



**EDCI
METHODS OF TEACHING IN MULTILINGUAL SETTINGS
SUMMER 2015**

519.6F2

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OFFICE HOURS: BY APPOINTMENT, BEFORE AND AFTER CLASS

A. COURSE DESCRIPTION

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

B. COURSE OUTCOMES

This course is aligned with TESOL/NCATE Standards for PK-12 Teacher Education.

Students completing EDCI 519 will be able to:

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

C. Relationship to Program Goals and Professional Organizations

The EDCI 519 relationship to the GSE program goals include:

1. **Knowledge base for teaching in the second language classroom.** Learn the fundamental concepts of the knowledge base pertaining to ESL, English as a second dialect, and the teaching of other second and foreign languages; second language acquisition, psycholinguistics, sociolinguistics, pragmatics, and language pedagogy.
2. **Utilization of research.** EDCI 519 students should be able to understand and critically evaluate second language learning theories and engage in systematic investigation of the knowledge base to inform their own or others teaching practices.
3. **Classroom teaching.** EDCI 519 students should be able to plan and manage a second language class effectively and be able to evaluate and selectively apply a range of teaching strategies as appropriate to their students' needs and characteristics, particularly as they apply to the skills and needs of diverse learners. For this purpose, they will need to be able to assess different teaching situations and changing conditions in culturally and linguistically diverse classrooms, so as to select appropriate teaching procedures and adapt to teaching students with differing learning styles and cultural backgrounds.
4. **Curriculum.** Students will develop the skills needed to design, implement second language teaching strategies.

The EDCI 519 relationship to National and State Standards include:

- ESL Standards for P-12 Teacher Education Programs
- The ESL Standards for Pre-K-12 Students
- Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
- National Board for Professional Teaching Standards (NBPTS)
- Virginia Standards of Learning (SOLs)

The EDCI 519 relationships to professional organizations include:

EDCI 519 follows the guidelines and recommendations made by the *Teachers of English for Speakers of Other Languages* (TESOL), the *American Council on the Teaching of Foreign Languages* (ACTFL), the *National Association for Bilingual Education* (NABE), and the *National Association for Multicultural Education* (NAME). ACTFL and TESOL, along with NABE and NAME, are the largest professional organizations that specialize in research on working with culturally and linguistically diverse populations. They embrace and celebrate cultural and ethnic diversity as a national strength that enriches a society and rejects the view that diversity threatens the fabric of a society. TESOL and ACTFL have the more specialized mission of developing the expertise of their members and other educators involved in teaching world languages, to help them foster an effective learning

environment while accomplishing the goal of effective communication in diverse settings and oral and written language proficiency while respecting individuals' rights and needs.

D. COURSE DELIVERY

This course is highly interactive by design. It is predicated upon **learning by doing** and **discovery learning**. Assessment is based on performance-based assignments. This class will be engaged in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, student-led micro teaching simulations, guest speakers, peer feedback, videos, multimedia, and reflection.

Required Textbook:

Peregoy, S, & Boyle, O. (2013). *Reading, Writing and Learning in ESL: A Resource Book for Teaching K-12 English Learners* (6th ed). Allyn & Bacon. Boston, MA.

Recommended Books:

Herrera, S & Murray, K (2010) *Mastering ESL and Bilingual Methods: Differentiated Instruction for Cultural and Linguistically Diverse Students* (2nd ed) Allyn & Bacon, Boston, MA.

Vogt, M & Echevarria, J (2007) *99 Ideas and Activities for Teaching English Learners with the SIOP Model* (1st ed) Allyn & Bacon, Boston, MA

E. GSE Student Expectations (<http://gradlife.gmu.edu/academic-policies/>)

- Students with disabilities who need accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. [See <http://ods.gmu.edu/>]
- Students must follow the university policy for Responsible use of Computing. [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>]
- 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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- 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>]

- 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/>]

F. Integrity of Work

FAST TRAIN students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code-2/>) The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

- Copying a paper or part of a paper from another student (current or past);
- Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
- Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
- You may also not “reuse” fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

G. Professionalism

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

Students will be expected to:

1. Attend all class sessions, *arriving on time and remaining for the entire time.*
2. Actively participate during large and small group discussions and activities.
3. Complete all assignments on time.
4. Go online with a personal device when instructed to do so by the instructor.

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

Catalog). Because of the intensive nature of this summer class, **missing any classes will result in an “F” in the course.** Arriving late or leaving early can result in a 5 point deduction in the participation grade.

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

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract should be provided to the FAST TRAIN office.

Course Withdrawal with Dean Approval: For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

Students with Disabilities: Please inform the instructor on the first day of class if you require accommodations. Those seeking accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

H. Grading Policy: At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

| Grade | GRADING | Grade Points | Interpretation |
|-------|---------|--------------|--|
| A+ | =100 | 4.00 | Represents mastery of the subject through effort beyond basic requirements |
| A | 94-99 | 4.00 | |
| A- | 90-93 | 3.67 | |
| B+ | 85-89 | 3.33 | Reflects an understanding of and the ability to apply theories and principles at a basic level |
| B | 80-84 | 3.00 | |
| C* | 70-79 | 2.00 | Denotes an unacceptable level of understanding and application of the basic elements of the course |

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education

All students will receive an IP or “In Progress” at the conclusion of this course. Students will be required to turn in the required Fieldwork Form, Fieldwork Evaluation Form, and the final assignment (Performance Based Assessment) to the instructor according to the FAST TRAIN Fieldwork Timeline posted in this syllabus.

