

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Multilingual/Multicultural Education: Foreign Language/Latin PK-12**

EDPD 501

**Assessment and Classroom Management in Arabic and Chinese Classrooms
3 Credits, Fall 2013**

Monday-Friday 9:00 AM – 12 Noon

Online course located at <http://gmusummerinstitute.ning.com/>

PROFESSOR

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COURSE DESCRIPTION:

A. Prerequisites: n/a

B. University Catalog Course Description: n/a

C. Expanded Course Description: The Online component of the Startalk Summer Institute 2013 will take place June 30- July 5 via the learning platform Ning (<http://gmusummerinstitute.ning.com/>). Students will log on daily for interactive assignments that build on Week One's theme of classroom assessment and management; the course aims to foster collaboration through an online professional learning community that will enable participants to develop a packet of classroom management strategies to implement when they return to their classrooms in Fall 2014. For-credit participants will field test these strategies and engage in a reflection and revision process to meet the standards of the course.

This year's STARTALK Summer Institute Topic focuses on Classroom Assessment and Management, which will be based on best practices in Foreign Language teaching, including ACTFL standards and practices. Returning participants will also be expected to integrate this year's work on classroom management with previous years' learning on 21st Century Learners, assessment, cooperative learning, multiple intelligences and brain-based learning, and student-centered instruction.

LEARNER OUTCOMES:

1. Participants will best practices in foreign language teaching and classroom assessment and management from their work during the STARTALK Summer 2013 professional development workshops into online learning, exploring and sharing materials while

actively engaged in discussion boards and small group collaborations using Ning, a secure social network.

2. Through discussion and daily work products, participants will develop and demonstrate a working foundation of assessment and classroom management, including cultural issues, effective pedagogies for engagement, and developing classroom community through use of the target language and culture.
3. As a common theme, all participants will demonstrate mastery of classroom assessment and management strategies, as measured by daily assignments, across specific topics to be covered sequentially:
 - a. Cross-cultural aspects of classroom assessment and management
 - b. Classroom community, responsive classrooms, and discipline
 - c. Classroom management and target language instruction, including ACTFL standards and objectives-based instruction
 - d. Classroom management and technology
4. First year participants will focus on integrating basic assessment and classroom management concepts and models culminating in a classroom management plan comprised of work across the four sub-topics listed above.
5. Returning participants will integrate learning from prior years and develop a culminating project that includes consideration of assessment, cooperative learning, multiple intelligences, and the 21st century learner into their classroom management plans.
6. All participants will engage in an online professional learning community that fosters communication, collaboration, and professional growth for teachers at various stages in their professional careers, including daily interaction through blogging as well as small group peer feedback on daily assignments.

PROFESSIONAL STANDARDS:

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

Domain	Language, Linguistics, Comparison	Cultures, Literatures, Cross-Disciplinary Concepts	Language Acquisition Theories, Instructional Practices	Integration of Standards into Curriculum & Instruction	Assessment of Languages and Cultures	Professionalism
Standard Number			3.a. 3.b.	4.a. 4.b.	5.a.	6.a.

REQUIRED TEXTS

Materials will be provided during STARTALK Summer Institute Week 1.

COURSE ASSIGNMENTS AND EXAMINATIONS

Class Participation:

- Participants should log in daily at <http://gmusummerinstitute.ning.com/>
- The “SI 2013” homepage will provide daily for announcements regarding each day’s work.
- The Discussion Board on the same page will pose questions for **whole group discussion** related to Classroom Management.
- Click on the “Groups” tab to the right of the SI 2013 tab, and then choose the relevant language group and/or participation level (new participant or returning participant) for SI 2013. Each **small group** will discuss instructional issues related to that day’s target Classroom Management Topic.
- On both discussion boards, participants should read everyone’s postings and add a comment that is substantive, including elaboration of agreement or disagreement.
- A rubric for class participation is below.

Daily Assignments:

- Each participant should submit a response to that day’s Classroom Management Assignment, per posted guidelines detailed below.
- Each day’s work assignment should be posted by 5pm of that instructional day; comments to others are due by the opening of the following course session (or 9pm on the final day).
- A rubric for daily assignments is below.

