing all the talking?)
7. Are the students engaged in the lesson? How can you tell? What do students' facial expressions and body language tell you about your instruction?
8. What kinds of questions do you ask? Can all questions be answered with a single word? How long do you wait for responses? Do you ask students to explain and/or defend a particular answer? Do you ask students to compare or evaluate alternative interpretations or strategies?
9. Were there any opportunities for students to ask questions? How would you categorize the students' questions (e.g., did they indicate confusion and a need for clarification or understanding and extension)?
10. What roles (e.g., expert, facilitator, co-learner) did you play in the videotape? Was each role appropriate for the situation?
11. What kinds of tasks did you ask students to do? Did you capitalize on their previous knowledge and experiences?
12. What instructional opportunities did you take advantage of? Why?
13. What evidence did you see of the students taking intellectual risks? Does the class look safe as an environment for getting something wrong? Do students talk to each other as well as to you?
14. Were the learning goals for the lesson achieved? Did you adjust the lesson so your goals could be achieved by every student? What are the evidences for your answers, both in the videotape and from other sources?
15. Explain how your design and execution of this lesson affected the achievement of your instructional goals. (Your response might include – but is not limited to – such things as the anticipation and handling of student misconceptions, the unexpected questions from students, the unanticipated opportunity for learning that you captured, or your planned strategy and its outcomes in the lesson.)

Reflection on the Videotape: Answer the following questions

1. What in the instructional sequence worked well in advancing student learning? If anything did not work as well as you expected, how would you change it? Cite specific evidence from the videotape.
2. What would you do differently, if you were given the opportunity to teach this particular lesson again with these students, and why?
3. How does this segment reflect a classroom climate that supports language learning?

Videotape: Your videotape must

1. Have voices that are audible
2. Be no longer than 20 minutes.
3. Be either digital or standard VHS format

Sample RELEASE FORM

**College of Education and Human Development of the Graduate School of Education
George Mason University
Spring 2012**

Permission to Use Student Materials and Image in Videotape of Teaching Practice

As a student in the Graduate School of Education at George Mason University I am requesting permission to use student materials and image in a videotape that will be used for my professional development and discussion about the best ways to teach foreign/second languages. Students will never be identified by their names in the tape. This videotape is not about the students, but is intended for professional development purposes only.

Teacher's Signature

Student's Name_____

Parent(s) or Legal Guardian(s) Signature_____

Professor Marjorie Hall Haley, PhD
College of Education and Human Development
mhaley@gmu.edu
(703) 993-8710

Materials Release Form for

EDCI 684

Spring 2013

Dr. Marjorie Hall Haley

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

(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 _____

STUDENT BIOGRAPHICAL INFORMATIONPlease 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: _____

EDCI 684 – TEACHING SIMULATION
Advanced Methods of Teaching Foreign Languages in PK-12 Schools

- 4 = Outstanding, Exceeds Expectations
- 3 = Meets Standards, Very Good
- 2 = Approaches Standards, but some elements may be missing
- 1 = Poor Preparation or many requirements were not covered

Presenter: _____

Theme: _____ Date: _____

Language Proficiency	Overall Quality of Lesson Plan	Simulation done in target language	Effective use of time	Connected to Standards	Appropriate for age of learners	Creativity evident in planning and delivery	Multiple Modes or methods Employed	Useful Hand out

