



**METHODS OF TEACHING CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS
EDCI 519. 6F3 FALL 2016 ONLINE**

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Time: Sept. 12-Dec. 12
Location: Online
Office Hours: Posted on blackboard and Set up through Blackboard Collaborate

A. Prerequisites/Co-requisites:

EDCI 516: Bilingualism & Language Acquisition Research
EDRD 515: Language and Literacy in Global Contexts and
EDUC 537: Introduction to Culturally and Linguistically Diverse Learners

University Catalog Description:

Examines approaches, methods, and techniques for teaching culturally & linguistically diverse learners in bilingual and ESL classrooms, as well as resources available in field. Critically analyzes and demonstrates teaching approaches based on second language acquisition research, including teaching language through content. Requires 20 hours of PK-12 classroom fieldwork.

B. COURSE OUTCOMES

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

This course is designed to enable students to:

1. Examine second language teaching methods/approaches, past and present, and relate them to teaching in a second language setting with a focus on the needs of diverse learners.
2. Learn to develop a lesson plan that uses the four language skills, listening, speaking, reading, and writing. This includes learning to develop a lesson plan that shows evidence of scaffolded, differentiated, and multi-level instruction.

3. 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 understand different teaching situations and changing conditions in culturally and linguistically diverse classrooms.
4. Utilize research by critically evaluating second language learning theories and their practical applications in the classroom to increase their knowledge base and inform their practice.

C. Relationship to Program Goals, Standards and Professional Organizations

PROFESSIONAL STANDARDS:

Relationship to TESOL/NCATE Standards

Domain 1. Language - Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners' (ELLs') develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1.a. language as a system, and 1.b. language acquisition and development do not prescribe an order.

Standard 1.a. Language as a System - Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

Standard 1.b. Language Acquisition and Development - Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

Domain 2. Culture - Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

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

Domain 3. Planning, Implementing, and Managing Instruction - Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

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

Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction - Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction - Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Domain 5. Professionalism - Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

Standard 5.a. ESL Research and History - Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

Standard 5.b. Professional Development, Partnerships, and Advocacy - Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

The EDCI 519 relationship to the GSE program goals include:

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

in culturally and linguistically diverse classrooms, so as to select appropriate teaching procedures and adapt to teaching students with differing learning styles and cultural backgrounds.

4. **Curriculum.** Students will develop the skills needed to design, implement second language teaching strategies.

The EDCI 519 relationships to professional organizations include:

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

D. COURSE DELIVERY

Methods courses are highly interactive. They are predicated upon **learning by doing** and **discovery learning**. In this online course you will be videoing yourself as you practice strategies and you will share your videos, receiving feedback and critique.

Assessment for this course is based on performance-based assignments. This class will be engaged in small group discussions through Blackboard Collaborate, peer feedback, short online lectures, student-led presentations and discussions, peer feedback, videos, multimedia, and reflection. This course will be delivered online using an asynchronous format via the Blackboard Learning Management System (LMS) found at

<https://mymasonportal.gmu.edu>.

Required Textbooks:

Hall Haley, M. & Austin, T. (2014). *Content-based second language teaching and learning: An interactive approach*. 2nd Edition. Allyn & Bacon. Boston, MA.

Recommended Books:

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

highly recommended because it focuses on practical application of language acquisition theory in the classroom.)

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

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

Davis, Bonnie (2012). *How to teach students who don't look like you: Culturally relevant teaching strategies.* Corwin Publishers.

E. GMU Policies and Resources for Students

Policies * Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).

* Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

* Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

* Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

* Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources * Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.

* The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).

* The George Mason University Counseling and Psychological Services (CAPS)

staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).

* The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

F. Honor Code & Integrity of Work

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

Violations of the Honor Code include:

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

G. Professionalism

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

Expectations for Participation:

This online course is **not self-paced**. You will be expected to complete one module every week. Completing a module involves reading, participating in discussions through

Blackboard and completing any work in the weekly folder. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

1. **Course week:** This course is asynchronous, even though we will try to meet together at least once in this course. Our weeks will start on Mondays and will finish at midnight on Sunday.
2. **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials in the weekly folders and completing assignments on time.
3. **Technical competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical issues in this course.
4. **Workload:** The weekly module will be posted by Monday of each week. The work for the week will not be available after the following Sunday. Some forums will remain open but your contribution will be marked as late.
5. **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, email me and I will set up a Collaborate session for us.
6. **Critical Friends group:** You will be assigned to work in a small group to share videos and give each other feedback. The dates for these meetings (through Collaborate) will be posted in the weekly module and must be adhered to.

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

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

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

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

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

I. Course Requirements:

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

Instructions and grading rubrics for each of the course requirements can be found on the course's Blackboard site under the Assessments tab.

Weekly informed participation	20 points
Strategy presentation - based on a particular method/strategy/skill	20 points
Technology Presentation and handout	15 points
Performance Based Assessment: Unit Lesson Plan and presentation	20 points
Field Experience, videoed lessons and reflective paper	25 points
Total:	100 points

Class Assignments for EDCI 519			
Project	Goal	Points	Due Date
Class Attendance and Informed Participation	Actively participate in the weekly module assignments, reviewing the presentations and/or videos, reading the assigned chapters or articles and responding to prompts either on discussion board or collaborate sessions.	20	After every weekly module
Strategy presentation	Using lesson plan template provided, plan a lesson using a strategy referred to in class lectures or in the text. Video the strategy and submit it to your Critical Friends groups for critique and feedback. Your lesson plan must integrate instructional technologies. Record your Collaborate session and post it in discussion board for others to watch and comment on. Submit a 2-3 page reflection of the experience to me via email.	20	<i>Presentations Dates will be available through SignUp Genius once the course begins.</i>
Technology Project	Individually, demonstrate how you use a technology resource to enhance language instruction. You will demonstrate how to access and use this resource. Provide a detailed handout for your colleagues so that they can practice with this language enhancing technology. You will record this through Kaltura and post it on discussion board.	15	<i>Presentation and handout Week 6</i>
Performance Based Assessment: LICENSURE REQUIREMENT		45 Total Points	

