

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
GRADUATE SCHOOL OF EDUCATION**

**Teaching Culturally, Linguistically Diverse & Exceptional Learners Programs**

**EDRD 620: Section 01  
Teaching Reading and Writing in Foreign/World Languages  
3 Credits, Spring 2016  
Thursdays 7:20-10:00 PM, Blueridge Hall 129**

**PROFESSOR:**

**Dr. Magda A. Cabrero**  
**Office Hours: By Appointment**  
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**COURSE DESCRIPTION:**

- A. Prerequisites/Corequisites:** EDCI 516 and EDCI 560 or permission of instructor or advisor.
- B. University Catalog Course Description:** Introduces reading and writing processes in foreign and second languages, research on reading comprehension, and effective teaching and assessment approaches for students in PK-12 schools.
- C. Expanded Course Description:** Introduces reading and writing processes in foreign and second languages, research on reading comprehension, and effective teaching and assessment approaches for students in PK-12 schools. Topics include reading goals and standards for world language learning, sociocultural perspectives, multimedia computer-assistance, research on related strategies and skills, and performance-based assessments.

**LEARNER OUTCOMES or OBJECTIVES:**

This course is designed to enable students to:

1. Demonstrate ability to teach reading and writing in a foreign/second language using the reading goals and standards for K-12.
2. Analyze recent research on the socio-cultural perspectives of reading/writing processes for students in a foreign/second language.
3. Describe developmental stages of reading/writing and suggest appropriate instructional techniques for each.
4. Use scaffolding approaches to teach pre-reading, during-reading, and post-reading strategies.

5. Create lesson plans and develop assessment activities for use in a foreign/second language reading/writing setting under the direction of an experienced Latin or modern language teacher.
6. Incorporate multimedia and computer assisted reading and writing in foreign/world language classes.

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, videos, multimedia, and reflection. Two options are offered on the midterm project. Students are encouraged to select a project that has particular relevance to their own respective teaching circumstance. Students will engage in a field experience in which they will complete a collaborative learning team task. For their final project, students will complete a performance-based assessment. Rubrics are provided for the teaching simulation, midterm, field experience, and final projects.

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

**PROFESSIONAL STANDARDS (ACTFL/CAEP & INTASC):**

Relationship to Program Goals and Professional Organizations

<i>Course Student Outcomes (above)</i>	<i>ACTFL Standards/CAEP Principles</i>	<i>InTASC Standards</i>
<i>1</i>	<i>Standards 1-6 &amp; Principles A-D</i>	<i>P7</i>
<i>2.</i>	<i>Standard 3 &amp; Principle A</i>	<i>P3 P4</i>
<i>3.</i>	<i>Standards 3-5 &amp; Principles A &amp; C</i>	<i>P2 P3</i>
<i>4.</i>	<i>Standards 3-5 &amp; Principles A &amp; C</i>	<i>P2 P3 P4 P6 P7</i>
<i>5.</i>	<i>Standards 3-5 &amp; Principles A &amp; C</i>	<i>P8</i>
<i>6.</i>	<i>Standards 1-5 &amp; Principles A-C</i>	<i>P6</i>

Key: ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers, InTASC = Standards for Licensing Beginning Teachers, P = principles

1. **Knowledge base for teaching in the foreign/ second language classroom.** Learn the fundamental concepts of the knowledge base pertaining to ESL, English as a second dialect, and the teaching of other second and foreign languages; second language acquisition, psycholinguistics, sociolinguistics, pragmatics, and language pedagogy.
2. **Utilization of research.** EDRD 620 students should be able to understand and critically evaluate second language learning theories and engage in systematic investigation of the knowledge base to inform their own or others teaching practices.
3. **Classroom teaching.** EDRD 620 students should be able to plan and manage a second language class effectively and be able to evaluate and selectively apply a range of teaching strategies as appropriate to their students' needs and characteristics. For this purpose, they will need to be able to assess different teaching situations and changing conditions in culturally and linguistically diverse classrooms, so as to select appropriate teaching procedures and adapt to teaching students with differing learning styles and cultural backgrounds.
4. **Curriculum.** Students will develop the skills needed to design and implement foreign/second language teaching strategies, specifically to enhance the teaching of reading and writing.

**The EDRD 620 relationship to National and State Standards include:**

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

**The EDRD 620 relationships to professional organizations include:**

*EDRD 620 follows the guidelines and recommendations made by the American Council on the Teaching of Foreign Languages (ACTFL) and the Council for the Accreditation of Educator Preparation (CAEP), the National Association for Bilingual Education (NABE), and the National Association for Multicultural Education (NAME). ACTFL along with NABE and NAME, are the largest professional organizations that specialize in research on working with culturally and linguistically diverse populations. They embrace and celebrate linguistic, cultural and ethnic diversity as a national strength that enriches a society and rejects the view that diversity threatens the fabric of a society. NABE and ACTFL have the more specialized mission of developing the expertise of their members and other educators involved in teaching world languages, to help them foster an effective learning environment while accomplishing the goal of effective communication in diverse settings and oral and written language proficiency while respecting individuals' rights and needs.*

**Websites:**

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

Council for the Accreditation of Educator Preparation (CAEP): <http://caepnet.org/>

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

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

### REQUIRED TEXTS:

*Students must obtain access to the following before the 2nd class meeting:*

1. **Blackboard Learning Systems for EDRD 620**—you must first activate your GMU email account (at: [www.gmu.edu](http://www.gmu.edu)) and then log on to Blackboard at: [courses.gmu.edu](http://courses.gmu.edu)
2. **EDRD 620 Articles** – Electronic Reserves via Blackboard
3. **Virginia Foreign Language Standards of Learning:** Print out the *Introduction* and the *Standards* for the *languages* that apply to your language certification – found at: [http://www.doe.virginia.gov/testing/sol/standards\\_docs/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml)
4. **ACTFL Performance Guidelines K-12 Learners: Writing** – found at <http://www.actfl.org>, <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines>
5. **Subscribe (free!) to On-line Journal, *Reading in a Foreign Language*** found at <http://nflrc.hawaii.edu/rfl>
6. **Explore *Teaching Foreign Languages (TFL) Library*** found at [www.learner.org](http://www.learner.org)

### Optional Texts:

1. Cabrero, M.A. (2012). *Using borderlands literature to increase interest in literacy in the heritage language*. MI: ProQuest LLC.
2. Dance, L.J. (2002). *Tough fronts: The impact of street culture on schooling*. New York, London: Routledge Falmer.
3. Delpit, L & Dowdy, J.K. (Eds.). (2008). *The Skin That We Speak: Thoughts on Language and Culture in the Classroom*, New edition. New York: New Press.
4. Hall Haley, M. & Austin, T. (2014). (2<sup>nd</sup> Ed.) *Content-based second language teaching and learning: An interactive approach*. Boston: Allyn & Bacon.

### COURSE ASSIGNMENTS AND EXAMINATIONS:

**Course Requirements:** Students in EDRD 620 are expected to:

1. Attend all class sessions, arriving on time, and actively participate during large and small group discussions and activities.
2. Be prepared to discuss the course readings as they are assigned on the syllabus including completing weekly mini-assignments related to readings and homework. A total of at least three written questions and/or implications are required for each reading. These will be collected by Dr. Cabrero the day the readings are due and will often be used/referred to during class discussion.
3. Complete all assignments on time. Prior arrangements with the instructor must be made for turning in an assignment late. Late assignments are subject to a penalty up to a full letter grade.
4. Organize course materials (either electronically or in a 3-Ring Binder) and bring them to class every week.