Comments/Recommendations: _____

**EDCI 684: Advanced Methods of Teaching Foreign/Second Languages in PK-12 Schools
RUBRICS**

Assessment	Total Points	<11 points	11-13 points	14-16 points	17-20
In-class Participation, group work, Attendance and Participation	20	<ul style="list-style-type: none"> -Missed 4 or more classes, often late -Seldom complete reading assignments prior to class -Rarely engage in meaningful class discussion 	<ul style="list-style-type: none"> -Missed 3 or more classes, frequently late -Complete few reading assignments prior to class -Seldom engage in meaningful class discussion -Rarely participates actively in class activities -Seldom provides constructive feedback to peers 	<ul style="list-style-type: none"> -Attend most classes, mostly on time -Complete most reading assignments prior to class -Frequently engage in meaningful class discussion -Often participates actively in class activities -Often provides constructive feedback to peers 	<ul style="list-style-type: none"> -Attend all classes, arriving on time -Complete all reading assignments prior to class -Engage in meaningful class discussion -Participate actively in class activities -Provide constructive feedback to peers
Teaching Simulation	15	<p align="center">< 8</p> <ul style="list-style-type: none"> -Not taught in TL -Time not used as effectively as possible -Flexibility or creativity not demonstrated adequately in teaching - Handout not included or was not useful to students to support learning - Reflection not submitted or was only cursory; did not include response to peer feedback 	<p align="center">8-9 points</p> <ul style="list-style-type: none"> -Partially taught in TL -Time could be used more effectively -Flexibility &/or creativity only partially demonstrated -Handout partially useful; may not support interactive learning - Reflection late or may not include critical analysis or ideas for update and change in lesson based on peer feedback 	<p align="center">10-12 points</p> <ul style="list-style-type: none"> -Mainly taught in TL -Time mainly used effectively; could have reflected better planning -Flexibility &/or creativity partially demonstrated -Handout generally useful & provided partially interactive learning support - Reflection submitted, but may need deeper analysis of teaching or may not include ideas for change based on peer feedback 	<p align="center">13-15 points</p> <ul style="list-style-type: none"> -Taught in target language -Time used effectively -Flexibility & creativity clearly demonstrated -Handout was highly useful to students and supported interactive learning - Reflection submitted the week following teaching, was critical in nature, and included analysis of teaching and plans for update and change based on peer feedback

		< 15	15-19	20-24	25-30
<p>Mid-Term Performance Assessment</p> <p>Philosophy of Education</p>	<p>Total of 30 percent</p> <p>10</p>	<p>Philosophy Statement is either not included or</p> <ul style="list-style-type: none"> - Did not meet requirements - Did not write rationale - Did not explain qualities, characteristics, ideal professional preparation and background experience of an effective foreign/second/world language teacher - Did not provide professional development plan, or - Did not connect statements to research or references not in APA Style 	<p>Philosophy Statement included in Portfolio, but has the following characteristics:</p> <ul style="list-style-type: none"> - Wrote rationale statement, but may lack some clarity - Limited explanation of qualities, characteristics, ideal professional preparation and background experience of an effective foreign/second/world language teacher - Provides limited mention of professional development plan - Connected statements only minimally to research, did not include references or several APA errors 	<p>Philosophy Statement included in Portfolio and includes the following:</p> <ul style="list-style-type: none"> - Wrote rationale - Briefly explained qualities, characteristics, ideal professional preparation and background experience of an effective foreign/second/world language teacher - Provides a professional development plan - Connected statements briefly to research, references may have some APA style errors 	<p>Philosophy Statement included in Portfolio and includes the following:</p> <ul style="list-style-type: none"> - Wrote clear rationale of beliefs - Clearly explained qualities, characteristics, ideal professional preparation and background experience of an effective foreign/second/world language teacher - Provided a clearly articulated professional development plan - Connected statements solidly to research/references in APA style
<p>&</p> <p>Portfolio Components</p>	<p>20</p>	<p>Portfolio does not include the sections as indicated for alignment with ACTFL NCATE Standards</p> <ul style="list-style-type: none"> -Portfolio includes only emergent reflections, or significant required materials may be missing 	<p>Portfolio generally includes creation of sections but may not align with ACTFL NCATE Standards</p> <ul style="list-style-type: none"> -Portfolio includes 1 completed section with emergent reflections, or required materials may be missing 	<p>Portfolio includes creation of sections aligned with ACTFL NCATE Standards</p> <ul style="list-style-type: none"> -Portfolio includes 2 completed sections with emergent reflections, and some required materials may be missing 	<p>Portfolio includes creation of all sections aligned with ACTFL NCATE Standards</p> <ul style="list-style-type: none"> -Portfolio includes 2 completed sections with clearly completed reflections and materials that provide evidence of that Standard