Final Assignment:

- The final assignment will consist of a packet of Classroom Management Assignments, along with a short reflection on how you plan to integrate the assignments in an improved approach to your classroom teaching in Fall 2013.
- This assignment is due upon completion of the final day of the online course.
- A rubric for the final assignment follows.

Assignment for Participants in the For-Credit Option

- Based on the final assignment packet, participants should approach their classroom or student teaching using their newly developed guidelines. Over the course of four weeks, participants should take field notes on how each of the four areas is impacting student achievement of learning objectives, and then write a brief reflection based on these notes for each of the Classroom Management assignment topics, as well as an overall reflection on how these modified approaches have impacted their teaching, how they will further modify the approaches, and which areas they would like to further examine and improve.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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 & 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/>

ASSIGNMENTS AND SCORING RUBRICS

Class Participation

The Task:

- Participants should log in daily at <http://gmusummerinstitute.ning.com/>
- The “SI 2013” homepage will provide daily for announcements regarding each day’s work.
- The Discussion Board on the same page will pose questions for **whole group discussion** related to Classroom Management.
- Click on the “Groups” tab to the right of the SI 2013 tab, and then choose the relevant language group and/or participation level (new participant or returning participant) for SI 2013. Each **small group** will discuss instructional issues related to that day’s target Classroom Management Topic.
- On both discussion boards, participants should read everyone’s postings and add a comment that is substantive, including elaboration of agreement or disagreement.

Evaluation:

In order to receive credit for completion of the program, participants must meet the standard or exceed it in both areas on all four days. Instructor will use the following rubric to evaluate your participation.

Criteria	Approaches Standard	Meets Standard	Exceeds Standard
Participants respond to all Whole Group Questions on the day of the assignment for all four days.	Participants fail to respond to all Whole Group Questions on the day of the assignment on all four days.	Participants respond to all Whole Group Questions on the day of the assignment on all four days.	Participants thoroughly respond to all Whole Group Questions on the day of the assignment and interact extensively with peers on all four days.
Participants respond to all Small Group Questions on the day of the assignment on all four days.	Participants fail to respond to all Small Group Questions on the day of the assignment on all four days.	Participants respond to all Small Group Questions on the day of the assignment on all four days.	Participants thoroughly respond to all Small Group Questions on the day of the assignment and interact extensively with peers on all four days.

Daily Assignments:

The task:

- Each participant should submit a response to that day's Classroom Management Assignment, per posted guidelines detailed below.
- Each day's work assignment should be posted by 5pm of that instructional day; comments to others are due by the opening of the following course session (or 9pm on the final day). A peer feedback checklist is below.
- A rubric for daily assignments is below.

Evaluation:

In order to receive credit for completion of the program, participants must meet the standard or exceed it in on all four days areas. Instructor will use the following rubric to evaluate your participation.

Criteria	Approaches Standard	Meets Standard	Exceeds Standard
Daily assignment completed and submitted on time on all four days.	Daily assignment not completed and submitted on time on all four days.	Daily assignment completed and submitted on time on all four days.	Daily assignment thoroughly completed and submitted on time on all four days.
Peer feedback provided to at least one member of the assigned small group on all four days.	Peer feedback not provided on all four days.	Peer feedback provided at least one member of the assigned small group on all four days.	Extensive peer feedback provided to more than one member of the assigned small group on all four days.

Final Assignment for New Participants: Integrated Classroom Management Plan

The Task:

Write an introduction synthesizing your approach on each of the four topics (approximately 1 page):

- Explain the student population for whom the Classroom Management Plan is being developed (ie., Middle School students, Level 1).
- Describe how this Classroom Management Plan relates to your teaching.
- Describe how the Classroom Management Plan will address each of the 3 modes of communication by referring to the ACTFL performance guidelines.

- Include your four topic-based Classroom Management assignments from Days 1-4.

Evaluation:

Your instructor will provide you with specific feedback using the following rubric.