Unit Lesson Plan	<p>Create a unit lesson plan covering five days of instruction based on your present teaching placement or your fieldwork teaching experience. Your plan must include preparation, practice, evaluation and expansion. Present your unit plan to the class, citing appropriate research and course materials for your instructional choices. Your unit plan must include instructional technology. Using this Unit Lesson Plan, implement a minimum of two lessons. Video two lessons. Have a colleague or supervisor evaluate your lessons using the form that your school uses.</p> <p>Submit a general overview of your lesson plan, your unit plan, student work, and assessments, and evaluation form (provided by a colleague or supervisor) to Blackboard by the due date. This is the Performance Based Assessment (PBA) for the course.</p>	20	<p>Week of Dec. 5, 2016</p> <p><i>Unit plan presentations on Collaborate</i></p> <p>PBA Posted on Blackboard by Dec. 12, 2016</p>
Fieldwork documentation	<p>See Information Tab on Blackboard for details for pre-service and in-service teachers. 20 hours of fieldwork are required.</p>	10	<p><i>All documentation should be posted on Blackboard by</i></p> <p>Dec. 12, 2016</p>
Teaching Video and Reflection	<p>Record two lessons from your unit plan and complete a self-reflection and analysis. The video should portray how you apply various strategies, including technology, that show growth in your knowledge base from this course and give a glimpse of your learning environment. The videos you submit should include two 10-15 minute clips from separate lessons. You should write a two page self-reflection of the experience.</p>	15	<p><i>All projects, papers and course work due on/before</i></p> <p>Dec. 12, 2016</p>

The deadline for posting the PBA to Blackboard and for completing the required fieldwork document in this course is December 12, 2016. No work will be accepted after this date. Failure to submit this work to the instructor by this deadline will result in an “F” for this course.

J. COURSE SCHEDULE (TENTATIVE –ALWAYS CHECK BLACKBOARD ANNOUNCEMENTS AND THE WEEKLY FOLDER FOR ANY CHANGES OR ADDITIONS)

Directions for each week are in the weekly folders. All materials and links for each module are posted in the folder for that week. **Be sure to access and complete Week Zero before the course starts.**

<i>Week</i>	<i>Date</i>	<i>Topics</i>	<i>Notes/comments/Tasks</i>
1	Week of Sept. 12-18	<p>Introduction to the course</p> <p>Syllabus review (assignments and timing)</p> <p>Pre-assessment What do you know? Discussion about the results of the pre-assessment.</p> <p>Diverse learners/teachers</p> <p>Quick review of theories (Krashen, Cummins, Collier, Schumann...)</p> <p>Why theory is important</p>	<p>Read Haley & Austin Chapter 1</p> <p>Case study of a 'typical' student</p> <p>Case study of a 'typical' teacher</p> <p>School profile (in relation to language learners)</p> <p>Follow the instructions in the weekly module.</p>
2	Sept. 19-25	<p>Quick history of language teaching methodologies</p> <p>Standards: what are they and which ones do we follow</p> <p>Writing objectives for language learning</p>	<p>Haley & Austin Chapter 2</p> <p>Follow the instructions in the weekly module.</p> <p>Sign up for Strategy Demonstration through SignUp Genius.</p>
3	Sept. 26- Oct. 2	<p>Lesson planning: Integrating all 4 language domains in content lessons</p> <p>Lesson plan template and unit plan template</p>	<p>Haley & Austin Chapter 3</p> <p>Follow the instructions from the weekly module</p>
4	Oct. 3-9	<p>Assessment</p> <p>Formative and summative</p> <p>"The best assessment instructs and the best instruction assesses."</p>	<p>Hale & Austin Chapter 4</p> <p>Follow the instructions in the weekly module.</p>
5	Oct. 10-16	<p>Oral language development</p> <p>Emergent literacy</p>	<p>Haley & Austin Chapter 5</p> <p>Follow the instructions in the weekly module.</p>

		English Learners Vocabulary Development	Sign up for a ‘check-in’ during Office Hours this week.
6	Oct. 17-23	Technology in Language Teaching What works? What doesn't?	Haley & Austin Chapter 9. Follow the instructions in the weekly module. Technology project due to Blackboard
7	Oct. 24-30	Literacy and the language learner Why reading is hard/difficult for language learners	Haley & Austin Chapter 6 Follow the instructions in the weekly module.
8	Oct. 21- Nov. 6	Content reading and writing Importance of pre-reading, during reading and post-reading strategies for language learners English learners and process writing	Haley & Austin Chapter 7 Follow the instructions in the weekly module. 1 st Video sharing on Collaborate with Critical Friends Group (CFG).
9	Nov. 7-13	Reaching language learners with special needs Working with the gifted language learner	F.A.T. City Follow the instructions in the weekly module. <i>Readings will be in the weekly folder.</i>
10	Nov. 14-20	Teaching culturally diverse learners Culturally relevant pedagogy	Haley & Austin Chapter 8 Follow the instructions in the weekly module.
11	Nov. 21-27	No new work because of Thanksgiving	Use this week to catch up with reading and work on your PBA.
12	Nov. 28- Dec. 4	Assessment issues in language planning and instruction Tying up loose ends	Follow the instructions in the weekly module. 2 nd Video sharing on Collaborate with CFG. Sign up for a Collaborate session next week to present and explain your unit plan.