Student Name: _____

ACTFL NCATE Assessment: Reflection-based Essay- Philosophy of Teaching World Languages					
	Does not Meet the Standard	Approaches Standard/Unacceptable	Meets Standard/Acceptable	Exceeds Standard/Target	Score/Level
Language acquisition theories <i>ACTFL 3a</i>	Candidate's philosophy of language teaching only minimally illustrates knowledge of language acquisition theories, or does not connect theory with practice. It shows a minimal awareness of the connection between student learning and the use of instructional strategies.	Candidate's philosophy of language teaching illustrates an ability to connect theory with practice. It shows a growing awareness of the connection between student learning and the use of instructional strategies.	Candidate's philosophy of language teaching exhibits an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supportive learning environment.	Candidate's philosophy of language teaching exhibits ease and flexibility in applying language acquisition theories to instructional practice. The candidate emphasizes the use of a wide variety of strategies to meet the linguistic needs of their K-12 students at various developmental levels.	___/2
Dispositions for creating a supportive classroom environment <i>ACTFL 3a</i>	Candidate's philosophy of language teaching provides only a minimal description of the role of the teacher as director of learning and does not address how the teacher will help students to progress toward use of the target language.	Candidate's philosophy of language teaching describes a traditional role of teacher as director of learning and encourages students to progress within the framework of instructional materials.	Candidate's philosophy of language teaching often describes the role of facilitator in classroom activities and considers that some activities provide opportunities for teachers to learn with their students. The candidate also encourages students to take risks in using the target language.	Candidate's philosophy of language teaching describes the principal role of the teacher as facilitator of learning in the language classroom. Candidate values opportunities to learn with his/her students. The candidate also rewards students for taking risks in using the target language.	___/2

ACTFL NCATE Assessment: Reflection-based Essay- Philosophy of Teaching World Languages					
	Does not Meet the Standard	Approaches Standard/Unacceptable	Meets Standard/Acceptable	Exceeds Standard/Target	Score/Level
Adapting instruction to address students multiple ways of learning <i>ACTFL 3b</i>	Candidate's philosophy of language teaching does not recognize that students approach language learning in a variety of ways. I may have minimal connections to how individual students learn.	Candidate's philosophy of language teaching recognizes that students approach language learning in a variety of ways. It identifies how individual students learn.	Candidate's philosophy of language teaching identifies multiple ways in which students learn when engaged in language classroom activities.	Candidate's philosophy of language teaching advocates for a variety of instructional models and strategies that accommodate different ways of learning.	___/2
Dispositions for integrating standards into planning <i>ACTFL 4a</i>	Candidate's philosophy of language teaching only minimally considers national and state standards in their planning, or may not consider their importance in integrating them in their instructional materials.	Candidate's philosophy of language teaching considers national and state standards to their planning to the extent that they are explicitly integrated in their instructional materials.	Candidate's philosophy of language teaching advocates for national and state standards into their curricular planning, even if their instructional materials are not standards-based.	Candidate's philosophy of language teaching articulates a rationale for using national and state standards as the basis for curriculum development.	___/2
Formative and summative assessment models <i>ACTFL 5a</i>	Candidate's philosophy of language teaching only minimally mentions or recognizes the purposes of formative and summative assessments in language teaching	Candidate's philosophy of language teaching recognizes the purposes of formative and summative assessments as set forth in prepared testing materials	Candidate's philosophy of language teaching describes formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter.	Candidate's philosophy of language teaching describes a system of formative and summative assessments that measure overall development of proficiency in an ongoing manner and at culminating points in the total program.	___/2