I. Course Requirements:

All assignments should be turned in on the due date indicated in the schedule below either to Blackboard or via email, according to your professor’s instructions, **except** for the final assignments, the Project Based Assessment (PBA), field work log, and field work reflection. These final assignments will be uploaded into **Task Stream**. The submission deadline for assignments is 11:59pm EST of the due date indicated for each assignment. All projects must be typed, in a legible **12-point Time New Roman font, using APA**.

Instructions and grading rubrics for each of the course requirements can be found on the course’s Blackboard site. Please check Blackboard regularly.

| | |
|---|-------------------|
| Class attendance and classroom participation | 20 points |
| Teaching simulation - based on a particular method/strategy/skill | 20 points |
| Unit Plan Class Presentation | 15 points |
| Performance Based Assessment - Unit Lesson Plan | 20 points |
| Field Experience and paper | 25 points |
| Total: | 100 points |

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|---------------------------------------|
| Class Assignments for EDCI 519 |
|---------------------------------------|

| Project | Goal | Points | Due Date |
|--|--|------------------------|--|
| Class Attendance and Informed Participation | Attend all class sessions, arriving on time, and actively participate during large and small group discussions and activities, and hand in assignments on time. | 20 | Every class |
| Teaching Demonstration | In groups, simulate a teaching method/approach and one instructional strategy, using lesson plan template provided. Your lesson plan must integrate instructional technologies. Submit a 2-3 page reflection. | 20 | <i>Presentations</i> July 14-17 |
| Unit Plan Presentation | Create a unit lesson plan covering five days of instruction based on your Fall 2015 teaching placement or a recent language learning teaching experience. Your plan must include preparation, practice, evaluation and expansion. Present your unit plan to the class, citing appropriate research and course materials for your instructional choices. Your unit plan must include instructional technology. | 15 | <i>Paper & Presentation</i> July 21st |
| Performance Based Assessment: LICENSURE REQUIREMENT | | 45 Total Points | |
| Unit Lesson Plan | Using the Unit Lesson Plan you created for this course, (plan must include <i>preparation, presentation, practice, evaluation, and expansion</i>), implement a minimum of two lessons. Have a colleague or supervisor evaluate your lessons using the form provided or what your school uses. Submit a general overview of your lesson plan, your unit plan, student work, and assessments, and evaluation form (provided by a colleague or supervisor) as appendices to Taskstream by the due date. This is the Performance Based Assessment (PBA) for the course. | 20 | <i>Taskstream & Professor</i> <i>Due on/before</i> January 15, 2016 |
| Teaching Video and Reflection | Record two complete episodes of your teaching and complete a self-reflection and analysis. You should record one of the lessons from your Unit Plan (PBA). The video should portray how you apply various strategies, including technology, and give a glimpse of your learning environment. The video you submit should include two 10-15 minute clips from separate lessons. You should write a two page self-reflection of the experience. | 25 | <i>Due on/before</i> January 15, 2016 |

The deadline for posting the PBA to TaskStream and for completing the required fieldwork document in this course is January 15, 2016. Failure to submit this work to the instructor by this deadline will result in an “F” for this course.

J. COURSE SCHEDULE

Students should have read the chapters ahead of time and be prepared to take part in class discussion. All materials for each class are posted in the folder for that day.

| <i>Class</i> | <i>Date</i> | <i>Topics</i> | <i>Notes/comments/Tasks</i> |
|--------------|----------------------|--|--|
| 1 | Friday July 10 | Pre-assessment Chapter 1 History of language teaching methodologies Diverse learners/teachers | Learner Profile Program profile Case study of a 'typical' student Case study of a 'typical' teacher |
| 2 | Monday July 13 | Chapter 2 & 3 Theories of second language acquisition (Chapter 2) Standards and Content (Chapter 3) | In class review of second language acquisition theories and theorists and the 'so what' factor for each. |
| 3 | Tuesday July 14 | Chapter 4 Oral language development Technology share | Prepare for the Teaching Demonstration |
| 4 | Wednesday July 15 | Chapter 6 Words and Meaning English Learners Vocabulary Development | Teaching Simulation: Demo of Methods/Approaches (2) Discussion on vocabulary instruction |
| 5 | Thursday July 16 | Chapter 5 Emergent literacy Using manipulatives for Literacy | Teaching Simulation (3) Work on Unit Lesson Plan |
| 6 | Friday July 17 | Chapters 8 & 9 Content reading and writing | Teaching Simulation (2) Work on Unit Lesson Plan |
| 7 | Monday July 20 | Chapter 7 English learners and process writing | Unit Lesson Plan Conference Discussion on writing strategies |
| 8 | Tuesday July 21 | Mini Presentation of Unit Lesson Plans Class Reflection and Wrap-Up | *NOTE: Field Experience Reports due on/before January 15, 2016 |

| | | | |
|--|--|-------------------|--|
| | | Class Evaluations | |
|--|--|-------------------|--|