13	Dec. 5-11	Unit plan presentations on Collaborate	<i>You will present your unit plans in small groups for feedback.</i>
14	Dec. 12		<i>All assignments for this course must be sent/posted by Dec. 12, 2016 by midnight.</i>

Additional resource: Haley website:

<http://cehd.gmu.edu/people/faculty/mhaley/exemplars>

This resource has exemplars for some of the assignments (although most assignments have changed since Dr. Haley posted the exemplars) and the chapters referred to are from an earlier edition of the text.

ASSIGNMENTS AND RUBRICS

You will be graded on the quality of your contributions in the weekly modules and how you demonstrate your growing knowledge base through assignments, videos and Critical Friends Group collaboration.

Analytic Rubric for Class Attendance and Informed Participation

Meets or Exceeds Standards (A) 20-19 points	Partially Meets Standards (B) 18-16 points	Attempts Standards (C) 15-14 points
Consistently demonstrates strong determination in the pursuit of solutions; monitors his/her level of involvement; develops and uses a number of strategies to keep self on track.	Consistently shows determination in the pursuit of solutions and uses strategies to keep self on track.	Sporadically shows determination in the pursuit of solutions and rarely uses strategies to keep self on track.
Often cites from readings; uses readings to support contributions/ often associates readings with the topics being discussed.	Occasionally cites from readings; sometimes uses readings to support contributions; occasionally associates readings with topics being discussed.	Rarely able to cite from readings; rarely uses readings to support contributions; rarely associates readings with topics being discussed.
Always actively participates; responds frequently to questions/comments; contributes insightful point of view.	Often actively participates; occasionally responds to questions/comments; occasionally shares point of view	Rarely actively participates; rarely able to respond to questions/comments; rarely shares point of view.
Always hands in assignments on time and posts/responds to discussions in a timely manner.	Most assignments are on time and posts/responds to discussions.	Assignments handed in after the due date and/or posts/responds to discussions late or not at all.
Always demonstrates commitment through preparation (e.g., readings, research, postings, journal reflections, etc.).	Generally prepared.	Generally unprepared.

Strategy Demonstration & Paper

You will choose one new instructional strategy from the chapter/s or strategies that have been discussed so far, using the lesson plan template provided. You can also use the strategy books recommended in the syllabus or recommended by your professor. Your lesson plan must show how you integrate instructional technology. A reflection will follow.

GUIDELINES FOR METHODS AND STRATEGIES TEACHING DEMONSTRATION

This assignment is composed of four parts:

1. Prepare a lesson plan, using the provided template.
2. Read at least three (3) articles on the method or approach you have chosen. Try to find at least one resource by the original developer of the method/approach/strategy.
3. Write a paper on how you planned your lesson, incorporating some of the research you read in step two. Include a bibliography of your research articles and other materials. See **Reflection Phase** below for additional information. The reflection phase should reflect the comments and feedback you received from your Critical Friends after viewing the video and discussing your lesson plan through Blackboard Collaborate.
4. Prepare a one-page handout describing the strategy used—a 'how to' set of instructions so that your classmates could try the same strategy. Post this handout in the Blackboard discussion board under the forum named "Strategy presentations".

For this assignment:

1. You will record a short video of your teaching. You should plan on no more than 10 minutes. You may start by giving background information about the strategy and about the class that the lesson is prepared for. Show the video in your Critical Friends Group on Blackboard Collaborate Ultra and ask for feedback and questions. Ask one of your critical friends to record the session through Kaltura.
2. The paper should include most of the following:
 - a. Background information about the method
 - b. The type of class your particular demonstration is intended for (level of proficiency, grade level, ages of students, type of class, etc.)
 - c. Skills you are teaching and the basic language and content objectives of the lesson
 - d. Explanation of the realia being used (if necessary)
 - e. Technology (must be included in the demonstration or lesson plan)
 - f. Possible follow-up activities to the lesson you have presented

- g. How you would assess the effectiveness of the lesson (either formative or summative assessments)
- 3. After you have shared your video with your Critical Friends and solicited feedback, then include a reflection, based on the guidelines for the reflection (below).
- 4. Your Critical Friends will give you feedback on the following topics. They will fill out an evaluation form and scan it to me after your video session.

EVALUATION of your teaching demonstration will be based upon the following criteria:

- Quality and accuracy of lesson plan
- An accurate summary of the method chosen
- Faithfulness to the general philosophy and techniques of the method chosen
- Evidence of preparation
- Use of teacher-developed materials
- Flexibility in response to students' spontaneity
- Efficient use of time
- Class rapport, warmth, and enthusiasm of teacher
- Creativity
- Usefulness of Handout

REFLECTION PHASE – To be included in the paper under the heading, REFLECTION.