Classroom Management Plan: Final Assignment for New Participants

Criteria	Approaches Standard	Meets Standard	Exceeds Standard
The Classroom Management Plan contains a short introduction that explains the student population including grade, language level, demographics.	The Classroom Management Plan contains a short introduction that explains 1 of the 3 areas describing the population.	The Classroom Management Plan contains a short introduction that explains the student population and their diverse needs, including 2 of the 3 areas.	The Classroom Management Plan contains a short introduction that explains the student population and their diverse needs including all three areas and provides examples.
The Classroom Management Plan contains a short introduction that describes the participant's teaching and the instructional model.	The Classroom Management Plan contains an introduction that mentions but does not describe the teaching context or instructional model.	The Classroom Management Plan contains an introduction that describes the teaching context OR the instructional model, or mentions both with basic description.	The Classroom Management Plan contains an introduction that describes both the teaching context and the instructional model thoroughly and provides examples.
The introduction explains how the Classroom Management Plan addresses each of the 3 Modes by referring to the ACTFL Performance Guidelines	The introduction does not explain how the Classroom Management Plan assesses each of the 3 Modes and/or fails to reference ACTFL Performance Guidelines	The introduction mentions the 3 Modes but does not explain how they are addressed by the Classroom Management Plan.	The introduction explains clearly how the Classroom Management Plan addresses each of the 3 Modes by referring to the ACTFL Performance Guidelines and provides examples.
The Classroom Management Plan addresses cross-cultural aspects of classroom management.	The Classroom Management Plan fails to address cross-cultural aspects of classroom management.	The Classroom Management Plan addresses cross-cultural aspects of classroom management to a minimal degree.	The Classroom Management Plan thoroughly addresses cross-cultural aspects of classroom management.
The Classroom	The Classroom	The Classroom	The Classroom Management

Management Plan addresses classroom community, responsive classrooms, and discipline.	Management Plan fails to address classroom community, responsive classrooms, and discipline.	Management Plan addresses classroom community, responsive classrooms, and discipline to a minimal degree.	Plan thoroughly addresses classroom community, responsive classrooms, and discipline.
The Classroom Management Plan addresses target language instruction, including ACTFL standards and objectives-based instruction.	The Classroom Management Plan fails to address target language instruction, including ACTFL standards and objectives-based instruction.	The Classroom Management Plan addresses target language instruction, including ACTFL standards and objectives-based instruction to a minimal degree.	The Classroom Management Plan thoroughly addresses target language instruction, including ACTFL standards and objectives-based instruction.
The Classroom Management Plan addresses classroom management and technology.	The Classroom Management Plan fails to address classroom management and technology.	The Classroom Management Plan addresses classroom management and technology to a minimal degree.	The Classroom Management Plan thoroughly addresses classroom management and technology.

Final Assignment for Returning Participants: Integrated Classroom Management Plan

The Task:

Write an introduction synthesizing your approach and include your work on each of the four topics (approximately 1 page):

- Explain the student population for whom the Classroom Management Plan is being developed (ie., Middle School students, Level 1).
- Describe how this Classroom Management Plan relates to your teaching.
- Describe how the Classroom Management Plan will address each of the 3 modes of communication by referring to the ACTFL performance guidelines.
- Describe how the Classroom Management Plan relates to performance-based assessment.
- Describe how the Classroom Management Plan relates to 21st century learners.
- Describe how the Classroom Management Plan relates to Multiple Intelligences.
- Describe how the Classroom Management Plan relates to Cooperative Learning.
- Describe how the Classroom Management Plan relates to performance-based assessment.
- Include your four topic-based Classroom Management assignments from Days 1-4.

Evaluation:

Your instructor will provide you with specific feedback using the following rubric.