Analytic Rubric for Class Attendance and Informed Participation

| 0 | 2 | 3 | 4 |
|---|--|--|--|
| Class Attendance | | | |
| Missed a class, or generally arrived late to class and after breaks.* | Sometimes arrived late and had difficulty returning to class on time after breaks. | Generally arrived on time and returned on time after breaks | Attended all classes for the full day, arriving on time for class and after breaks** |
| Assigned work | | | |
| Did not complete assignments on time | Completed few assignments on time | Completed most assignments on time | Completed assignments on time |
| Informed Participation | | | |
| Did not engage in class discussions | Rarely engaged in class discussion | Engaged in class discussions, sometimes adding additional insights | Engaged in meaningful class discussions, adding additional insights |
| Did not participate in class activities | Rarely participated in class activities | Participated consistently class activities | Participated actively and constructively in class activities |
| Showed no growth in knowledge base through class contributions | Showed minimal growth in knowledge base through class contributions | Showed some growth in knowledge base through class contributions | Showed growth in knowledge base through class contributions |

***An absence will result in failing the course.**

**** Missing part of the instructional day will result in a 5 point deduction in the participation grade.**

Teaching Demonstration & Paper

Due the day of your presentation

In pairs, simulate a teaching method/approach and one new instructional strategy from the chapter/s for that day, using the lesson plan template provided. Your lesson plan must show how you integrate instructional technology. Include a reflection in your 2-3 page paper.

GUIDELINES FOR METHODS AND STRATEGIES TEACHING DEMONSTRATION

This assignment is composed of three parts:

1. Prepare a lesson plan, using the provided template.
2. Read at least three (3) articles on the method or approach you have chosen. Try to find at least one resource by the original developer of the method/approach/strategy.
3. Write a reflection on how you planned your lesson, incorporating some of the research you read in step two. In the reflection, discuss how you would differentiate for language learners who are at different proficiency levels in the class. Also include in your reflection what part you took in the preparation. What was your strength in preparing this lesson? How did you contribute? Include a bibliography of your research articles and other materials.

For this assignment:

1. You will work in pairs for your teaching demonstration. You have a limit of 30-40 minutes. Plan your time carefully. You will have about 25-30 minutes to teach. You may start by giving background information about the strategy and about the class that the lesson is prepared for. Save 5 minutes at the end of your demonstration for feedback and questions.
2. The demonstration should include most of the following:
 - a. Background information about the method
 - b. The type of class your particular demonstration is intended for (level of proficiency, grade level, ages of students, type of class, etc.)
 - c. Skills you are teaching and the basic language and content objectives of the lesson
 - d. Explanation of the realia being used (if necessary)
 - e. Technology (must be included in the demonstration or lesson plan)
 - f. Possible follow-up activities to the lesson you have presented
 - g. Assessment of the lesson (either formative or summative)
3. Try to spend less time talking about the method/approach/strategy, and more time demonstrating it. You may decide to introduce your lesson by describing it

first or you may wish to immerse us in the experience and explain after the demonstration.

4. We will be your students. You may assign us whatever roles and ages you wish.
5. As a team, you may try any combination of team teaching, or each of you may demonstrate a separate part of the activity. If you wish, you may divide teaching responsibilities by proficiency level of students. Remember that you do not have a lot of time!
6. Prepare a handout (it can be electronic) for the class that includes your lesson plan. 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. You might include websites that support your lesson or a web address where we can find more information about your strategy.
7. Keep in mind that YOU already speak the language and that your lesson should allow for more student talk than teacher talk.

Analytic Rubric for Teaching Demonstration and Paper

| PAIR/ GROUP GRADE | | |
|---|---|---|
| Lesson Plan: | 0 | 1 |
| Template | The provided template was not used. | The provided template was used. |
| Curriculum Goals (Content and Language Objectives) | The content and language objectives (curriculum goals) were not clear. | The content and language objectives (curriculum goals) were clear. |
| Age and Proficiency Levels of Students | The age and proficiency levels of the students were not clearly stated and accounted for in planning. | The age and proficiency levels of the students were clearly stated and accounted for in planning. |
| Instructional Strategy | The instructional strategy was not evident in the lesson. | The instructional strategy was strongly evident in the lesson. |
| New Application | The strategy does not reflect application of gained course knowledge. | The strategy reflects application of gained course knowledge. |
| Handout | The handout does not fit together within the lesson. | The handout fits together strongly within the lesson. |
| Teaching: | 0 | 2 |
| Time | Time was not used efficiently. | Time was used efficiently. |
| Target Strategy | The target strategy was not demonstrated clearly. | The target strategy was demonstrated clearly. |
| Age and Proficiency Levels of Students | The age and proficiency levels of the students were not accounted for in the demonstration. | The age and proficiency levels of the students were accounted for in the demonstration. |
| Creativity | The lesson was not engaging. | The lesson was engaging. |
| Technology: | 0 | 1 |
| Technology Selection | Technology selection is inappropriate, given curriculum goal(s) and instructional strategies. | Technology selection is appropriate, given curriculum goal(s) and instructional strategies. |
| “Fit” | Curriculum, instructional strategies and technology do not fit together within the lesson. | Curriculum, instructional strategies and technology fit together within the lesson. |
| Instructional Use | Instructional use of technologies is ineffective in the observed lesson. | Instructional use of technologies is effective in the observed lesson. |