Efforts to Accommodate:

- Visual learners _____
- Auditory learners _____
- Tactile learners _____
- Specials needs learners _____
- 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 _____

- What feedback from my colleagues did I find most valuable? _____

Strategy Demonstration Rubric (fill it out and email or scan it to me at vdoherty@gmu.edu)

Presenter _____

Method/Strategy _____ Date _____

5=Excellent; 1=Poor	1	2	3	4	5	N/A
Quality/Accuracy of Lesson Plan						
Usefulness of Handout						
Accurate Summary						
True to Method/Strategy						
Evidence of Preparation						
Use of Teacher-Developed Materials						
Flexibility in Response to Students						
Efficient Use of Time						
Class rapport, warmth, enthusiasm						
Creativity						
Differentiated 5 levels of proficiency						

Comments: _____

Recommendations: _____

Lesson Plan Template

Name of presenters:

Grade:

Content Area:

Program model:

1. Stage One—DESIRED RESULTS

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

2. Stage Two: ASSESSMENT EVIDENCE

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

3. Stage Three: TEACHING THE LESSON

Preparation

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

Practice

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

Evaluation: (formative or summative assessment):

Expansion: out-of-school work:

4. REFLECTION:

Technology project

Using Technology to Enhance Learning Experiences for English Language Learners

Begin by viewing this You Tube: http://www.youtube.com/watch?v=Fnh9q_cQcUE and <https://www.youtube.com/watch?v=075aWDdZUIM> Let these two video clips guide your thinking for this project.

Your Task:

You will select an educational technology that can be utilized in today's classrooms with English Language Learners. This can be something you currently use or would like to learn to use. You will plan a demonstration on how to use this technology in a content (math, science, social studies, English Language Arts) standards-based lesson activity. Your tech project will consist of demonstrating "how" to use the technology you've selected. You will submit a digital handout detailing the activity. You may select from the following or choose a technology with which you are already familiar:

- Wikis
- Blog
- Digital camera
- EPals
- Facebook
- Twitter
- Skype
- Flickr

Additional technologies:

iPod, Flip Cameras, iClickers, iPods, Pod-cast, Webinar, BlackBoard, PhotoStory, Hot Potato, Flash Media, Kindle, Wii, Mimio, Video tape, Multimedia, MOOs and MUDs, You Tube, Teacher Tube, Web Quest, Picasa, Jing, Wordle, Wikispaces, Animoto, Voxopop, Toondo, Voicethread, Padlet or Other Technologies

Procedures/Steps to Follow:

1. Prepare a 15-30-minute technology-based project to be taught in a standards-based math, science, social studies or ELA classroom and apply it to a teaching setting. The purpose of the project is to focus on one technology and inform teachers about its implications for working with ELLs.
2. Describe the teacher/student population and their needs.

3. Prepare a printed guide to your product to help a novice use it.
4. Refer to course topics to add support to and rationalization for this project. For instance, describe how you can scaffold and differentiate instruction for multiple proficiency levels students working alongside mainstream English-only students.
5. Submit your project on BlackBoard under the discussion board forum titled “Technology handout”.
6. Prepare a 10-15 minute demonstration on how to use this technology in the class. You will be presenting your technology resource in a small group on Collaborate.

Student name: _____

Score: _____

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
5 points	4 points	3 points	2-0 points
Fulfillment of task _____			
Prepares an effective presentation on a technology resource			Does not prepare an effective presentation on a technology resource.
Completion of task requirements _____			
Project is based on a course outline topic Projects applies to a teaching setting	Project is partially based on a course outline topic Projects partially applies to a teaching setting	Project is not based on a course outline topic Projects slightly applies to a teaching setting	Project is not based on a course outline topic Project does not apply to a teaching setting
Appropriateness and usefulness of materials selected _____			
Describes the teacher/student population and their needs	Partially describes the teacher/student population and their needs	Does not clearly describe the teacher/student population and their needs	Does not describe the teacher/student population and their needs
Analysis _____			
Prepares an effective guide of the product to help a novice use it Refers to course topics to add support to project	Prepares a printed guide of the product which is somewhat confusing; Partially refers to course topics to add support to project	Partially prepares a confusing or ineffective guide to the resource Does not refer to course topics to add support to project	Does not prepare a handout Does not refer to course topics to add support to project

UNIT LESSON PLAN PRESENTATION & PAPER

**Due week of Nov. 29-Dec.2 for Individual Conference with Professor
through Collaborate Ultra**

Unit Plan Presentations Dec. 5-9 through Collaborate Ultra

Posted on Blackboard by Dec. 12, 2016

Description of Assessment

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

You will:

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

Unit Lesson Plan Instructions

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

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

Step Two: Explain the concepts, research, and best practices that are most appropriate

for your classroom.

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

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

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

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

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

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

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

1. PRESENTATION

During the week of Nov. 28-Dec. 2 you will present your unit lesson plan in an individual conference with the professor. During this conference, you may present your research and ask any questions regarding your lesson plan. You must have your unit lesson plan completed before your individual conferences. You may edit your paper and unit lesson plan following your conference with the professor.

During the week of Dec. 5-9 you will present your unit lesson plan to your peers in a Collaborate session. During this time, you will have the opportunity to present your unit lesson plan, get feedback, and provide feedback to others.

Logistics: You will sign up through SignUp Genius for a time that week.

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

For the Presentation: You will sign up to participate in a small group presentation. You will present your unit plan, showing the plan for 5 days and describing the activities. Make sure that you include strategies from the course. You should plan on around 15 minutes to present and then 10 minutes for a discussion afterwards. A short powerpoint showing your plans would be a suitable visual for the presentation.

For the Reviewing: You are expected to actively participate in the peer presentations. You will have a rubric to score the presentation. You will be expected to ask questions and make comments as an active listener. This is your chance to collaborate with your classmates to offer feedback and suggestions to enhance the unit plan. Refer to the rubric to make sure that your colleague covered all the categories on the rubric.

As you are completing your PBA, please pay close attention to the rubric. Your PBA will be graded strictly according to the following rubric.