**Performance-Based Assessments:**

<i>Assignment Description</i>	<i>Grade %</i>	<i>Standards Addressed</i>
Field Experience Log & Evaluation	S/U	
Class Preparation, Short Assignments & Participation (On-going)	15% (15 pts.)	ACTL/CAEP Standards/Principles 1-6, A-D
Reflective Statements (2x5pts each) (2/18/2016 and 4/14/16)	10% (10 pts.)	ACTFL/CAEP Standards/Principles 3,5-6, A, C
In-Class Teaching Demonstration (See sign-up sheet)	10% (10 pts.)	ACTFL/CAEP Standards/Principles 1-6, A-D
Mid-Term Project (3/17/16)	20% (20 pts.)	ACTFL/CAEP Standards/Principles 2-5, A-C
Field Experience – Collaborative Learning Team Task (4/28/2016)	20% (20 pts.)	InTASC 10(b), 10(f), 9(c), 7(j) 6(a-c), 9(e), 10(a)
Final Project (5/5/16)	25% (25 pts.)	ACTFL/CAEP Standards/Principles 1-2, B 2- 6, A-D, 1-5, A-C

**Criteria for Evaluation:** Required Assessments 1-6 (above) will be evaluated using the rating scales and rubrics that are provided in the syllabus. Scores for requirements 1-6 will be added together to calculate a final course grade.

**TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT**

Every student registered for any [Name of Program] course with a required performance-based assessment is required to submit this assessment, [Name of Assessment] to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.”

## 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
F*	<69	0.00	

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

## FIELD EXPERIENCE REQUIREMENTS

The field experience is a required component of the teacher preparation program at George Mason University. All students will complete a minimum of 20 hours in field experience for this course. Documentation of your field experience using the Fieldwork Evaluation & Log is required which includes a signature from your field experience teacher(s) or supervisor(s). The Fieldwork Evaluation & Log is located on Blackboard.

**In-service teachers:** Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf> You will check the box indicating that: “I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.” The deadline to submit your field experience placement is September 15 (Fall) or February 15 (Spring). Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

**Pre-service teachers:** If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf> You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is September 15 (Fall) or February 15 (Spring). Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

**In addition to the fieldwork log, each student will write a 2-3-page reflection on the fieldwork experience. The reflection should explain what you have learned from the fieldwork experience and your overall reflections on the process.**

## HONOR CODE & INTEGRITY OF WORK

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

*Violations of the Honor Code* include:

1. Copying a paper or part of a paper from another student (current or past);
2. 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);
3. 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/>
4. 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.

## LATE WORK POLICY

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

## LAPTOP/CELL PHONE POLICY

Laptop use is permitted at the discretion of the instructor and for specific purposes as assigned in the class (e.g. small group work). Laptops will be closed during discussions, lectures and other assignments in class which require your full attention. Cell phones must be turned off/silenced during class periods. Cell phones may be used during break.

## 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/the-mason-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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (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/>.

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

## COURSE SCHEDULE

Session Date	Session Themes	Standards Addressed	Assignments due for next class
1/21/16	<ul style="list-style-type: none"> <li>▪ Personal Language Learning Experiences</li> <li>▪ Standards for Foreign Language Learning</li> <li>▪ View/Review: “Standards and the 5Cs”--</li> </ul>	<p><u>InTASC Standards:</u> Principles #1, 4, 7, 9 &amp; 8</p> <p><u>ACTFL Standards/CAEP</u> Principles: 2-4, A-B</p>	<ul style="list-style-type: none"> <li>▪ Obtain/Access: All *required* course materials including BlackBoard</li> <li>▪ Read (Arens &amp; Swaffer) <i>Reading goals and the standards for foreign language learning.</i></li> <li>▪ Review: VA State Standards; Read the “Introduction” and become familiar with the four levels for your language (Web Link BB)</li> <li>▪ Read (Ferguson) <i>Breathing life into foreign language reading.</i></li> <li>▪ Read (Ridgway) <i>Literacy and foreign language reading.</i></li> <li>▪ Read (Bamford &amp; Day) <i>Teaching reading.</i></li> </ul>
1/28/16	<ul style="list-style-type: none"> <li>▪ Standards for Foreign Language Learning</li> <li>▪ Teaching Reading and Writing</li> <li>▪ SIGN UP FOR TEACHING DEMONSTRATIONS</li> </ul>	<p><u>InTASC Standards:</u> P #1, 2, 3, 4,5, 7, 8, 9 &amp; 10</p> <p><u>ACTFL Standards/CAEP</u> Principles: 1-4, A-B</p>	<ul style="list-style-type: none"> <li>▪ Read (Barnett) <i>Teaching reading.</i></li> </ul> <p><b>Read one of the following articles:</b></p> <ul style="list-style-type: none"> <li>▪ (Hanauer) <i>Meaningful literacy: Writing poetry in the language classroom.</i></li> <li>▪ (Melin) <i>Between the Lines: When culture, language and poetry meet in the classroom.</i></li> </ul> <p><b>Read two of the following articles:</b></p> <ul style="list-style-type: none"> <li>▪ (Barnett &amp; Jarvis-Sladky) <i>Learning disabilities: Teaching and reaching all learners.</i></li> <li>▪ (Kormos &amp; Csizer) <i>A comparison of the foreign language learning motivation of Hungarian dyslexic and non-dyslexic students.</i></li> <li>▪ (Castro &amp; Peck) <i>Learning styles &amp; foreign language learning difficulties.</i></li> <li>▪ (Sparks, Ganschow &amp; Pohlman) <i>Linguistic coding deficits in foreign language learners.</i></li> </ul>

			<ul style="list-style-type: none"> <li>Read (Jeon) <i>Contribution of Morphological Awareness to Second-Language Reading Comprehension</i>.</li> </ul>
2/4/16	<ul style="list-style-type: none"> <li>Learner Diversity</li> <li>Meaningful Literacy</li> <li>Teaching Reading</li> </ul>	<p><u>InTASC Standards:</u> P# 1, 2, 3, 4, 5, 6, 8 &amp; 10</p> <p><u>ACTFL Standards/CAEP Principles:</u> 1-5, A-C</p>	<p>Read (Athanases) <i>Diverse learners, diverse texts: Exploring identity &amp; difference through literary encounters</i>.</p> <p><b>Read two of the following articles:</b></p> <ul style="list-style-type: none"> <li>(Lee) <i>Through the learners' eyes: Reconceptualizing the heritage and non-heritage learner of the less commonly taught languages</i>.</li> <li>(Sharp) <i>Intercultural rhetoric and reading comprehension in a second language</i>.</li> <li>(Moje) <i>To be part of the story: The literacy practices of gangsta adolescents</i>.</li> </ul> <p><b>Read two of the following articles:</b></p> <ul style="list-style-type: none"> <li>(Vollmer) <i>Sociocultural perspectives on second language writing</i>.</li> <li>(Knutson) <i>Writing in between worlds: Reflections on language and identity from works by Nancy Huston and Leila Sebbai</i></li> <li>(Danzak) <i>The interface of language: A profile analysis of bilingual adolescents and their writing</i></li> </ul> <p><b>Write: 6 Performance-based objectives: 3 for Reading and 3 for Writing</b></p>
2/11/16	<ul style="list-style-type: none"> <li>Learner Diversity</li> <li>Sociocultural Perspectives</li> <li>ACTFL/CAEP Standards/Principles</li> </ul>	<p><u>InTASC Standards:</u> P#1, 2, 3, 4, 5, 6, 8 &amp; 10</p> <p><u>ACTFL Standards/CAEP Principles:</u> 2-4, A-B</p>	<ul style="list-style-type: none"> <li>Read (Berardo) <i>Authentic Materials</i></li> <li><b>Find and Summarize:</b> Read (1) article from the October 2008 issue of <i>Reading in a Foreign Language: Special Issue on Reading and Vocabulary</i> (Volume 20, Number 2, October 2008) that can be accessed at <a href="http://nflrc.hawaii.edu/rfl">http://nflrc.hawaii.edu/rfl</a> <b>OR</b> (Loucky) <i>Constructing a road map to more systematic and successful online reading and vocabulary acquisition</i>. <b>OR</b> (Schmidt, Jiang</li> </ul>