Classroom Management Plan: Final Assignment for New Participants

Criteria	Approaches Standard	Meets Standard	Exceeds Standard
The Classroom Management Plan contains a short introduction that explains the student population including grade, language level, demographics.	The Classroom Management Plan contains a short introduction that explains 1 of the 3 areas describing the population.	The Classroom Management Plan contains a short introduction that explains the student population and their diverse needs, including 2 of the 3 areas.	The Classroom Management Plan contains a short introduction that explains the student population and their diverse needs including all three areas and provides examples.
The Classroom Management Plan contains a short introduction that describes the participant's teaching and the instructional model.	The Classroom Management Plan contains an introduction that mentions but does not describe the teaching context or instructional model.	The Classroom Management Plan contains an introduction that describes the teaching context OR the instructional model, or mentions both with basic description.	The Classroom Management Plan contains an introduction that describes both the teaching context and the instructional model thoroughly and provides examples.
The introduction explains how the Classroom Management Plan addresses each of the 3 Modes by referring to the ACTFL Performance Guidelines	The introduction does not explain how the Classroom Management Plan assesses each of the 3 Modes and/or fails to reference ACTFL Performance Guidelines	The introduction mentions the 3 Modes but does not explain how they are addressed by the Classroom Management Plan.	The introduction explains clearly how the Classroom Management Plan addresses each of the 3 Modes by referring to the ACTFL Performance Guidelines and provides examples.
The introduction describes how the Classroom Management Plan relates to 21 st century learners.	The introduction fails to describe how the Classroom Management Plan relates to 21 st century learners.	The introduction briefly describes how the Classroom Management Plan relates to 21 st century learners.	The introduction thoroughly describes how the Classroom Management Plan relates to 21 st century learners and provides examples.
The introduction describes how the Classroom Management Plan relates to Multiple Intelligences.	The introduction fails to describe how the Classroom Management Plan relates to Multiple Intelligences.	The introduction briefly describes how the Classroom Management Plan relates to Multiple Intelligences.	The introduction thoroughly describes how the Classroom Management Plan relates to Multiple Intelligences and provides examples.
The introduction describes how the Classroom	The introduction fails to describe how the Classroom	The introduction briefly describes how the Classroom Management	The introduction thoroughly describes how the Classroom Management Plan relates to

Management Plan relates to Cooperative Learning.	Management Plan relates to Cooperative Learning.	Plan relates to Cooperative Learning.	Cooperative Learning and provides examples.
The introduction describes how the Classroom Management Plan relates to performance-based assessment.	The introduction fails to describe how the Classroom Management Plan relates to performance-based assessment.	The introduction briefly describes how the Classroom Management Plan relates to performance-based assessment.	The introduction thoroughly describes how the Classroom Management Plan relates to performance-based assessment and provides examples.
The Classroom Management Plan addresses cross-cultural aspects of classroom management.	The Classroom Management Plan fails to address cross-cultural aspects of classroom management.	The Classroom Management Plan addresses cross-cultural aspects of classroom management to a minimal degree.	The Classroom Management Plan thoroughly addresses cross-cultural aspects of classroom management and provides examples.
The Classroom Management Plan addresses classroom community, responsive classrooms, and discipline.	The Classroom Management Plan fails to address classroom community, responsive classrooms, and discipline.	The Classroom Management Plan addresses classroom community, responsive classrooms, and discipline to a minimal degree.	The Classroom Management Plan thoroughly addresses classroom community, responsive classrooms, and discipline and provides examples.
The Classroom Management Plan addresses target language instruction, including ACTFL standards and objectives-based instruction.	The Classroom Management Plan fails to address target language instruction, including ACTFL standards and objectives-based instruction.	The Classroom Management Plan addresses target language instruction, including ACTFL standards and objectives-based instruction to a minimal degree.	The Classroom Management Plan thoroughly addresses target language instruction, including ACTFL standards and objectives-based instruction and provides examples.
The Classroom Management Plan addresses classroom management and technology.	The Classroom Management Plan fails to address classroom management and technology.	The Classroom Management Plan addresses classroom management and technology to a minimal degree.	The Classroom Management Plan thoroughly addresses classroom management and technology and provides examples.