Performance-based Assessment Unit Lesson Plan and Paper

EDCI 519: Methods of Teaching CLD Learners Unit Plan

Criteria	Does Not Meet Standard	Approaches Standard	Meets Standards	Exceeds Standard
Describe the cultural context, school and class setting TESOL 2	Candidate did not describe the school and class setting for whom the plan is intended.	Candidate described the class setting including cultural context but not the school for whom the plan is intended. Unit plan does appropriately cultural context	Candidate described the school and class setting for whom the plan is intended. Unit plan reflects their knowledge of students' culture and how it impacts student learning	Candidate described the school and class setting, including program model, class composition, class composition, and resources available. unit lesson plan that allows students to share and apply cultural perspectives to meet learning objectives
Demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriate to plan unit TESOL 4a	Candidates do not use assessment to plan instruction.	Candidates demonstrate an awareness of the purpose of assessment but use it inappropriately in classroom activities and lesson plans.	Candidates understand the purpose of assessment and use it to create appropriate classroom activities.	Candidates understand and can effectively use a variety of assessments to plan instruction that is scaffolded appropriately for all levels of ELLs.
Demonstrate knowledge of current language teaching methods to design effective ELL instruction TESOL 5a	Candidates do not use appropriate teaching methods	Candidates are familiar with different and well-established teaching methodologies but fail to use methods appropriately in lesson planning.	Candidates use their knowledge of the field of ESL to provide effective instruction and make connections between current research and teaching practice.	Candidates use their knowledge of the field of ESL and best teaching practices to make instructional and assessment decisions and design appropriate instruction for students.
Plan for standards-based ESL and content instruction TESOL 3a	Candidate provides a five- day unit plan not based on standards-based ESL and content objectives. Objectives are inappropriate for age and educational background level of students.	Candidate provides a five-day unit plan with some standards-based ESL and content objectives. Objectives are inappropriate for age of students but appropriate for educational background level of students.	Candidate provides a five- day unit plan with standards-based ESL and content objectives for at least two of the content areas. Objectives are appropriate for age and educational background level of students.	Candidate provides a five-day unit plan with standards-based ESL and math, science, social studies, and English language arts objectives. Objectives are appropriate for age and educational background level of diverse learners and include descriptions of scaffolded support.

Criteria	Does Not Meet Standard	Approaches Standard	Meets Standards	Exceeds Standard
<p>Provide for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for student to successfully meet learning objectives</p> <p>TESOL 3a</p>	<p>Candidates do not embed assessment or scaffold learning in the unit plan</p>	<p>Candidates do not use assessments to measure students' degree of mastery of learning objectives or do not use them effectively to continue instruction throughout the unit</p>	<p>Candidates plan lessons that are scaffolded and link student's prior knowledge to newly introduced learning objectives and continually monitor students' progress toward learning objectives.</p>	<p>Candidate uses students' prior knowledge to plan activities that integrate skill and content areas through thematic-based topics. Following formal and informal assessments, candidates reteach, using alternate materials, techniques, and assessments for students who need additional time and approaches to master learning objectives.</p>
<p>Organize learning around standards-based subject matter and language learning objectives</p> <p>TESOL 3b</p>	<p>Unit plan does not include appropriate language learning or standards-based objectives. Candidate does not use students' prior knowledge in planning ESL and content instruction.</p>	<p>Candidate organizes limited learning around effective standards-based ESL and content instruction. Unit plan does not clearly support language learning objectives. Candidate creates objectives that sometimes support state standards (SOLs) in an engaging, interactive manner.</p>	<p>Candidate organizes learning around effective standards-based ESL and content instruction. Unit plan clearly supports appropriate language learning objectives. Candidate creates objectives that support state standards (SOLs) in an engaging, interactive manner.</p>	<p>Candidate organizes learning in a variety of ways around effective standards-based ESL and content instruction. Unit plan clearly supports and integrates appropriate language learning objectives. Candidate creates objectives that support state standards (SOLs) while providing scaffolding techniques throughout the unit plan.</p>
<p>Provide activities and materials that integrate listening, speaking, reading, and writing</p> <p>TESOL 3b</p>	<p>Candidate provides activities that integrate one of the four language skills: listening, speaking, reading, or writing. Candidate does not demonstrate integrated learning activities that build meaning through practice.</p>	<p>Candidate provides activities that integrate at least two of the four language skills: listening, speaking, reading, and writing. Candidate demonstrates limited integrated learning activities that build meaning through practice.</p>	<p>Candidate provides activities that integrate all language skills: listening, speaking, reading, and writing. Candidate demonstrates integrated learning activities that build meaning through practice.</p>	<p>Candidate provides activities that integrate all language skills: listening, speaking, reading, and writing in content areas through thematic and discovery-learning activities. Candidate demonstrates high-level integrated learning activities that build meaning through practice.</p>