			<p>&amp; Grabe) <i>The percentage of words known in a text and reading comprehension.</i> <b>OR</b> (Van Gelderen, Oostdam &amp; Van Schorten) <i>Does foreign language writing benefit from increased lexical fluency?</i> <b>OR</b> (Yun) <i>The effects of hypertext glosses on L2 vocabulary acquisition: A meta-analysis.</i></p> <p><b>Read the article and prepare an oral summary for the next class. Include the main points of the article and whether or not you agree or disagree with them, and why. (Hint: You may also use this article in your Reflective Statement #1)</b></p>
2/18/16	<ul style="list-style-type: none"> <li>▪ Authentic Materials</li> <li>▪ Reading and Vocabulary</li> </ul>	<p><u>InTASC Standards:</u> P#1, 2, 3, 4, 5, 6, 8 &amp; 10</p> <p><u>ACTFL Standards/CAEP Principles:</u> 1 &amp; 3, A-B</p>	<ul style="list-style-type: none"> <li>▪ <b>Reflective Statement #1 due 2/18/16 (next class)</b></li> <li>▪ Read (Armstrong) <i>Making the words roar.</i></li> <li>▪ Read (Ren) <i>Can CLOZE tests really improve second language learners' reading comprehension skills?</i></li> </ul> <p><b>Choose one of the following two articles</b></p> <ul style="list-style-type: none"> <li>▪ (Day &amp; Park) <i>Developing reading comprehension questions.</i></li> <li>▪ (Brantmeier, Callender &amp; McDaniel) <i>The effects of embedded and elaborative interrogation questions on L2 reading comprehension.</i></li> </ul>
2/25/16	<ul style="list-style-type: none"> <li>▪ MI Theory and Learner Diversity</li> <li>▪ Teaching Reading Strategies</li> <li>▪ Assessment</li> </ul>	<p><u>InTASC Standards:</u> P#1, 2,3,4, 5, 9 &amp; 10</p> <p><u>ACTFL Standards/CAEP Principles:</u> 1, 2, 3 &amp; 5, A-C</p>	<p><b>Choose four of the following articles</b></p> <ul style="list-style-type: none"> <li>▪ (MacDonald) <i>A touch of class: Internet technology and second/foreign language education: Activities for the classroom teacher.</i></li> <li>▪ (Goodwin-Jones) <i>Emerging technologies: Language in action: Webquests to virtual reality.</i></li> <li>▪ (Goodwin-Jones) <i>Emerging technologies: Blogs and Wikis.</i></li> <li>▪ (Sun) <i>Extensive writing in foreign-language classrooms: A blogging approach.</i></li> <li>▪ (Min-Huei &amp; Goom) <i>Blog-assisted learning in the ESL writing classroom: A phenomenological analysis.</i></li> </ul>

			<ul style="list-style-type: none"> <li>▪ (Goodwin-Jones) <i>Emerging technologies: Digital video update: YouTube flash, and high definition.</i></li> <li>▪ (Kessler) <i>Student-initiated attention to form in wiki-based collaborative writing.</i></li> <li>▪ (Ducate, Anderson &amp; Moreno) <i>Wading through wikis: An analysis of three wiki projects.</i></li> <li>▪ (Huang) <i>E-reading and e-discussion: EFL learners' perception of an e-book reading program.</i></li>   <li>▪ <b>Create Account: Visit <a href="http://www.blogger.com">www.blogger.com</a>, to create your own account</b></li>   <li>▪ <b>View Wiki Presentations: Visit <a href="http://www.wikispaces.com">www.wikispaces.com</a>, click on "Tour" and listen/watch the presentations for "Introduction", "Personalize your Wiki", and "Files and Pictures".</b></li>   <li>▪ <b>Prepare to share your mid-term project ideas in the next class.</b></li> </ul>
3/3/16	<ul style="list-style-type: none"> <li>• Technology</li> </ul>	<p><u>InTASC Standard</u> : P#2,3,4, 5, 6 &amp; 10</p> <p><u>ACTFL Standards/CAEP Principles</u>: 1-4, A-B</p>	<ul style="list-style-type: none"> <li>▪ Read (Paesani) <i>Exercices de style: Developing multiple competencies through writing a portfolio.</i></li>   <li>▪ <b>Mid-term projects due to BB before 7:20 pm on March 17, 2016</b></li> </ul>
3/10/16 Spring Break			
3/17/16	<ul style="list-style-type: none"> <li>▪ Alternative Forms of Assessment</li> <li>▪ Authentic Writing Tasks</li> <li>▪ Process/product writing</li> </ul>	<p><u>InTASC Standards</u>: P#2, 3</p> <p><u>ACTFL Standards/CAEP Principles</u>: 1. 3. 4 &amp; 5, A-C</p>	<ul style="list-style-type: none"> <li>▪ Read (Sangrene-Granville) <i>African Folktales: 5 Techniques</i> (I will provide hard copy).</li>   <li>▪ <b>Write: 3 Authentic Tasks (not objectives, but real-life tasks) for reading and writing</b></li>   <li>▪ <b>Teaching Demos: Topics #1 and #2 please prepare for next week (March 31, 2016)</b></li> </ul>

3/24/16 NO CLASS			
3/31/16	<ul style="list-style-type: none"> <li>▪ Integration of Language &amp; Literature</li> <li>▪ Authentic Tasks</li> <li>▪ Reading/Writing Assessment</li> <li>▪ IN-CLASS TEACHING</li> </ul> <p>DEMONSTRATION: #1 Pre-reading strategies and #2 During-reading strategies</p>	<p><u>InTASC Standards: P#2, 3</u></p> <p><u>ACTFL Standards/CAEP Principles: 1-5, A-C</u></p>	<ul style="list-style-type: none"> <li>▪ Read (Shen) <i>The role of explicit instruction in ESL/EFL reading.</i></li> <li>▪ Read (Adair-Hauck &amp; Donato) <i>The PACE model: A story-based approach to meaning and form for standards-based language learning (Pages 265-275 AND 278 – 296).</i></li> <li>▪ <b>Teaching Demos: Topics #3 and #4 please prepare for next week (April 7<sup>th</sup>)</b></li> </ul>
4/7/16	<ul style="list-style-type: none"> <li>▪ The Role of Grammar Instruction in Teaching Writing</li> <li>▪ Story-Based Teaching Approach</li> <li>▪ IN-CLASS TEACHING</li> </ul> <p>DEMONSTRATION #3 Post-Reading Strategies and #4: Technology</p>	<p><u>InTASC Standards: P# 1,2,3,4, 5, 9 &amp; 10</u></p> <p><u>ACTFL Standards/CAEP Principles: 1-4, A-B</u></p>	<ul style="list-style-type: none"> <li>▪ <b>Read and Summarize 2 articles: one about writing and one about reading. You may choose 1 or 2 articles from the following or find 1 or 2 articles of your choice on the subject of reading and writing in a FL/WL. The articles must come from peer-reviewed journals.</b></li> </ul> <p><i>Alarcon, I. Advanced heritage learners of Spanish: A sociolinguistic profile for pedagogical purposes.</i></p> <p><i>Arnold, N. Online extensive reading for advanced foreign language learners: An evaluation study.</i></p> <p><i>Chiu, M.M. &amp; McBride-Chang, C. Gender, context &amp; reading: A comparison of students in 43 countries.</i></p> <p><i>Danzak, R. L. Defining identities through multiliteracies: EL teens narrate their immigration experiences as graphic stories.</i></p> <p><i>Danzak, R.L. The integration of lexical, syntactic &amp; discourse features in bilingual adolescents.</i></p>