Teaching Demonstration (continued)

| INDIVIDUAL GRADE | | |
|-----------------------------------|---|--|
| Reflection: | 0 | 1 |
| New Instructional Strategy | The strategy did not show growth in the content knowledge base. | The strategy demonstrated showed growth in the participant's content knowledge base. |
| Research-Based Approach | The reflection did not include an explanation of the research base of the strategy. | The reflection included an explanation of the research base of the strategy. |
| Personal Contribution | The reflection did not mention the part that the participant had in the planning and demonstration of the strategy. | The reflection mentioned the participant's strengths as well as his/her input into the planning and demonstration of the strategy. |

Lesson Plan Template

Name of team members:

Grade:

Content Area:

Program model:

1. Stage One—DESIRED RESULTS

- Standards:
- Concepts/Skills:
- Mastery Objectives: (S-W-B-A-T)
 - Content
 - Language
- Key Vocabulary:
- Materials/Resources:
- Technology resources:

2. Stage Two: ASSESSMENT EVIDENCE

- **Pre-assessment:**
- **Formative assessments:**
- **Summative assessment task:**

3. Stage Three: TEACHING THE LESSON

Preparation

- Warm-up:
- Hook/motivation/building background:
- Technology integration:

Practice

- Teaching point/mini-lesson/presentation (“I Do”):
- Guided practice/interaction (“we do”):
- Independent practice/application:
- Closure/wrap-up (oracy and literacy focus):

Evaluation: (formative or summative assessment):

Expansion: out-of-school work:

4. REFLECTION:

UNIT LESSON PLAN PRESENTATION & PAPER

July 20, 2015-- Due in-class for Individual Conference with Professor

July 21, 2015 – Peer Poster Presentations

For this assignment, you will create a unit plan covering five days of instruction, based on your Fall 2015 teaching placement. Your plan must include preparation, practice, evaluation, expansion, and technology. This unit lesson plan, paper, and presentation comprise the preparation step in the Performance Based Assessment (PBA) for this course.

I. UNIT LESSON PLANS

You are required to use the lesson plan and unit lesson plan templates provided for this course. The unit lesson plan template reflects each of the components of the lesson plan used for the teaching demonstrations, with which you are already familiar.

Please use the following steps to develop your **unit lesson plans**:

1. Identify and provide a brief context for the classroom in which you plan to implement the unit plan.
2. Explain the concepts, research, and best practices that are most appropriate for your classroom.
3. Create a unit lesson plan for your teaching placement that covers at minimum five full days with one separate lesson plan for each day.
 - a. Each lesson will provide preparation, presentation, practice, evaluation, expansion, extension, and scaffolding (multilevel) instruction and will include one theme or topic to be covered each day.
 - b. Your lessons must include instructional technology.

II. PAPER

In your paper, you are required to describe your rationale using the questions listed below. Your paper should be around 5 pages in length, with 1 inch margins, double-spaced, using 12 point Times New Roman font. Any and all citations and references must use APA style, 6th edition.

Please answer the following questions in your **paper**:

1. What are some of the unique characteristics and challenges of your classroom and how do they effect instruction on a day-to-day basis?
 - a. Be sure to provide basic set up classroom and descriptions of your language learners including language proficiency, educational

- backgrounds, and cultural values influence the learning environment.
(TESOL Domain 2, 4a)
2. What approaches, models, and skills are most appropriate for your students?
 - a. Include references to language acquisition research and current methodologies and strategies in the field of ESL to provide evidence that chosen methods would be most effective in teaching your students. (TESOL Domain 3a, 5a)
 3. In what ways can you differentiate among your students?
 - a. How can you address each ELLs unique learning needs within the context of the larger classroom? (TESOL Domain 3a)
 4. Provide the preparation, presentation, practice, evaluation, expansion, and scaffolded (multilevel) instruction required for this five-lesson unit using either the lesson plan template in the syllabus or one of your own.
 - a. Explain how this unit embedded assessment, included scaffolding, and/or provided reteaching when necessary. How did this unit create differentiated learning experiences for students? (TESOL Standard 3a)
 5. What variety of activities, tasks, and assignments that develop authentic use of language and integrate listening, speaking, writing, and reading have you included in this unit?
 - a. In your response to this question, be sure to explain why you selected specific activities and how they were used to create a multileveled plan for instruction. (TESOL Domain 3b)
 - b. Explain how you have integrated technology into this unit.
 6. In what ways is it necessary to adapt materials and activities to support ELLs in this unit?
 - a. Identify specific student needs addressed through the adaptation of materials. Explain how these materials are age appropriate, culturally responsive, and linguistically accessible. How could you enhance the unit by using technology to support student learning? (TESOL Domain 3c)

III. PRESENTATION

On **July 20th , 2015**, you will present your unit lesson plan in an individual conference with the professor. During this conference, you may present your research and ask any questions regarding your lesson plan. The assignment is officially due on July 21th, 2015. You must have your unit lesson plan and paper completed before your individual conferences.

Do not come in with notes or an outline. Your paper must be ready. You may edit your paper and unit lesson plan following your conference with the professor.