Criteria	Does Not Meet Standard	Approaches Standard	Meets Standards	Exceeds Standard
<p>Candidates select, adapt, and use a variety of culturally appropriate, responsive, and age-appropriate and linguistically accessible materials</p> <p>TESOL 3c</p>	<p>The unit plan is not designed for a classroom with multilevel learners from diverse backgrounds but fails to include technology or adapt classroom resources appropriately</p>	<p>The unit plan is designed with some focus on multilevel learners from diverse backgrounds, but the use of adapted resources is very limited. Candidates enable students to use some learning tools including hands-on visual, and multimedia means of instruction</p>	<p>Candidates incorporate a variety of resources at multiple proficiency levels using selections from or adaptations of materials from content-area texts. All materials are appropriate and linguistically accessible. Candidates provide instructional materials in English for student instruction and use. Candidates enable students to use a variety learning tools including hands-on visual, and multimedia means of instruction</p>	<p>Candidates collaborate with non-ESL classroom teachers to develop materials and resources that integrate ESL and content areas and are appropriate, linguistically accessible. Candidates use a variety of tools with a focus on hands-on, visual, and multimedia means of instruction. Candidates use a variety of resources to obtain and create materials that promote language, literacy, and content development in English and whenever possible the students' L1s.</p>
<p>Clearly and professionally communicate detailed self-reflection and analysis of the unit lesson planning process</p> <p>TESOL 5b</p>	<p>Candidate did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching practice. Extensive APA formatting errors prevent professional communication.</p>	<p>Candidate provide limited description but no critical reflection of unit lesson planning process and made weak connections to overall teaching practice. APA formatting errors prevent professional communication</p>	<p>Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching. Few APA formatting errors which do not prevent professional communication.</p>	<p>Candidate provides well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice. Candidate shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context. No APA formatting errors.</p>

Unit Lesson Planning Template

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

FIELD PROJECT OVERVIEW

Field Experience – Teaching Analysis Video Reflection

Due on/before Dec. 12 via Blackboard

Field Experience – Teaching Analysis Video Reflection: During your fieldwork hours, you must implement a minimum of **2 micro lessons** and video record your teaching. You will submit two clips of 10-15 minutes each, from different lessons, that portray how you apply various strategies, including technology, and give a glimpse of your learning environment.

Components:

- Two video clips of 10-15 minutes each, submitted to Blackboard
- Fieldwork log of hours, submitted to Blackboard
- Analysis & Reflection of videotaping experience, submitted to Blackboard

Video Clips: video should portray how you apply various strategies and give a glimpse of the learning environment. Of particular importance is that you demonstrate the following: instructional strategies, classroom management, assessment, differentiated instruction, and how to accommodate multiple proficiency and literacy levels. Clips should be no more than 10 -15 minutes long. You must review and edit your video closely to provide an authentic and complete view of your teaching as possible. A video is an indication of how you interact with students, the climate you create in the classroom, the ways in which you engage students in learning. A picture is “worth a thousand words” in conveying to others how you practice your profession, the decisions you make, and your relationships with students.

It is normal to find the initial experience with a video camera uncomfortable. We do not see ourselves quite the way others see us, and the difference can be a shock. It takes some getting used to, and practice is the only remedy. The same can be said of students; only multiple opportunities with a video camera will enable students to behave naturally in its presence. Therefore, it is highly advisable to practice with a video camera. Place the camera or tablet where the camera will receive a good picture of the entire classroom.

Permission: You will need a family permission slip for each student who might appear on your tape. You may ask your school for such a form or use the one provided. If possible, you should secure a blanket permission slip from the parents or legal guardians of all your students to cover video recording as needed. Explain to the parents or legal guardians that you are using the recordings for discussions with other teachers about the best ways to teach and that the students will never be identified by their full names in the recording. Try and help them understand that the video is not about the student, but is intended for professional discussion. If, for some reason,

a student's parents refuse to grant permission, you will have to take care that he or she is seated out of the camera's range.

Equipment: Use the best video equipment available when making your video to ensure that the equipment has a sensitive microphone and that all voices are easily discernible. Make sure that the video is saved in a digital format that can be saved and the link posted by the deadline.

Fieldwork Log of Hours: You must submit a signed fieldwork log of hours demonstrating that you observed, planned, and taught in a K-12 school for a minimum of 20 hours. Fieldwork logs must show direct ties to the assignments in this course. Simply being in a classroom without working on the unit plan is not acceptable for meeting the fieldwork guidelines. Fieldwork logs must be signed by your supervisor (in-service candidates) or cooperating teacher (pre-service students) and uploaded to Blackboard. 5HRS OUT OF CLASS

Analysis & Reflection: You will write 2 reflections, one reflection will be on your video (choose one), and the other will be on your non-videotaped experience (observations, assisting in the classrooms, planning) Watch your videos critically and respond to the analysis questions in some detail. Your responses should demonstrate a full analysis of your instructional practice. Each reflection should be no more than two pages.

As a requirement of the GMU Graduate School of Education, participants will engage in an on-site school-based field experience. Students will engage in observations, interactions with students and in teacher interviews in the school setting. Two short written reflections, **due by the end of the semester** should consist of **three principle parts** and be **double-spaced, 12 pt font, total of 3-6 pages, in length**. Guidelines and suggested report format are listed below:

Part I -- INTRODUCTION – Use this section to introduce where you observed, demographics of the school community, etc. Follow the list below as a guidepost for things you may wish to observe. It is not necessary to try and cover all 20 items.

1. Observe how the teacher handles multiple learning styles
2. Seating arrangements
3. Discipline problems
4. Daily routine
5. What percentage of time is devoted to each of the 4 skills?
6. Describe the way the teacher began the class. Did it lead into the lesson effectively? Why or why not?
7. Combined classes
8. Homework – how was it assigned and checked?
9. Amount, if any of students' L1 used

10. Variety of activities
11. Use of daily lesson plan
12. Use of visuals and/or technology
13. Works with accelerated and slower students
14. Use of textbook(s)
15. Classroom appearance
16. How the teacher creates a community of learners
17. Were the objectives of the day's lesson given to the students? If yes, what were the objectives and how were they given?
18. Was the atmosphere conducive to motivating students to participate actively? Explain.
19. How did the teacher keep the students on task?
20. Describe the rapport between teacher and students

PART II – INTERVIEWS WITH TEACHER(S) – plan to conduct at least one interview with a teacher. Use the following questions as guides (add your own as appropriate).