			<p>Danzak, R.L. <i>The interface of language proficiency and identity: A profile analysis of bilingual adolescents and their writing.</i></p> <p>Gascoigne, C. <i>Reviewing reading: Recommendations vs. reality</i></p> <p>Han, C. <i>Reading Chinese online entertainment news: Metaphor and language play.</i></p> <p>Huang, K. <i>Neural strategies for reading Japanese and Chinese sentences: A cross-linguistic fMRI study of character-decoding and morphosyntax.</i></p> <p>Huhtala, A. &amp; Lehti-Eklund, H. <i>Writing a new self in the third place: Language students and identity formation.</i></p> <p>Ivanic, R. &amp; Camps, D. <i>I am how I sound: Voice as self-representation in L2 writing.</i></p> <p>Jacob, E. <i>Reflective practice and anthropology in culturally diverse classrooms.</i></p> <p>Kenner, C., Gregory, E., Mahera, R., &amp; Al-Azami, S. <i>Bilingual learning for second and third generation.</i></p> <p>Kenner, C., Al-Azami, S, Gregory, E., &amp; Mahera, R. <i>Bilingual poetry: Expanding the cognitive and cultural dimensions of children's learning.</i></p> <p>Lee-Thompson, L. <i>An investigation of reading strategies applied by American learners of Chinese as a foreign language.</i></p> <p>Maguire, M.H. &amp; Gravezz, B. <i>Speaking personalities in</i></p>
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			<p><i>primary school children's L2 writing.</i></p> <p>Muong-Jeong, H. <i>The construction of author voice in a second language in electronic discourse.</i></p> <p>Saiegh-Haddad, E. &amp; Geva, E. <i>Acquiring reading in two languages: An introduction to the special issue.</i></p> <p>Sayer, P. <i>Demystifying language mixing: Spanglish in school.</i></p> <p>Severino, C &amp; Deifell, E. <i>Empowering L2 tutoring: A case study of a second language writer's vocabulary learning</i></p> <p>Sparks, R.L. <i>If you don't know where you're going, you'll wind up somewhere else: The case of "Foreign language disability".</i></p> <p>Sun, Y. <i>Extensive writing in foreign language classrooms: a blogging approach.</i></p> <p>Trajtemberg, C &amp; Yiakoumetti, A. <i>Weblogs: A tool for EFL interaction, expression and self-evaluation.</i></p> <p>Weber-Feve, S. <i>Integrating language and literature: Teaching textual analysis with input and output activities and an input and output approach</i></p> <p>Zhang, I. <i>Constructivist pedagogy in strategic reading instruction: Exploring pathways to learner development in the English as a second language (ESL) classroom.</i></p> <p><b>Read the two articles and prepare an oral summary of each for the next class. Include the main points of the</b></p>
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			<p><b>articles and whether or not you agree or disagree with them, and why. (Hint: You may also use these articles in your Reflective Statement #2)</b></p> <ul style="list-style-type: none"> <li>▪ <b>REFLECTIVE STATEMENT #2 DUE ON 4/14/16</b></li> </ul>
4/14/16	<ul style="list-style-type: none"> <li>▪ Varied topics related to reading and writing</li> </ul>	<p><u>InTASC Standards:</u> P#1,2,3,4, 5, 6, 8, 9 &amp; 10</p> <p><u>ACTFL Standards/CAEP Principles:</u> 1-6, A-C</p>	<ul style="list-style-type: none"> <li>▪ Read (Byrd) <i>Practical tips for implementing peer editing tasks</i></li> <li>▪ Read (Murphy) <i>Feedback in second language writing: An introduction.</i></li> <li>▪ Read (Seror) <i>Alternative sources of feedback and second language writing development in university content courses.</i></li> <li>▪ <b>Be prepared to share your final project ideas during next class.</b></li> <li>▪ <b>Teaching Demo Topics #5 and #6 please prepare for next class (April 21, 2016)</b></li> </ul>
4/21/16	<ul style="list-style-type: none"> <li>▪ Peer-editing</li> <li>▪ <b>IN CLASS TEACHING DEMONSTRATION: #5 Authentic materials and #6 Performance-based assessments</b></li> </ul>	<p><u>InTASC Standards:</u> P#8</p> <p><u>ACTFL Standards/CAEP Principles:</u> 1-5, A-C</p>	<ul style="list-style-type: none"> <li>▪ Read (Yuan-bing) <i>How to motivate students in second language writing.</i></li> <li>▪ <b>Collaborative Learning Team Task due to Blackboard before 7:20 pm, April 28, 2016 (next class).</b></li> <li>▪ <b>Be prepared to share your Collaborative Learning Team Task during next class.</b></li> <li>▪ <b>Be prepared to share your final draft during next class.</b></li> </ul>

4/28/16	<ul style="list-style-type: none"> <li>▪ Peer editing</li> <li>▪ Motivation to engage in literacy</li> <li>▪ Writers' Workshop</li> <li>▪ Course Evaluations</li> <li>▪ Share Collaborative Learning Team Task Project</li> </ul>	<p><u>InTASC Standards: P#1, 2, 5, 8, 10</u></p> <p><u>ACTFL Standards/CAEP Principles: 1-5, A-C</u></p>	<ul style="list-style-type: none"> <li>▪ <b>Final Projects due to Blackboard before 7:20 pm, May 5, 2016</b></li> <li>▪ <b>Be prepared to present your final project for 10-15 minutes during last class.</b></li> </ul>
5/5/16	<ul style="list-style-type: none"> <li>▪ Final Project Showcase</li> </ul>	<p><u>InTASC Standards: P#1, 2, 5, 8, 10</u></p> <p><u>ACTFL Standards/CAEP Principles: 1-6, A-D</u></p>	

**EDRD 620 SPRING 2016**  
**GUIDELINES FOR REFLECTIVE STATEMENTS**  
**10 Points (5 Points Each)**  
**Due 2/18/16 and 4/14/16**

**Objectives and Tasks: *Becoming a Reflective Practitioner***

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

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

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

**DUE: February 18, 2016**

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

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

**DUE: April 14, 2016**

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

# Holistic Scoring Rubric

EDRD 620 – SPRING 2016

Reflections

Name \_\_\_\_\_ Reflection # \_\_\_\_\_

Criteria	Exceeded	Met	Did not meet	Comments
Personal reading/writing experiences are described and contrasted to research-based approaches to teaching reading/writing.				
Thoughts are grounded in current theory/research gleaned from readings and coursework.				
At least three reference citations are provided on separate page.				
Appropriate APA style format				