For-Credit Assignment: Data and Reflection on Integrated Classroom Management Plan

The Task:

Based on the final assignment packet, participants should approach their classroom or student teaching using their newly developed guidelines. Over the course of four weeks, participants should take field notes on how each of the four areas is impacting student achievement of learning objectives. Then, participants should write a brief reflection based on these notes, including the following elements:

- Overall reflection on how these approaches have impacted their teaching;
- Reflection of the impact of the Classroom Management Plan on each of the Classroom Management assignment topics (cross-cultural implications, classroom community, responsive classroom and discipline, target language teaching and ACTFL standards, and classroom management and technology);
- Reflection on how participants will further modify their approaches;
- Classroom Management areas participants would like to further examine and improve.

Evaluation:

Your instructor will provide you with specific feedback using the following rubric.

For Credit Assignment: Data and Reflection on Classroom Management Plan

Criteria	Approaches Standard	Meets Standard	Exceeds Standard
The report presents an overall reflection on how the approaches in the Classroom Management Plan have impacted their teaching.	The report fails to present an overall reflection on how the approaches in the Classroom Management Plan have impacted their teaching.	The report presents a brief overall reflection on how the approaches in the Classroom Management Plan have impacted their teaching.	The report presents a thorough overall reflection on how the approaches in the Classroom Management Plan have impacted their teaching and provides examples.
The report presents data and reflections of the impact of the Classroom Management Plan on cross cultural aspects of classroom management.	The report fails to present some data and/or reflections of the impact of the Classroom Management Plan on cross cultural aspects of classroom management.	The report presents some data and reflections of the impact of the Classroom Management Plan on cross cultural aspects of classroom management.	The report presents extensive data and reflections of the impact of the Classroom Management Plan on cross cultural aspects of classroom management and provides examples.
The report presents data and reflections of the impact of the Classroom Management Plan on classroom community, responsive classrooms, and discipline.	The report fails to present some data and/or reflections of the impact of the Classroom Management Plan on classroom community, responsive classrooms, and discipline.	The report presents some data and reflections of the impact of the Classroom Management Plan on classroom community, responsive classrooms, and discipline.	The report presents extensive data and reflections of the impact of the Classroom Management Plan on classroom community, responsive classrooms, and discipline and provides examples.

The report presents data and reflections of the impact of the Classroom Management Plan on target language instruction, including ACTFL standards and objectives-based instruction.	The report fails to present some data and/or reflections of the impact of the Classroom Management Plan on target language instruction, including ACTFL standards and objectives-based instruction.	The report presents some data and reflections of the impact of the Classroom Management Plan on target language instruction, including ACTFL standards and objectives-based instruction.	The report presents extensive data and reflections of the impact of the Classroom Management Plan on target language instruction, including ACTFL standards and objectives-based instruction and provides examples.
The report presents data and reflections of the impact of the Classroom Management Plan on classroom management and technology.	The report fails to present some data and/or reflections of the impact of the Classroom Management Plan on classroom management and technology.	The report presents some data and reflections of the impact of the Classroom Management Plan on classroom management and technology.	The report presents extensive data and reflections of the impact of the Classroom Management Plan on classroom management and technology and provides examples.
The report presents an overall reflection on how the approaches in the Classroom Management Plan have impacted their teaching.	The report fails to present an overall reflection on how the approaches in the Classroom Management Plan have impacted their teaching.	The report presents a brief overall reflection on how the approaches in the Classroom Management Plan have impacted their teaching.	The report presents a thorough overall reflection on how the approaches in the Classroom Management Plan have impacted their teaching and provides examples.
The report presents a reflection on how participants will further modify their approaches.	The report fails to present a reflection on how participants will further modify their approaches.	The report presents a brief reflection on how participants will further modify their approaches.	The report presents a thorough reflection on how participants will further modify their approaches and provides examples.
The report presents a reflection on classroom management areas participants would like to further examine and improve.	The report fails to present a reflection on classroom management areas participants would like to further examine and improve.	The report presents a brief reflection on classroom management areas participants would like to further examine and improve.	The report presents a thorough reflection on classroom management areas participants would like to further examine and improve and provides examples.