1. What instructional approaches work well for this age group?
2. In terms of classroom management, what strategies are most effective for your students?
3. What are some effective methods/strategies/assessments for working with students from many different countries?
4. What are the areas of weakness or difficulty for students at your grade level and what do you do to overcome these difficulties?
5. In what ways do you assess student progress?
6. How would you describe your teaching style?
7. How has your teaching style changed since your started your career?
8. What do you (or your school) do to build partnerships with the ESOL students' families
9. How would you go about establishing better communication with the parents of ELLs?

PART III – REFLECTION - Summarize your learning from each observation and interview. This provides you the opportunity to connect *theory to practice*. As you think and write about these school-based experiences, refer to the course content, readings, and discussions. Synthesize this information and apply it to the class content as well as your future (or current status) as an ESL or Bilingual teacher.

You must submit the field experience log of hours and evaluation form, signed by your cooperating teacher or principal, to Blackboard to document a minimum of 20 hours spent in a K-12 classroom.

SUGGESTED ACTIVITIES FOR FIELD EXPERIENCE:

Work with individual students or small groups to gain confidence and make some initial contact with students.

Note: Pay strict attention to the above guidelines. Remember, you are a guest in these schools and classrooms. Appropriate attire and conduct are mandatory. Professional courtesy is essential. If you must cancel a scheduled visit, call as soon as possible to let the teacher know.

These teachers are **not** on display. They have willingly agreed to make themselves available to you. Try to be helpful and lend assistance where possible. This is to be an **interactive** experience - not passive.

As you complete your PBA, pay special attention to the rubric. Your PBA will be graded strictly according to the rubric.

<p style="text-align: center;">Field Experience Teaching Analysis Video Reflection Rubric</p> <p style="text-align: center;">CRITERIA</p>	<p style="text-align: center;">Does Not Meet Standard 1</p>	<p style="text-align: center;">Approaches Standard 2</p>	<p style="text-align: center;">Meets Standard 3</p>	<p style="text-align: center;">Exceeds Standard 4</p>
<p>Lesson Plan and Teaching</p>				
<p>The candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning. <i>InTASC 1(b)</i></p>	<p>The candidate's instruction does not take into account individual learners' strengths, interests, and needs and does not enable learners to advance and accelerate his/her learning.</p>	<p>The candidate creates instruction that takes into account some students' strengths, interests, and needs and that enables some learners to advance and accelerate his/her learning.</p>	<p>The candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p>	<p>The candidate creates student-centered instruction that is developmentally appropriate and takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p>
<p>The candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. <i>InTASC 2(a)</i></p>	<p>The candidate does not design, adapt, or deliver instruction to address each student's diverse learning strengths and needs and did not create opportunities for students to demonstrate their learning in different ways.</p>	<p>The candidate designs, adapts, and delivers instruction to address some student's diverse learning strengths and needs and creates few opportunities for some students to demonstrate their learning in different ways.</p>	<p>The candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p>	<p>The candidate designs, adapts, and delivers student-centered instruction that addresses each student's diverse learning strengths and needs and creates multiple opportunities for students to demonstrate their learning in different ways.</p>
<p>The candidate manages the learning environment to actively and equitably engage</p>	<p>The candidate does not plan ways to manage the learning environment to actively and/or equitably engage</p>	<p>The candidate plans ways to marginally manage the learning environment to actively and equitably engage some learners</p>	<p>The candidate plans ways to effectively manage the learning environment to actively and equitably engage</p>	<p>The candidate plans ways to effectively manage the learning environment to actively and equitably engage all learners by</p>

<p>learners by organizing, allocating, and coordinating the resources of time, space, and learner’s attention. <i>InTASC 3(d)</i></p>	<p>learners. The candidate does not show evidence of organizing, allocating, and coordinating the resources of time, space, and learner’s attention.</p>	<p>by organizing, allocating, and coordinating the resources of time, space, and learner’s attention.</p>	<p>the majority of learners by organizing, allocating, and coordinating the resources of time, space, and learner’s attention.</p>	<p>creatively organizing, allocating, and coordinating the resources of time, space, and learner’s attention.</p>
<p>The candidate engages learners in applying methods of inquiry and standards of evidence used in the discipline. <i>InTASC 4(c)</i></p>	<p>The candidate does not engage learners in applying methods of inquiry and standards of evidence used in the discipline.</p>	<p>The candidate engages learners in applying methods of inquiry but disregards the standards of evidence used in the discipline.</p>	<p>The candidate engages learners in applying methods of inquiry and the appropriate standards of evidence used in the discipline.</p>	<p>The candidate engages learners in applying multiple methods of inquiry and appropriate standards of evidence used in the discipline by implementing authentic tasks.</p>
<p>The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences. <i>InTASC 4(d)</i></p>	<p>The candidate does not stimulate learner reflection on prior content knowledge, does not link new concepts to familiar concepts, and does not make connections to learners’ experiences.</p>	<p>The candidate stimulates learner reflection on prior content knowledge, but neither links new concepts to familiar concepts nor makes connections to learners’ experiences.</p>	<p>The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.</p>	<p>The candidate creatively stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences using student-centered instruction.</p>
<p>The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. <i>InTASC 8(a)</i></p>	<p>The candidate does not adapt instruction to the needs of individuals and groups of learners.</p>	<p>The candidate adapts instruction to the needs of some individuals and groups of learners but seldom incorporates appropriate strategies or resources.</p>	<p>The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p>	<p>The candidate uses appropriate and creative strategies and resources within authentic tasks to adapt instruction to the needs of individuals and groups of learners.</p>
<p>The candidate continuously monitors</p>	<p>The candidate does not provide evidence of monitoring student learning,</p>	<p>The candidate provides minimal evidence of monitoring student</p>	<p>The candidate provides consistent evidence of</p>	<p>The candidate provides substantial evidence of</p>