On **July 21st, 2015**, you will present your unit lesson plan and paper to your peers in a Poster Presentation. During this time, you will have the opportunity to present your unit lesson plan and paper to your peers, get feedback, and provide feedback to others. You must participate in these presentations.

Logistics: The logistics will be discussed later according to how many students are enrolled in this course.

Poster: Everyone must present his/her Unit Lesson Plan & Rationale and be an active peer reviewer.

For the Presentation:

You will have a few minutes to set up your posters/visuals in the room. You will present your unit lesson plan and rationale two times during the 30-minute session that you are a presenter. After 15 minutes, we will make an announcement that the reviewers should rotate to another presentation.

You do not have to pay for professional printing. Your poster may consist of PowerPoint slides that are printed and taped together. You must present your unit lesson plan and your rationale (from your paper). Be prepared to answer a few questions about your lesson plan and also to receive feedback from your peers.

For the Reviewing: You are expected to actively participate in the peer presentations. You will have a rubric to score the presentation. In order to gain familiarity with the rubric for your final PBA, you will be using the same rubric to score the presentation and provide comments. You will be required to return the graded rubrics to the presenter at the end of the presentation. The instructor will connect with the presenter to check the rubrics.

Unit Lesson Plan Presentation Rubric

Name of presenter:

Name of reviewer:

| Category | TESOL Domain | Score | | |
|---|--------------|--|---|---|
| | | 1 | 2 | 3 |
| | | Approaches Standard | Meets Standard | Exceeds Standard |
| Understand and apply cultural values and beliefs in the context of teaching and learning to develop appropriate unit lesson plan | 2 | Candidates are aware that cultural values have an effect on ELL learning but do not address this effect in unit lesson plan. | Candidates plan instruction that reflects their knowledge of students' culture and how it impacts student learning. | Candidates consistently design the unit lesson plan that allows students to share and apply cultural perspectives to meet learning objectives. |
| Demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriate to plan unit | 4a | Candidates are aware of the various purposes of assessment but do not use assessment to plan instruction. | Candidates understand the purpose of assessment and use it to create appropriate classroom activities. | Candidates understand and can effectively use a variety of assessments to plan instruction that is scaffolded appropriately for all levels of ELLs. |
| Demonstrate knowledge of current language teaching methods to design effective ELL instruction | 5a | Candidates are familiar with different and well-established teaching methodologies. | Candidates use their knowledge of the field of ESL to provide effective instruction and make connections between current research and teaching practice. | Candidates use their knowledge of the field of ESL and best teaching practices to make instructional and assessment decisions and design appropriate instruction for students. |
| Plan standards based ESL and content instruction that creates a supportive and accepting classroom environment | 3a | Candidates are aware of standards based ESL and content instruction but do not address learning needs individually within the unit. | Candidates plan and implement standards based ESL and content instruction that use instructional models appropriate to individual student needs. | Candidates systematically design standards based ESL and content instruction that is student centered and require students to work collaboratively to meet learning objectives. |
| Provide for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for student to successfully meet learning objectives | 3a | Candidates are aware of assessments to measure students' degree of mastery of learning objectives but do not use them effectively to continue instruction throughout the unit. | Candidates plan lessons that are scaffolded and link student's prior knowledge to newly introduced learning objectives and continually monitor students' progress toward learning objectives. | Candidates plan lessons that are scaffolded and link students' prior knowledge to new learning objectives. Candidates connect ELLs with additional support for learning such as tutoring, homework clubs or homework buddies that continue growth outside of the classroom. |

| | | | | |
|--|--------|---|--|---|
| Provide a variety of activities and materials that integrate listening, speaking, writing, and reading | 3b | Candidates are aware that integrated learning activities build meaning through practice but offer few opportunities for students' to refine their skills. | Candidates provide integrated learning activities using authentic sources. Candidates model activities to demonstrate ways student may integrate skills and provide some opportunity for practice. | Candidates design activities that integrate skills and content areas through thematic and inquiry-based units and provide multiple opportunities for students' to practice these skills. |
| Provide standards based reading instruction, and provide opportunities for students to develop their listening, speaking, and writing skills individually for both academic and social purposes. | 3b | Candidates identify specific reading, listening, speaking and writing needs among students but do not address each of these skills individually. | Candidates plan for and provide instruction in each of these areas that provide opportunities for practice and making use of what students' already know in order to read, write, listen and speak effectively. | Candidates provide practice and assist students in learning to read, speak, listen, and write effectively and collaborate with non-ESL classroom teachers to select appropriate goals in each of these areas. |
| Select, adapt, and use culturally appropriate, responsive, and age-appropriate and linguistically accessible materials | 3c | Candidates are aware that materials should be appropriate for students' age and language proficiency but use of adapted resources is very limited . | Candidates incorporate a variety of resources at multiple proficiency levels using selections from or adaptations of materials from content-area texts. All materials are appropriate and linguistically accessible. | Candidates collaborate with non-ESL classroom teachers to develop materials and resources that integrate ESL and content areas. All materials are appropriate, linguistically accessible, and used in both ESL and content instruction. |
| Employ a variety of materials for language learning including books, visual aids, props, and realia | 3c | Candidates are aware of the usefulness of a variety of materials and resources in English and the L1 but incorporate only one or two different materials in the unit. | Candidates provide instructional materials in English for student instruction and use. Candidates enable students to use a variety learning tools including hands-on visual, and multimedia means of instruction | Candidates use a variety of resources to obtain and create materials that promote language, literacy, and content development in English and whenever possible the students' L1s. Candidates use a variety of tools with a focus on hands-on, visual, and multimedia means of instruction. |
| Clearly and professionally communicate detailed self-reflection and analysis of the unit lesson planning process | 5a, 5b | Candidate did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching practice. Extensive APA formatting errors prevent professional communication. | Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching. | Candidate provides well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice. Candidate shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context. |