**EDRD 620 SPRING 2016**  
**GUIDELINES FOR TEACHING DEMONSTRATION**  
**10 Points**

**Task:**

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

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

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

***ACTFL/CAEP Standards/Principles 1-6, A-D***

**What to do:**

1. You will work individually (or as a pair with the permission of the instructor) on your teaching demo. ***You will have a total of 30 minutes (45 minutes for a pair). You must teach for 15 minutes in the target language. Please plan your time carefully.*** You will have 5 minutes to set up your demo. If you need more time to set up your demo, you should plan to arrive to class early on the night of your demonstration to do so. The majority of your time should be spent teaching. You will have 5 minutes to provide background information about the topic/theme and any pertinent information that we will need to be your students. The class will take 5 minutes at the end of your demonstration to give you feedback and to ask questions.
2. Prepare a lesson plan (that you will copy and distribute in class) using pages 1-2 of the template provided in the syllabus. After you do your demo, you must complete page 3 of the lesson plan (the reflective phase). ***Email the reflective phase to Dr. Cabrero within 48 hours of your demo.***
3. Your demonstration will most likely include several of the course topics and themes related to the teaching of reading and writing in PK-12 world language classrooms. However, when you choose the date of your demo, you are required to focus on the particular theme listed on the sign-up sheet. In addition to focusing on this theme, you must prepare a handout about your topic/theme. The handout should include:
  - Background information about the topic/theme that is based on theory and research
  - How you will highlight this topic/theme in your demonstration
  - A list of resources (both theoretical and practical) on your topic/theme (journal articles, books, websites, etc.) The resource list should be in APA format.
4. **BE CREATIVE!** You are strongly encouraged to make/create your own instructional materials and assessments for the lesson.

5. Try to spend less time talking about the theme and more time demonstrating it. You may decide to introduce your lesson by discussing the theme first or you may wish to immerse us in the experience and explain after the demonstration.

6. We will be your students. You may assign us whatever language level and age you wish. Keep in mind that YOUR use of the TL must be appropriate for that age and language level of your students. The use of visuals, gestures, and TPR are encouraged.

**7. Provide copies of your handout, your lesson plan, and any other lesson materials that you have made that you feel would be useful to your classmates and your instructor.**

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

- Target Language Proficiency
- Language Acquisition Theories & Knowledge of Students & their Needs
- Quality of Lesson Plan with Measurable & Observable Objectives
- Integration of Standards in Planning and Instruction
- Usefulness of handout on topic or theme
- Evidence of transitions between activities
- Evidence of Preparation
- Selecting and Designing of Instructional Materials: Use of Teacher-Developed Materials
- Flexibility in Response to Students
- Efficient Use of Time
- Class rapport, Creativity, Warmth, Enthusiasm
- Technology

**Topics/Themes and Sign-Up Sheet  
In-Class Teaching Demonstrations  
EDRD 620 -- Spring 2016**

**March 31 – Topic / Theme #1: Pre-Reading Strategies**

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**March 31 – Topic / Theme #2: During-Reading Strategies**

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**Apr 7 – Topic / Theme #3: Post-Reading Strategies**

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**April 7 – Topic / Theme #4: Technology-based /Multimedia**

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**April 21 – Topic / Theme #5: Using Authentic Materials / Realia**

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**April 21 – Topic / Theme #6: Performance-Based Assessments**

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

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

**THEME / TOPIC OF LESSON / UNIT:** \_\_\_\_\_

**PLANNING PHASE**

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

- 1.
- 2.

**Alignment with Standards:**

National:

State:

Local: *(if accessible)*

**Assessment of Learning:**

Pre-teaching Assessment:

On-going/Formative Assessment:

Post-Lesson Assessment:

**Materials Needed:**

**TEACHING PHASE**

**Lesson Outline**

**Theme or Topic:**

**Warm up Activity:**

**Reading/Writing Activity:**

Vocabulary:

Grammatical structure(s):

Cultural perspectives:

**Daily Lesson Plan**

**Activity 1**

Transition

**Activity 2**

Transition

**Activity 3**

Transition



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

**Presentation and Practice**

**Three Modes Employed:**

Interpersonal Activities:

Presentational Activities:

Interpretive Activities:

**Methods/Approaches/Strategies Used:**

**CLOSURE:**

Review of this lesson:

Preview for next lesson:

**Expansion / Extension for learners**

This lesson could be expanded or extended by:

**Other Activities or Lesson Details**

Accommodations made for varied learning needs:

Assessment:

Technology:

Homework:

Follow-up:

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

**SELF EVALUATION:**

**Learning Objectives and Assessments**

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

**Efforts to Accommodate:**

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

Visual learners:

Auditory learners:

Kinesthetic learners:

Specials-Needs learners:

Heritage/Native speakers:

Multiple Intelligences:

**What worked well?**

**What didn't work well?**

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

**How might this lesson be improved?**

**One important thing I learned was:**

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Created by: Dr. Marjorie Hall Haley - 2001 - George Mason University  
Updates and assessment components by Dr. Rebecca Fox, Spring 2008 – GMU  
Revised by: Melissa S. Ferro – Summer 2008 – GMU

**EDRD 620 SPRING 2016**  
**Teaching Reading and Writing in Foreign and World Languages**  
**Teaching Demonstration Rating Scale**

**Presenter(s)** \_\_\_\_\_ **Topic/Theme** \_\_\_\_\_  
**Date** \_\_\_\_\_

5=Excellent 1=Poor	Unacceptable Minimum Evidence (1)	Unacceptable Approaches Standard (2)	Acceptable Meets Standard (3)	Target Exceeds Standard (4)	Comments
<b>Target Language Proficiency</b> Appropriate for age and level of learners					
<b>Language Acquisition Theories &amp; Knowledge of Students &amp; their Needs</b> Demonstrates an understanding of language acquisition and creates a linguistically & culturally rich learning environment					
<b>Quality of Lesson Plan With Measurable and Observable Objectives</b>					
<b>Integration of Standards in Planning and Instruction</b>					
<b>Usefulness of Handout on Topic or Theme</b> Accurate summary					
<b>Evidence of Transitions Between Activities</b>					
<b>Evidence of Preparation</b>					
<b>Selecting and Designing of Instructional Materials: Use of Teacher-Developed Materials</b>					

<b>Flexibility in Response to Students</b>					
<b>Efficient Use of Time</b>					
<b>Class rapport, Creativity, Warmth, Enthusiasm</b>					
<b>Technology</b> Models and facilitates effective use of current digital tools to enhance lesson design, implementation and assessment					

**Comments:** \_\_\_\_\_

\_\_\_\_\_

**Recommendations:** \_\_\_\_\_

\_\_\_\_\_

## EDRD 620 SPRING 2016

### Collaborative Learning Team Assessment – EDRD 620 20 points

#### Assessment Objectives

- The candidate will collaborate with other teachers in a school context.
- The candidate will assess individual student and/or group learning progress and consider this data to make instructional decision.
- The candidate will develop and/or revise lesson plans, instructional delivery methods, and classroom management strategies with the goal of improving student learning progress.
- The candidate will collaboratively develop a teaching action plan that promotes an individual student's or a group of students' academic achievement.

#### Rationale

Today's teachers play a teacher leadership role, with each professional (novice and veteran) facilitating not only their own but also their colleagues' professional development—all focused on the achievement of the students they work together to educate. As a Teacher Candidate you will enter schools where collaboration with your colleagues in the service of your students is required. Professional collaborations and teacher leadership must begin and end with joint considerations of the evidence of student learning.

You will complete the Collaborative Learning Team Task during an internship or field experience placement to ensure that you have an active responsibility for instruction and student learning. This task can be completed in conjunction with other program requirements (e.g., a teacher research project or a teacher work sample assignment).