<p>student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. <i>InTASC 8(b)</i></p>	<p>and/or does not engage learners in assessing their progress, and/or does not provide evidence of adjusting instruction in response to student learning needs.</p>	<p>learning and engaging learners in assessing their progress, but the candidate rarely adjusts instruction in response to student learning needs.</p>	<p>monitoring student learning, engaging learners in assessing their progress, and adjusts instruction in response to student learning needs.</p>	<p>continuously monitoring student learning, engaging learners in assessing their progress, and innovatively adjusts instruction in response to student learning needs.</p>
<p>The candidate varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners. <i>InTASC 8(d)</i></p>	<p>The candidate does not vary his/her role in the instructional process (e.g. instructor, facilitator, coach, audience).</p>	<p>The candidate sometimes varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) but it is in relation to neither the content nor the purpose of instruction nor the needs of learners.</p>	<p>The candidate varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners.</p>	<p>The candidate consistently varies his/her role in engaging instructional processes (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners.</p>
<p>The candidate engages all learners in developing higher order questioning skills and metacognitive processes. <i>InTASC 8(f)</i></p>	<p>The candidate does not engage learners in developing higher order questioning skills or metacognitive processes.</p>	<p>The candidate engages some learners in developing higher order questioning skills or metacognitive processes.</p>	<p>The candidate engages most learners in developing higher order questioning skills and metacognitive processes.</p>	<p>The candidate engages all learners in developing higher order questioning skills and metacognitive processes within authentic learning situations.</p>
<p>The candidate asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating</p>	<p>The candidate does not asks questions to stimulate discussion.</p>	<p>The candidate asks questions to stimulate discussion but the purposes tend to be low level.</p>	<p>The candidate asks appropriate questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes,</p>	<p>The candidate asks varied questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question)</p>

curiosity, and helping learners to question). <i>InTASC 8(i)</i>			stimulating curiosity, and helping learners to question).	within authentic learning situations.
Holistic Reflection				
The candidate engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system. <i>InTASC 9(b)</i>	The candidate does not take responsibility for promoting the learners' growth and development in a reflective statement. The statement does not specifically the critical levels of reflections.	The candidate takes responsibility for promoting the learners' growth and development in a reflective statement, but does not address all of the levels of critical reflections.	The candidate takes responsibility for promoting the learners' growth and development in a reflective statement that includes all of the levels of critical reflection.	The candidate takes responsibility for promoting the learners' growth and development in a well-written and insightful reflective statement that includes all of the levels of critical reflection.
The candidate uses a variety of data to evaluate the outcomes of teaching and learning and adapts planning and practice. <i>InTASC 9(c)</i>	The candidate does not use a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice.	The candidate uses a variety of data to evaluate the outcomes of teaching and learning but does not provide strategies to adapt planning and/or practice.	The candidate uses a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice.	The candidate effectively uses a variety of data to evaluate the outcomes of teaching and learning and to appropriately adapt planning and practice.
The candidate uses ongoing analysis and reflection to improve planning and practice. <i>InTASC 9(l)</i>	There was no evidence that the candidate used ongoing analysis and/or reflection to improve planning and practice.	The candidate uses marginal analysis and reflection strategies to improve planning and practice.	The candidate uses ongoing analysis and reflection to improve planning and practice.	The candidate effectively uses ongoing analysis and deep reflection to improve planning and practice.
The candidate uses technology to support analysis, reflection,	The candidate does not use technology to support analysis, reflection,	The candidate ineffectively uses technology to support analysis, reflection,	The candidate uses technology to support analysis, reflection,	The candidate effectively uses technology to support a

<p>and problem-solving strategies for instruction. <i>InTASC 9(d)</i></p>	<p>and problem-solving strategies for instruction.</p>	<p>or problem-solving strategies for instruction.</p>	<p>and problem-solving strategies for instruction.</p>	<p>thorough use of analysis, reflection, and problem-solving strategies for instruction.</p>
<p>The candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences. <i>InTASC 9(a)</i></p>	<p>There was no evidence that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.</p>	<p>There was minimal evidence that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.</p>	<p>There was evidence that the candidate effectively engages in ongoing learning opportunities to plan to improve teaching and learning.</p>	<p>There was extensive evidence that the candidate effectively engages in ongoing learning opportunities to plan to improve teaching and learning.</p>
<p>The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences. <i>InTASC 9(e)</i></p>	<p>There is no evidence that the candidate reflects on his/her personal biases. The candidate did not access resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences.</p>	<p>The candidate provides evidence that he/she reflects on his/her personal biases and accesses resources to deepen his/her own understanding of limited individual differences to build relationships and create relevant learning experiences.</p>	<p>The candidate provides evidence that he/she reflects on personal biases and accesses appropriate resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences.</p>	<p>The candidate provides evidence that he/she effectively reflects on personal biases and accesses multiple resources to deepen his/her own understanding of a variety of individual differences to build relationships and create engaging, relevant learning experiences.</p>