Unit Lesson Planning Template

| | | | | | |
|---|--|--|--|--|--|
| Name: | Subject: Grade Level: | Unit: Week Of: | | | |
| Stage One: Essential Question(s): | Standards: | | | | |
| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
| Stage One: Desired Results Mastery Objective(s) | Mastery Objectives: Content Language | Mastery Objectives: Content Language | Mastery Objectives: Content Language | Mastery Objectives: Content Language | Mastery Objectives: Content Language |
| Stage Two: Assessment Evidence (1) Pre-assessment / diagnostic strategies (2) Formative assessment tasks: (3) Summative assessment task | | | | | |
| Stage Three: Learning Plan (1) Using Essential Questions to Promote Student Discourse (2) Sequence of your assessment, teaching, and learning tasks (no-secrets classroom that promotes higher-order thinking) (3) Promoting students language acquisition (4) Strategies for differentiation (Multiple Intelligences) and flexible grouping (Prerequisite; Targeted; Enhanced) (5) Extending learning beyond the lesson and classroom: | | | | | |

UNIT LESSON PLAN

**All students must submit this on TASKSTREAM
by January 15, 2016.**

Description of Assessment

In this assessment, you will use your knowledge of standards based curriculum and concepts and theories in English language acquisition to plan a supportive learning environment for ESL students in multileveled classrooms with learners from diverse backgrounds.

You will:

1. conduct a needs assessment of an ESL classroom (using your own classroom or working with a cooperating teacher) identifying the level/age/grade/content you will be teaching as well as the program model (i.e. pull out, push in, sheltered, immersion).
2. create a unit lesson plan appropriate for your teaching circumstances that covers at minimum five full days with one separate lesson plan for each day. Each lesson will provide preparation, presentation, practice, evaluation, expansion and scaffolding (multilevel) instruction and will include one theme or topic to be covered each day
3. implement at minimum 2 separate lessons from the five lesson plans in the classroom. You will have your teaching evaluated by a peer either through direct observation or by videotaping your lesson for evaluation at a later time.
4. self-evaluate your teaching and review peer evaluations to provide critical reflection and steps for improvement
5. write a paper addressing the following questions below and submit, along with your complete unit lesson plans using the provided template and the evaluation conducted by your peer or supervisor, to the instructor. The paper should use APA formatting with 12 pt font and 1 inch margins

TESOL Standards Assessed

Domain 2 - Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Domain 3(a) - Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Domain 3(b) - Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

Domain 4(a) - Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

Unit Lesson Plan Instructions

Step One: Identify and provide a brief context for the classroom in which you plan to implement the unit lesson plan.

1. What are some of the unique characteristics and challenges of your classroom and how do they effect instruction on a day-to-day basis?
 - a. Be sure to provide basic set up classroom and descriptions of your language learners including language proficiency, educational backgrounds, and cultural values influence the learning environment. (TESOL Domain 2a, 4a)

Step Two: Explain the concepts, research, and best practices that are most appropriate for your classroom.

2. What approaches, models, and skills are most appropriate for your students?
 - a. Include references to language acquisition research and current methodologies and strategies in the field of ESL to provide evidence that chosen methods would be most effective in teaching your students. (TESOL Domain 3a, 5a)
3. In what ways can you differentiate among your students?
 - a. How can you address each ELLs unique learning needs within the context of the larger classroom. (TESOL Domain 3a)

Step Three: Create a minimum of five connected lessons addressing the learning needs of your students

4. Provide the preparation, presentation, practice, evaluation, expansion, and scaffolded (multilevel) instruction required for this five-lesson unit using either the lesson plan template in the syllabus or one of your own.
 - a. Explain how this unit embedded assessment, included scaffolding, and/or provided reteaching when necessary. How did this unit create differentiated learning experiences for students? (TESOL Standard 3a)
5. What variety of activities, tasks, and assignments that develop authentic use of language and integrate listening, speaking, writing, and reading have you included in this unit?
 - a. In your response to this question, be sure to explain why you selected specific activities and how they were used to create a multileveled plan for instruction. (TESOL Domain 3b)
6. In what ways was in necessary to adapt materials and activities to support ELLs in this unit?
 - a. Identify specific student needs addressed through the adaptation of materials. Explain how these materials are age appropriate, culturally

responsive, and linguistically accessible. How could you enhance the unit by using technology to support student learning. (TESOL Domain 3c)

Step Four: Implement at minimum two of the daily lesson plans developed in your five lesson plan unit. If you are able, you should attempt to teach all five lessons in your classroom. Ask a peer or supervisor to evaluate your teaching of the lessons.