ACTFL NCATE Assessment: Reflection-based Essay- Philosophy of Teaching World Languages					
	Does not Meet the Standard	Approaches Standard/Unacceptable	Meets Standard/Acceptable	Exceeds Standard/Target	Score/Level
Dispositions toward global assessments <i>ACTFL 5a</i>	Candidate's philosophy of language teaching minimally, mentions the role of performance assessment in the classroom or does not consider it as important. The candidate's philosophy may focus more on assessments that are discrete point in nature or feature only short, right-answer responses	Candidate's philosophy of language teaching cites the role of performance assessment in the classroom and attempt to measure performances. The Candidate's philosophy centers more on assessments that are discrete point in nature or feature right-answer responses.	Candidate's philosophy of language teaching describes assessments that capture successful communication and cultural understandings. The candidate commits the effort necessary to measure end performances.	Candidate's philosophy of language teaching advocates for assessments for which the results can be used to improve teaching and track student learning. These assessments drive planning and instruction.	___/2
Dispositions for incorporating and reflecting on assessment <i>ACTFL 5b</i>	Candidate's philosophy of language teaching only minimally mentions assessments or supports only assessments that are scored easily or mechanically. Assessment is not viewed as a teaching tool, but may be considered as an end in and of itself.	Candidate's philosophy of language teaching supports assessments that can be scored quickly and mechanically. Assessment is viewed as an end in and of itself.	Candidate's philosophy of language teaching mentions a commitment to adjust instruction based on what s/he has learned from assessments.	Candidate's philosophy of language teaching establishes a clear commitment to adjust instruction based on what s/he has learned from assessments.	___/2
Life-long commitment to professional growth <i>ACTFL 6a</i>	Candidate's philosophy of language teaching does not articulate the need for ongoing professional development.	Candidate's philosophy of language teaching articulates the need for ongoing professional development.	Candidate's philosophy of language teaching identifies immediate professional development needs.	Candidate's philosophy of language teaching outlines a process for identifying ongoing professional development needs and the potential providers (e.g., state organization) to meet these needs.	___/1

ACTFL NCATE Assessment: Reflection-based Essay- Philosophy of Teaching World Languages					
	Does not Meet the Standard	Approaches Standard/Unacceptable	Meets Standard/Acceptable	Exceeds Standard/Target	Score/Level

Rubric for the Impact on Student Learning Assessment
Scoring Guidelines – Impact on Student Learning Assessment Project
Candidate Effects on Student Learning
Performance-Based Assessment Project for ACTFL NCATE Assessment #5
[Required for Portfolio and ACTFL NCATE Accreditation]

35 percent of final EDCI 684 Grade	Unacceptable –Minimum Evidence Provided	Unacceptable - Approaches Standard	Acceptable- Meets Standard	Target- Exceeds Standard
Description of Learners and Learning Context [ACTFL 3a]	Descriptions of school site, classroom environment, classes, aspects of student diversity are not included, or provide skeletal information on language acquisition or individual students. They may need to also use this information correctly to create a better description of the learning environment that	Descriptions of school site, classroom environment, classes, aspects of student diversity are partially included or provide only minimal information; Candidates demonstrate an emerging understanding of individual students and may show need additional details regarding their language	Descriptions of school site, classroom environment, classes, aspects of student diversity are included, but would benefit from additional detail; Candidates demonstrate an understanding of individual students and their language acquisition levels in the description to create a learning	Complete and appropriate description of school site, classroom environment, classes, aspects of student diversity to create a supportive classroom ; Candidates clearly demonstrate, in detail, a solid understanding of individual students and their language acquisition levels in the description that are used to create a learning environment with target language input