#### Assessment Task

To complete this task you will:

- Collaborate with a team of teacher colleagues, potentially including but not consisting solely of the mentor teacher, to discuss individual student or group learning progress
- With the learning team, consider assessment results and make responsive instructional decisions that promote an individual student's or a group of students' learning
- Provide input to the team to identify lesson plans or revisions to lesson plans, instructional delivery methods, or classroom management strategies affecting student learning progress
- Detail a teaching action plan that the team believes will promote the individual student's or group of students' academic achievement and that includes a description of the instructional activities and assessments to be used and how assessment results will be used to determine changes in student learning

#### Submission Directions

You will submit a completed template to demonstrate meeting the above objectives and completion of the above tasks:

#### Part 1: Collaboration

**Documentation of collaborations** with teacher colleagues regarding individual student or group learning progress. (Documentation can include: agenda, minutes, reflections, etc.)

**Part 2. Assessment and Instruction**

**Documentation of initial assessment results and responsive instructional decisions.** (Documentation will include the initial results from the assessment and the specific instructional decisions made in response to the assessment results.)

**Part 3. Lesson Plan(s)/Revisions**

**Documentation of lesson plans** or revisions, instructional delivery methods or classroom management strategies. (Documentation will be the detailed lesson plan(s) or revision with instructional delivery methods or classroom management strategies.)

**Part 4. Teaching Action Plan**

**Include the teaching action plan** that is a description of the alignment of specific instructional activities and assessments. (Documentation will describe an alignment of objectives, assessment outcomes and instructional strategies used.)

**Collaborative Learning Team Assessment  
TEMPLATE**

You will submit the following and attachments to demonstrate meeting the objectives for this assessment task.

<b>Task</b>	<b>Documentation</b>		
<b>Part 1: Documentation of collaborations</b> with teacher colleagues regarding individual student or group learning progress.	<b>Documentation of collaborations</b>		
	<i>List artifacts attached to this template:</i>		
<b>Part 2. Documentation of initial assessment results and responsive instructional decisions.</b>	<b>Assessment results</b>	<b>Corresponding instructional decisions</b>	
<b>Part 3. Documentation of lesson plans or revisions, instructional delivery methods or classroom management strategies.</b>	<b>Attach lesson plan to this template.</b> <i>Briefly describe the content of the lesson and specific strategies and management techniques used for this lesson.</i>		
<b>Part 4. Teaching action plan</b> that includes a description of instructional activities and assessments.	<b>Teaching action plan</b>		
	<b>Objectives</b>	<b>Instructional Activities</b>	<b>Assessment (list and state alignment)</b>

**Collaborative Learning Team Task  
Rubric  
Due April 28, 2016**

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
<b>Part 1. Collaboration</b>				
<p><b>The candidate works with school professionals to plan and facilitate learning to meet diverse needs of learners.</b></p> <p><i>InTASC 10(b)</i></p>	<p>The candidate <b>does not provide</b> evidence of effectively collaboration with school professionals to plan <b>and/or</b> jointly facilitate learning to meet diverse needs of learners.</p>	<p>The candidate provides evidence that he/she collaborates only <b>occasionally or less than effectively</b> with school professionals to plan and jointly facilitate learning to meet diverse needs of learners.</p>	<p>The candidate provides evidence that he/she collaborates with school professionals to <b>effectively</b> plan and <b>jointly</b> facilitate learning to meet diverse needs of learners but <b>did not</b> take advantage of all opportunities.</p>	<p>The candidate provides evidence that he/she collaborates <b>regularly and effectively</b> with a variety of school professionals to plan and <b>jointly</b> facilitate learning to <b>meet diverse needs</b> of learners.</p>
<p><b>The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</b></p> <p><i>InTASC 10(f)</i></p>	<p>The candidate <b>does not provide</b> evidence of collaboration with school professionals to engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she only <b>occasionally or less than effectively</b> collaborates with school professionals to engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she <b>effectively</b> collaborates with school professionals to <b>effectively</b> and <b>jointly</b> engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she collaborates <b>regularly and effectively</b> with a variety of school professionals to <b>effectively</b> and <b>jointly</b> engage in professional learning that advances practice.</p>
<b>Part 2. Assessments and Instruction</b>				
<p><b>Independently and in collaboration with colleagues, the candidate uses data (e.g., systematic observation, information about learners,</b></p>	<p>The candidate <b>does not</b> show evidence of collaboration with colleagues in the use of data to evaluate outcomes of teaching and learning or to adapt planning and</p>	<p>The candidate independently or in collaboration with colleagues uses data to evaluate outcomes of teaching and learning <b>but inaccurately or ineffectively</b></p>	<p>The candidate independently and in collaboration with colleagues uses data to <b>effectively</b> evaluate outcomes of teaching and learning <b>and</b> adapts planning</p>	<p>The candidate independently and in collaboration with colleagues uses a <b>variety of data</b> to <b>accurately</b> evaluate outcomes of teaching and learning and <b>effectively</b> adapts</p>



research) to evaluate outcomes of teaching and learning to adapt planning and practice.  <i>InTASC 9(c)</i>	practice.	adapts planning and practice.	and practice.	planning and practice for all learners.
<b>Part 3. Lesson Plan</b>				
<b>The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</b>  <i>InTASC 7(j)</i>	The candidate exhibits a <b>limited or no</b> understanding of the strengths and needs of individual learners <b>nor</b> how to plan instruction that is responsive to strengths and needs.	The candidate exhibits a <b>limited</b> understanding of the strengths and needs of individual learners <b>and/or</b> how to plan instruction that is responsive to these strengths and needs.	The candidate exhibits an understanding the strengths and needs of individual learners and how to plan <b>effective</b> instruction that is responsive to these strengths and needs.	The candidate exhibits a <b>deep understanding</b> the strengths and needs of <b>diverse</b> learners and how to plan <b>effective</b> instruction that is responsive to these strengths and needs.
<b>The candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</b>  <i>InTASC 6(a)</i>	The candidate <b>does not provide evidence</b> of the use of formative and summative assessment as appropriate to support, verify, and document learning.	The candidate provides <b>limited</b> evidence of the use of formative <b>and/or</b> summative assessment as appropriate to support, verify, and document learning.	The candidate provides <b>adequate</b> evidence of the balanced use of formative and summative assessment as appropriate to support, verify, and document learning.	The candidate provides <b>extensive</b> evidence of the balanced use of <b>multiple</b> formative and summative assessments as appropriate to support, verify, and document learning.