7. How did you manage and implement your unit lesson plan? What were some of the challenges and surprises you faced?
 - a. Be sure you specifically address how you implemented the lesson addressing reading, speaking, listening, and writing of your students. Identify the specific strategies you used to support the development of each of these skills. (TESOL Domain 3b)
8. What would you plan to teach the class next and how would you implement these ideas?
 - a. Identify any next steps, weaknesses in the unit in addressing reading, speaking, listening and writing, and/or additional materials you would adapt to continue learning. (TESOL Domain 3a, 3b, 3c)

Step Five: Provide self-evaluation and reflection on the unit lesson plan

9. After reviewing your feedback from your peer or supervisor evaluation, why do you feel you received this score?
 - a. Address specific comments from your evaluator and expand on their analysis. Do you agree or disagree with the evaluation and explain why. (TESOL Domain 3b)
10. Do you feel you implemented the unit lesson plan effectively? What are some areas of strength and weakness of the unit?
 - a. Be sure to address specifically whether you knew, understood, and used evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Did you implement a variety of teaching strategies effectively? Did you incorporate technology or adapt classroom resources effectively? (TESOL Domain 3)

Unit Lesson Plan Rubric*

| Category | TESOL Domain | Score | | |
|---|--------------|--|--|---|
| | | 1 | 2 | 3 |
| | | Approaches Standard | Meets Standard | Exceeds Standard |
| Understand and apply cultural values and beliefs in the context of teaching and learning to develop appropriate unit lesson plan | 2 | Candidates are aware that cultural values have an effect on ELL learning but do not address this effect in unit lesson plan. | Candidates plan instruction that reflects their knowledge of students' culture and how it impacts student learning. | Candidates consistently design the unit lesson plan that allows students to share and apply cultural perspectives to meet learning objectives. |
| Demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriate to plan unit | 4a | Candidates are aware of the various purposes of assessment but do not use assessment to plan instruction. | Candidates understand the purpose of assessment and use it to create appropriate classroom activities. | Candidates understand and can effectively use a variety of assessments to plan instruction that is scaffolded appropriately for all levels of ELLs. |
| Demonstrate knowledge of current language teaching methods to design effective ELL instruction | 5a | Candidates are familiar with different and well-established teaching methodologies. | Candidates use their knowledge of the field of ESL to provide effective instruction and make connections between current research and teaching practice. | Candidates use their knowledge of the field of ESL and best teaching practices to make instructional and assessment decisions and design appropriate instruction for students. |
| Plan standards based ESL and content instruction that creates a supportive and accepting classroom environment | 3a | Candidates are aware of standards based ESL and content instruction but do not address learning needs individually within the unit. | Candidates plan and implement standards based ESL and content instruction that use instructional models appropriate to individual student needs. | Candidates systematically design standards based ESL and content instruction that is student centered and require students to work collaboratively to meet learning objectives. |
| Provide for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for student to successfully meet learning objectives | 3a | Candidates are aware of assessments to measure students' degree of mastery of learning objectives but do not use them effectively to continue instruction throughout the unit. | Candidates plan lessons that are scaffolded and link student's prior knowledge to newly introduced learning objectives and continually monitor students' progress toward learning objectives. | Candidates plan lessons that are scaffolded and link students' prior knowledge to new learning objectives. Candidates connect ELLs with additional support for learning such as tutoring, homework clubs or homework buddies that continue growth outside of the classroom. |
| Provide a variety of activities and materials that integrate listening, speaking, writing, and reading | 3b | Candidates are aware that integrated learning activities build meaning through practice but offer few opportunities for students' to refine their skills. | Candidates provide integrated learning activities using authentic sources. Candidates model activities to demonstrate ways student may integrate skills and provide some opportunity for practice. | Candidates design activities that integrate skills and content areas through thematic and inquiry-based units and provide multiple opportunities for students' to practice these skills. |

| | | | | |
|--|--------|---|--|---|
| Provide standards based reading instruction, and provide opportunities for students to develop their listening, speaking, and writing skills individually for both academic and social purposes. | 3b | Candidates identify specific reading, listening, speaking and writing needs among students but do not address each of these skills individually. | Candidates plan for and provide instruction in each of these areas that provide opportunities for practice and making use of what students' already know in order to read, write, listen and speak effectively. | Candidates provide practice and assist students in learning to read, speak, listen, and write effectively and collaborate with non-ESL classroom teachers to select appropriate goals in each of these areas. |
| Select, adapt, and use culturally appropriate, responsive, and age-appropriate and linguistically accessible materials | 3c | Candidates are aware that materials should be appropriate for students' age and language proficiency but use of adapted resources is very limited . | Candidates incorporate a variety of resources at multiple proficiency levels using selections from or adaptations of materials from content-area texts. All materials are appropriate and linguistically accessible. | Candidates collaborate with non-ESL classroom teachers to develop materials and resources that integrate ESL and content areas. All materials are appropriate, linguistically accessible, and used in both ESL and content instruction. |
| Employ a variety of materials for language learning including books, visual aids, props, and realia | 3c | Candidates are aware of the usefulness of a variety of materials and resources in English and the L1 but incorporate only one or two different materials in the unit. | Candidates provide instructional materials in English for student instruction and use. Candidates enable students to use a variety learning tools including hands-on visual, and multimedia means of instruction | Candidates use a variety of resources to obtain and create materials that promote language, literacy, and content development in English and whenever possible the students' L1s. Candidates use a variety of tools with a focus on hands-on, visual, and multimedia means of instruction. |
| Clearly and professionally communicate detailed self-reflection and analysis of the unit lesson planning process | 5a, 5b | Candidate did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching practice. Extensive APA formatting errors prevent professional communication. | Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching. | Candidate provides well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice. Candidate shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context. |

*Note: This is the same rubric that will be used for your unit lesson plan presentations.