	includes appropriate target language input and/or opportunities for meaningful interaction in the TL.	acquisition levels; or they may need to create a better description of the learning environment that includes appropriate target language input and opportunities for meaningful interaction	environment in the target language including input and opportunities for meaningful interaction	and opportunities for meaningful interaction
Instructional Plan & Diversity [ACTFL 3b]	Candidate does not plan instructional practices that meet the needs of diverse language learners and/or does not differentiate in the planning for instruction	Candidate develops lesson using instructional practices approaching the needs of diverse language learners, but lacks clarity and requires more work on differentiation of instruction	Candidate develops lesson using instructional practices that meet the needs of diverse language learners and plans for differentiation, some additional information may strengthen the lesson regarding differentiation	Candidate develops lesson clearly using instructional practices that address the needs of diverse language learners and varying levels of development for which instruction is differentiated
Instructional Design & Standards Addressed [ACTFL 4a, 4b]	Candidate does not align planning with the <i>Standards</i> , or does not integrate them with the instructional design of the lesson. Lacks clarity and/or consistency	Candidate aligns planning minimally with the <i>Standards</i> and/or lacks integration; or, may not include the state standards in the instructional design of the lesson. Lacks clarity and/or consistency	Candidate aligns planning somewhat with the national and state <i>Standards</i> and integrates them into the instructional design of the lesson, however, may lack some clarity or consistency	Candidate clearly uses the national, state FL <i>Standards</i> as a rationale and in the specific planning for the lesson and integrates them into the instructional design of the lesson
Implementing Instruction and Assessment Practices [ACTFL 4c]	Candidate does not demonstrate understanding of how to select appropriate materials and resources to support student learning; Candidate does not interpret or report the results of student performance accurately for reflection or discussion	Candidate demonstrates some understanding of appropriate materials and resources to support learning; Candidate interprets and reports some results of student performance for reflection and discussion, but more clarity is needed	Candidate demonstrates adequate understanding of appropriate materials and resources to support learning; Candidate interprets and reports most results of student performance for reflection & discussion, but additional clarity may be called for	Candidate clearly demonstrates use of appropriate materials and resources to promote active learning; Candidate clearly and consistently interprets results of student performance as a result of the lesson to provide opportunity for reflection & discussion
Assessing Student Learning: Pre- and Post- Surveys of Student Learning [ACTFL 5a, 5c]	Candidate interprets assessment minimally, and may not show adequate understanding of ongoing assessment to inform practice; or, candidate does not use a rubric, or the rubric may lack clarity; or, no future	Candidate demonstrates adequate knowledge of ongoing assessment and selects assessments designed to measure some achievement at the end; Candidates interpret the results, but the reporting may lack	Candidate demonstrates adequate knowledge of ongoing assessment and selects assessments that are designed to measure achievement at the end; Candidates interpret the results, but the reporting may lack	Candidate demonstrates clear knowledge of ongoing assessment and selects assessment(s) that are both age- and developmentally appropriate; candidate interprets and reports clearly the results of student performance and discusses ways to measure ongoing

	modifications mentioned or explained to promote better learning.	clarity. Rubrics lack some clarity; future modifications may only be minimally addressed; Future modification are minimally or not listed to promote better learning	clarity. Rubrics may lack some clarity; future modifications generally promote better student learning.	development of learning; Encourages student self-assessment of skills; Rubrics/evaluation criteria used are clear and appropriate; future modifications are listed to clearly promote better learning
Reflection on Assessment & Impact on Student Learning To Improve Instruction [ACTFL 5b]	Candidate does not demonstrate ability to interpret and reflect on assessment process; Reflection fails to explain why pupils were able or unable to meet expectations; or, Candidate did not show evidence of reflecting on next steps	Candidate may not describe impact on student learning clearly, or Reflection fails to explain why pupils were able or unable to meet expectations; or, Reflection is inadequate or does not effectively propose changes to improve teaching and learning based on the assessment	Candidate describes impact on student learning adequately, but may not fully explain why students were able or unable to meet expectations; Uses insights in reflection to propose minor improvement ideas for teaching, but may have some elements missing, such as planning for improvement in student learning	Candidate reflects thoroughly and clearly on the results of student assessments; includes an explanation of impact on student learning and why individual pupils were able or unable to meet expectations; clearly use success or failure to determine upcoming directions for instruction; assessment results propose improvement ideas for own teaching and student learning