<p><b>The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</b></p> <p><i>InTASC 6(b)</i></p>	<p>The candidate provides <b>no evidence</b> that he/she designs assessments that match learning objectives with assessment methods <b>or</b> minimizes sources of bias that can distort assessment results.</p>	<p>The candidate provides <b>little evidence</b> that he/she designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p>	<p>The candidate provides <b>evidence</b> that he/she designs <b>effective</b> assessments that <b>closely</b> match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p>	<p>The candidate provides multiple pieces of <b>evidence</b> that he/she designs <b>effective</b> assessments that <b>align</b> learning objectives with a <b>variety</b> of assessment methods and minimizes sources of bias that can distort assessment results.</p>
<p><b>The candidate works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.</b></p> <p><i>InTASC 6(c)</i></p>	<p>The candidate <b>does not</b> work independently and collaboratively to examine test and other performance data to understand <b>some</b> learner’s progress and to guide planning.</p>	<p>The candidate works independently <b>and/or</b> collaboratively to examine <b>limited</b> test and other performance data to understand <b>some</b> learner’s progress and to guide planning.</p>	<p>The candidate works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.</p>	<p>The candidate works independently and collaboratively to examine <b>multiple sources of</b> test and other performance data to understand every learner’s progress and to guide planning to meet <b>diverse</b> student needs.</p>

Part 4 Teaching Action Plan				
<p>The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> <p><i>InTASC 9(e)</i></p>	<p>The candidate describes rather than reflects on personal biases and does not access resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>	<p>The candidate describes rather than reflects on personal biases and accesses some resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>	<p>The candidate reflects on some personal biases and accesses a range of resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>	<p>The candidate reflects candidly on a variety of personal biases and accesses a broad range of resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>
<p>The candidate takes an active role on the instructional team giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.</p> <p><i>InTASC 10(a)</i></p>	<p>The candidate does not work with the instructional team, receives limited feedback on practice, examining minimal learner work, rarely analyzing data, and sharing little responsibility for decision making and accountability for student's learning.</p>	<p>The candidate occasionally and/or passively works with the instructional team, receiving limited feedback on practice, examining some learner work, analyzing data from a single source, and sharing little or no responsibility for some decision making and accountability for each student's learning.</p>	<p>The candidate takes an active role on the instructional team, receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.</p>	<p>The candidate takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's diverse learning needs.</p>

**EDRD 620: SPRING 2016**  
**GUIDELINES FOR MID-TERM PROJECT**  
**Due March 17, 2016**  
**20 Points**

**Resources for Teaching Reading and Writing in Foreign/World Languages**

**Option A: Reading Library**

**Objectives:**

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

**Task:**

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

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

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

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

The final section of your paper should be a *reflective summary* that synthesizes what you have learned from this assignment. In your summary, discuss the impact that this project has had on how you plan to teach reading and writing in your own classroom.

5. Using APA format, cite **at least 5 assigned readings from the syllabus** to support your evaluation of the resources.
6. Attach sample pages from the resources that provide evidence for your evaluation.
7. Include a **reference page in APA format** of assigned readings to which you referred in your report as well as a complete list of materials reviewed.
8. **Submit your project on BB no later than 7:20 pm on March 17, 2016.**

***Option B: Technology Project***

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

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

1. **Design and create an original, never-before-used** WebQuest, Blog, Wiki, or other type of technology-based project on a course outline topic of your choice and apply it to a teaching reading and/or writing in the foreign/world language classroom setting. The purpose of the project is to highlight course topics/themes and inform teachers about their implications for teaching reading and writing. For example, you may create a WebQuest and then show how the use of performance-based assessments and/or technology can enhance the teaching of reading and writing in the target language.
2. Look to include authentic texts from target language cultures as you design your project. You may decide to use a fable, short story or current topic(s) in pop culture found in magazines or electronic publications.
3. **Write a short introduction (2-3 pages in APA format)** for your project that describes the student population and their needs (age, grade, and language level) and how your project will meet the needs of this specific population of language learners as well as to show how what you have created will help them improve their reading and writing skills in the target language. Make reference to at least (3) of the course readings to support what you have created. Provide a reference list (in APA format) at the end of your introduction.
4. **Prepare an informative user-guide** that will help a novice teacher use your project. Your guide may be a PowerPoint, a detailed list of steps, or it may be in the form of a lesson/unit plan (following the lesson/unit plan template in the syllabus).
5. **Submit your project on BB no later than 7:20 pm on March 17, 2016.**

**Analytic Scoring Rubric – Mid Term Project Option A**  
**Reading Library**  
**EDRD 620 – Spring 2016**

Student name: \_\_\_\_\_

Score: \_\_\_\_\_

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

*See reverse side for comments and feedback*

**Analytic Scoring Rubric – Mid Term Project Option B  
Technology Project  
EDRD 620– Spring 2016**

Student name: \_\_\_\_\_

Score: \_\_\_\_\_

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

*See reverse side for comments and feedback*

**EDRD 620 GUIDELINES FOR FINAL PROJECT**  
**Due May 5, 2016**  
**25 Points**

**Performance-Based Assessment for ACTFL/CAEP Assessment # 2**  
**Assessment Project: Content Knowledge in the Target Language**

**Description of Assessment (Critical Analysis in the Target Language of Literary and Cultural Sources) and Its Use in the Program**

Critical Analysis of Literary and Cultural Sources is the culminating project for the methods course, EDRD 620, *Teaching Reading and Writing in Foreign/World Languages*. It is a graduate level three-credit course. The Critical Analysis in the Target Language of Literary and Cultural Sources is an assessment of the candidate's ability to successfully write in the target language with demonstrated proficiency as well as an understanding of integrating the SFLL and SOLs into language instruction; demonstrate that they understand the connections among the perspectives of a culture and its practices and products; recognize the value and role of literary and cultural texts and use them in planning instruction; and integrate knowledge of other disciplines into foreign language instruction. Candidates develop in the target language an annotated list of websites and authentic sources such as videos, literary texts, cultural, or multimedia resources.

This assessment connects theory to practice in the application of course topics that address Pre-reading/writing strategies (K-W-L, Anticipation Guide, SQ3R, Graphic Organizers); During-reading strategies (Predicting, Drawing pictures, Skipping unknown words); and Post-reading/writing Strategies (Reading Response Logs, Anticipation Guides, Semantic Mapping, Think Aloud, Read Aloud, Echo Reading, Guided Reading, Silent Sustained Reading). Create two standards-based (VA SOLs and 5Cs) lesson plans in the target language (one elementary and one secondary) incorporating these authentic resources. Lesson plans must follow the required GMU elementary and secondary lesson plan templates with no fewer than three tasks (activities) for each level. Plans must demonstrate the integration of culture and content from one other content discipline. Samples of Interpretive, Presentational, and Interpersonal modes of communication must be included. Candidate-made tasks (activities), worksheets, and at least one technology-based application are required.

**Objectives of Critical Analysis in the Target Language of Literary and Cultural Sources**

This signature performance assessment's objectives require Foreign Language licensure candidates to:

**PROCEDURE FOR CANDIDATES (Parts 1 and 3 below are written in target language with English translation. English translation is not required if target language is Spanish)**

1. In the target language create an annotated critical analysis of no fewer than **five** websites or *authentic* sources such as videos, literary texts, books, games, cultural topics, or multimedia/digital resources that can be adapted for teaching today's foreign/world language learners.



2. Use these resources along with the lesson plan templates provided in the syllabus to create two lesson plans - for one day at an elementary and one day at a secondary school setting.
3. In the target language provide a written text scenario in the target language of the setting for which this plan is intended. This should include geographic location (urban, rural, suburban), approximate time during school year, brief description of student population, and where these lesson plans fit in with the school district's curriculum or within a larger standards-based unit plan.
4. The plans must include national (5Cs) and state standards (SOLs).
5. Choose one theme or topic for each grade level. Include this in the title.
6. Define the program model, i.e., Advanced Placement, Immersion, Foreign Language in the Elementary School, etc.
7. Plans must demonstrate the integration of culture and content from one other content discipline.
8. Activities must include samples of Interpretive, Presentational, and Interpersonal modes of communication and include evidence of pre-reading/writing; during-reading/writing, and post-reading/writing strategies.
9. Candidate-made tasks (activities), worksheets, and at least one technology-based application per lesson plan (total of at least two).