Unit Lesson Planning Template

| | | | | | |
|---|--|--|--|--|--|
| Name: | Subject: Grade Level: | Unit: Week Of: | | | |
| Stage One: Essential Question(s): | Standards: | | | | |
| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
| Stage One: Desired Results Mastery Objective(s) | Mastery Objectives: Content: Language: | Mastery Objectives: Content: Language: | Mastery Objectives: Content: Language: | Mastery Objectives: Content: Language: | Mastery Objectives: Content: Language: |
| Stage Two: Assessment Evidence (1) Pre-assessment / diagnostic strategies (2) Formative assessment tasks: (3) Summative assessment task | | | | | |
| Stage Three: Learning Plan (1) Using Essential Questions to Promote Student Discourse (2) Sequence of your assessment, teaching, and learning tasks (no-secrets classroom that promotes higher-order thinking) (3) Promoting students language acquisition (4) Strategies for differentiation (Multiple Intelligences) and flexible grouping (Prerequisite; Targeted; Enhanced) (5) Extending learning beyond the lesson and classroom: | | | | | |

FIELD PROJECT OVERVIEW

Due on/before January 15, 2016 via Blackboard

Field Experience:

Guidelines for creating a video format

Video - - two 15-minute clips of you and your class during a period of instruction. The video should portray how you apply various strategies and give a glimpse of the learning environment. Of particular importance is that you demonstrate the following: instructional strategies, classroom management, assessment, differentiated instruction, and how to accommodate multiple proficiency and literacy levels.

It is important to remember that the purpose of the video is to provide as authentic and complete a view of your teaching as possible. A video 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 a shock. 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 taking video. Place the camera where it 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 family 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 video recording as needed. Explain to the parents or legal guardians that you are using the recordings 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 recording. Try and help them understand that the video 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 or that his/her face is smudged.

Equipment - - Use the best video equipment available when making your video to ensure that the equipment has a sensitive microphone and that all voices are easily discernible. Please check to make sure that the voices are audible.

Video and Reflective Narrative

Analysis of Videotape: Answer no fewer than 12 of the following questions:

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? Are YOU doing most of 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. Do you push students to take risks, to speculate, to offer conjectures about possible approaches, strategies, and interpretations?
15. 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?
16. 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 are 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.)

Reflective narrative about 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 teaching video must

1. Have voices that are audible
2. Be no longer than 30 minutes.
3. Be in a digital format that can be digitally uploaded onto the internet for viewing.
If you elect to mail a hard copy of a disk, it must be received by your professor no later than January 15, 2016.

Rubric for Field Project Teacher Video & Analysis

| Accomplished: Strongly meets expectations. Clear, consistent, and convincing evidence. | Developing: Meets expectations adequately. Clear evidence. | Beginning: Does not adequately meet expectations. Limited evidence. | No evidence: Little or No evidence. |
|--|---|---|--|
| 5 points | 4 points | 3 points | 0 points |
| Fulfillment of requirements | | | |
| Technical requirements | | | |
| Videotape is the correct length, is in the proper format and voices are audible | Videotape is not longer than 30 minutes, is not in the proper format and/or voices are not audible | Videotape is longer than 30 minutes, is not in the proper format and/or voices are not audible | Videotape is longer than 30 minutes, is not in the proper format and/or voices are not audible |
| Content Analysis | | | |
| Video clearly shows class instruction, demonstrating instructional strategies and classroom management with language learners. | Video shows class instruction, demonstrating either instructional strategies or classroom management for language learners. | Video does not clearly show either class instruction or classroom management for language learners. | Video does not clearly show classroom instruction. |
| Video clearly shows model strategies for differentiation to accommodate multiple proficiency and/or literacy levels. | Video shows some differentiation to accommodate proficiency and/or literacy levels. | Video does not address differentiation or accommodation for proficiency levels or literacy levels. | Video does not clearly show classroom instruction. |
| Narrative provides an in-depth analysis of videotape (thoughtfully answers at least 12 questions) | Narrative provides a partial analysis of videotape (answers 9-11 questions) | Narrative provides a limited analysis of videotape (answers 5-8 questions) | Narrative does not provide an analysis of videotape by answering questions |
| Responded reflectively and critically to the 3 questions about the lesson in the video. | Responded reflectively to the 3 questions about the video. | Responded superficially to the questions about the video. | Does not provide a reflection of the videotape and does not answer questions. |

RELEASE FORM

**Graduate School of Education
George Mason University
Summer 2015**

Permission to Use Student Materials and Image in Video Recording

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

Teacher's Signature