**Alignment with ACTFLCAEP Standards, Explanation, and Description  
Spring 2016**

Points	ACTFL Standard/ CAEP Principle		Explanation/Description
	<b>1-2, B</b>	<b>Annotated Critical Analysis in Target Language</b>	<ul style="list-style-type: none"> <li>• <u>In the target language</u> provides an annotated critical analysis of literary and cultural sources with a wide selection of age, level, and grade appropriate literary and cultural sources.</li> </ul>
	<b>1-2, B</b>	<b>Scenario, Context, Title in Target Language</b>	<ul style="list-style-type: none"> <li>• <u>In the target language</u> one paragraph scenario describing the setting</li> <li>• Target language, grade, level, program model (FLES, FLEX, Immersion, etc.), time (minutes/day, days/week)</li> <li>• Theme/Title/Topic of each lesson</li> </ul>
	<b>1, B</b>	<b>Written Target Language Proficiency</b>	<ul style="list-style-type: none"> <li>• Target language writing meets or exceeds the ACTFL WPT requirements for Advanced Low</li> </ul>
	<b>2-6, A-D</b>	<b>Lesson Plans and Standards</b>	<p>Create two lesson plans (one elementary and one secondary). Virginia Standards of Learning (SOLs) and ACTFL Standards for the two lesson plans. Each plan will list national and state standards. The plans must include integration of the 3 communicative modes: interpersonal, interpretive, and presentational. The plans must include the following:</p> <ul style="list-style-type: none"> <li>• Integration of cultural products, practices, and perspectives (Standard 2.a., 4.b.)</li> <li>• Objectives must be stated in behavioral terms and measurable</li> <li>• At least one technology application per lesson plan</li> <li>• Evidence of authentic literary and cultural texts</li> <li>• Incorporation of pre, during, and post reading strategies</li> <li>• Integration of another content area (Standard 2.c.)</li> </ul>
	<b>1-5, A-C</b>	<b>Materials</b>	<p>Include instructional materials that <u>you</u> created for the plans:</p> <ul style="list-style-type: none"> <li>• Adaptation of authentic materials (literary and/or media texts)</li> <li>• At least one technology application for each lesson plan</li> </ul>

**EDRD 620**  
**Critical Analysis in the Target Language of Literary and Cultural Sources**  
**ACTFL/CAEP Assessment 2**  
**MUST BE UPDATED TO BLACKBOARD**  
**[Required for Portfolio]**

<b>Requirement + ACTFL/CAEP Standard</b>	<b>Does Not Meet Standard (1)</b>	<b>Approaches Standard (2)</b>	<b>Meets Standard (3)</b>	<b>Exceeds Standard (4)</b>
<p><b>Annotated Critical Analysis of Literary and Cultural Sources in Target Language (2c)</b>            Principle B: Content Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines            “Demonstrate understanding of texts on literary and cultural themes”</p>	<p>Candidate does not demonstrate an understanding of texts on literary and cultural themes.            Candidate does not provide an annotated critical analysis of literary and cultural sources in the target language.</p>	<p>Candidate demonstrates a limited understanding of texts on literary and cultural themes.            Candidate provides an annotated critical analysis of literary and cultural sources in the target language but does not include age appropriate literary and cultural sources.</p>	<p>Candidate demonstrates an understanding of texts on literary and cultural themes.            Candidate provides an annotated critical analysis of literary and cultural sources in the target language with a selection of age and grade appropriate literary and cultural sources.</p>	<p>Candidate demonstrates a broad understanding of texts on literary and cultural themes.            Candidate provides an annotated critical analysis of literary and cultural sources in <u>the target language</u> with a wide selection of age, level, and grade appropriate literary and cultural sources.            Candidate compares and contrasts literary and cultural traditions in the target culture with those of other cultures.</p>
<p><b>Scenario, Context, Title in Target Language (1b)</b>            Principle B: Content Standard 1: Language Proficiency            “Interpret oral, printed, and videotexts by demonstrating both literal and figurative or symbolic comprehension”</p>	<p>Candidate does not describe the scenario, context, and title in the target language.            Candidate does not follow any of the format requirements.            Candidate does not demonstrate literal, figurative, or symbolic comprehension of the target language.</p>	<p>Candidate describes scenario and title but not the context in the target language.            Candidate follows some of the format requirements.            Candidate demonstrates limited literal, figurative, or symbolic comprehension of the target language.</p>	<p>Candidate describes scenario, title, and the context in the target language.            Candidate follows the format requirements.            Candidate demonstrates literal, figurative, or symbolic comprehension of the target language.</p>	<p>Candidate describes all the required elements.            Candidate demonstrates exceptional organization, accuracy, and proficiency in <u>the target language</u>.            Candidate follows the format requirements.            Candidate demonstrates literal, figurative, or symbolic comprehension of the target language.</p>

<p><b>Written Target Language Proficiency (1c)</b>  Principle B: Content Standard 1: Language Proficiency  “Present oral and written information to audiences of listeners or readers, using language at a minimum level of “Advanced Low”</p>	<p>Candidate presents written information in the target language below a minimum level of “Advanced Low”  Candidate’s target language writing has 10 or more grammatical and/or syntactical errors.</p>	<p>Candidate presents written information in the target language at “Intermediate High” level.  Candidate’s target language writing has 6-9 grammatical and/or syntactical errors.</p>	<p>Candidate presents written information at the “Advanced Low” level.  Candidate’s target language writing has minimal 2-5 grammatical and/or syntactical errors.</p>	<p>Candidate presents written information at or above the “Advanced Low” level.  Candidate’s target language writing has 1 or no grammatical and/or syntactical errors.</p>
<p><b>Lesson Plans and Standards (4b)</b>  Principle A: The Learner and Learning  Standard 4: Integration of Standards in Planning and Instruction  “Integrate the goal areas of the national standards and their state standards in their classroom practice.”</p>	<p>Candidate does not demonstrate knowledge and skills to integrate the goal areas of national and/or state standards for the plans. The plans lack the 5Cs and 3 modes.</p>	<p>Candidate demonstrates limited or partial knowledge and skills to integrate the goal areas of national and/or state standards for the plans. The plans lack several of the 5Cs and/or 3 modes.</p>	<p>Candidate demonstrates the knowledge and skills to integrate the goal areas of national and/or state standards for the plans. The plans include some of the 5Cs and all 3 modes.</p>	<p>Candidate demonstrates strong understanding of knowledge and skills needed to integrate the goal areas of national and/or state standards for the plans. These then are the focus of all classroom activities. The plans include all 5Cs and all 3 modes.</p>

**PROJECT**

**Student Name:** \_\_\_\_\_ **Final Score:** \_\_\_\_\_

**Comments:**

**Analytic Scoring Rubric  
Preparation and Participation  
EDRD 620– Spring 2016**

**Student:** \_\_\_\_\_ **Score:** \_\_\_\_\_

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

**Comments/Feedback:**

**EDRD 620 Spring 2016  
Needs Assessment Survey**

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

**1. Please provide the following personal information:**

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

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

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

**Your Rating**

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

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

**Materials Release Form for  
EDRD 620  
Spring 2016  
Dr. Marjorie Hall Haley / Dr. Magda A. Cabrero**

In this course, I will be electronically collecting and storing work samples of your projects and/or papers as performance evidence for program accreditation, which is conducted every seven years by the Council for the Accreditation of Educator Preparation (CAEP) programs. If you agree to let me use your materials for this purpose, please sign below. Please note that every precaution will be taken to protect your anonymity.

1. I, \_\_\_\_\_, give permission for materials produced to  
(Please print your name)

to meet the requirements of this course **to be used as work samples for the CAEP** review process.

2. Please replace my name with a code on my papers and projects.

YES

NO

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Tel. No. \_\_\_\_\_ (Home or cell) Email address \_\_\_\_\_