

**George Mason University**  
**College of Education and Human Development**  
**Teaching Culturally & Linguistically Diverse and Exceptional Learners**

EDCI 519.6F1– Methods of Teaching Culturally and Linguistically Diverse Learners  
3 Credits, Summer 2017

**Faculty**

**INSTRUCTOR:** DR. DOHERTY  
**E-MAIL:** vdoherty@gmu.edu  
**TIME:** JULY 7, 2017-JULY 18, 2017, 8:30-3:20 DAILY  
**LOCATION:** THOMPSON HALL L004  
**OFFICE HOURS:** BY APPOINTMENT, BEFORE AND AFTER CLASS

**Prerequisites/Corequisites**

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 Course 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.

**Course Overview**

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

**Course Delivery Method**

This course will be delivered by using a seminar, lab, and lecture format.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

- 1) 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) 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, 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) Utilize research by understanding and critically evaluating second language learning theories to engage in a systematic investigation of the knowledge base to inform their own and others teaching practices.

### **Professional Standards (TESOL/NCATE Standards)**

Upon completion of this course, students will have met the following professional 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.

### **Required Texts**

- Hall Haley, M. (2010). *Brain-compatible differentiated instruction for English language learners*. Allyn & Bacon. Boston, MA. (available at <https://www.dropbox.com/s/swdohiprxuox2q8/haley-2016-05-24.pdf?dl=0>)
- Hall Haley, M. & Austin, T. (2014). *Content-based second language teaching and learning: An interactive approach*. 2<sup>nd</sup> Edition. Allyn & Bacon. Boston, MA.

### **Recommended Texts:**

Peregoy, S, & Boyle, O. (2016). *Reading, Writing and Learning in ESL: A Resource Book for Teaching K-12 English Learners* (7th ed). Allyn & Bacon. Boston, MA. (Highly recommended and full of practical strategies)

Herrera, S., & Murry, K. (2011). *Mastering ESL and Bilingual Methods*. Allyn & Bacon. Boston, MA.

TESOL, *PreK-12 English Language Proficiency Standards*. ISBN: 978-193118531-8. Telephone: 703-836-0774. Fax 703-836-6447. Email: [tesol@tesol.org](mailto:tesol@tesol.org) <http://www.tesol.org>

WIDA Standards Booklet: must ordered through the WIDA consortium. You may call them toll free at: 866-276-7735

Herrell, Adrienne & Jordan, Michael (2008). *50 Strategies for Teaching English Language Learners*. Allyn & Bacon. Boston, MA.

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

### **Additional Resources:**

Required Online Access: *must have access by 2<sup>nd</sup> class meeting*

1. GMU Email <http://www.gmu.edu/resources/students/>
2. BlackBoard: <http://mymason.gmu.edu>
3. <http://www.pen.k12.va.us/VDOE/Instruction/Language>
4. Fairfax County Public Schools Program of Studies (POS):  
<http://www.fcps.edu/dis/OMSI/esol/esolpos.html>
5. <http://www.tesol.org>
6. <http://www.ncbe.gwu>
7. <http://discoveryschool.com/teachingtools.html>
8. <http://www.quia.com>
9. <http://www.cal.org/ericcll>

#### ESL/Language Arts

1. ESL Café Web Guide (<http://www.eslcafe.com/search/index.html>)
2. Schackne Online – Language Teaching (ESL-EFL Resources)  
(<http://www.schackne.com/Languageteaching.htm>)

#### History/Social Studies

1. History/Social Studies Web Site for K-12 Teachers  
(<http://www.execpc.com/~dboals/boals.html>)

#### Science/Mathematics

1. TheExploratorium's TenCoolSites  
([http://www.exploratorium.org/learning\\_studio/sciencesites.html](http://www.exploratorium.org/learning_studio/sciencesites.html))
2. FCPS Elementary Science Curriculum Resource Guide  
(<http://www.fcps.edu/DIS/OEIAS/esscience/eslcires.htm>)

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

## **TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT**

### **(Unit Lesson Plan Reflection & Analysis Paper)**

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Form to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time 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.

## **FIELDWORK REQUIREMENT**

### **Field Experience Record and Evaluation (Teaching Analysis Video Reflection)**

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 is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 20 hours per course (e.g., two courses require 40 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

**\*TCLDEL Fieldwork Log of Hours and Evaluation Form must be uploaded to TK20 on Blackboard.** The form is located on Blackboard in your TCLDEL organization site in the “Fieldwork” page and included in this syllabus.

**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 and other assignments. 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 Week 2 of class. 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).

**NOTE:** *In-Service teachers must spend at least five observational hours outside of their own class.*

**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 Week 2 of class. 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).

**Virginia state or county cohort teachers:** Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

### TCLDEL Fieldwork Log of Hours and Evaluation Assessment

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates 20 hours of fieldwork completed, with a teacher-mentor or supervisor signature.	Complete	Not Complete

NOTE: Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

- **Assignments and/or Examinations**

<i>Assignment Description</i>	<i>Grade %</i>	<i>Standards Addressed</i>
<b>Class Attendance and Informed Participation</b>	20%	Attend all class sessions, arriving on time, with readings completed and actively participate during large and small group discussions and activities, and submit assignments on time.  <i>TESOL/NCATE Standards: 3a, 3b, 3c, &amp; 5b</i>
<b>Tech Project</b>	10%	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 and post the handout on discussion board. <i>TESOL/NCATE Standards: 3a, 3b, 3c, &amp; 5b</i>
<b>Group presentation of a strategy (Teaching demonstration)</b>	20%	In pairs, simulate a teaching method/approach and one instructional strategy, using lesson plan template provided. Your lesson plan must integrate instructional technologies.  Post a 'how to' handout on Discussion board.  <b>Submit a 2-3 page reflection.</b>
<b>Field Experience documentation and evaluation</b>  <b>Video analysis and reflective paper</b>	25%	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 <b>from this course</b> 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 self-reflection of the experience. This assessment includes the reflection on the <b>videos from the unit</b> plan and on your <b>fieldwork in general</b> . This is a PBA for this course.  This also includes your fieldwork documentation and evaluation
<b>Individual Unit Lesson Plan Reflection &amp; Analysis Paper</b>	25%	You must create a unit plan covering five days of instruction using the lesson plan template provided <i>TESOL/NCATE Standards: 3a, 3b, 3c, &amp; 5b</i>  <b><i>This is a Performance Based Assessment (PBA) for the course.</i></b>

## 1. COMMON ASSESSMENT

### Field Experience:

Documentation of hours and evaluation, and Fieldwork reflection paper: This assignment consists of four parts: (a) a **lesson plan**, (b) **the holistic analysis and reflection on the lesson**, and (c) **critical incident video clip analysis**, (d) **and holistic analysis of your fieldwork experience**.

## **2. Tech Project:**

Demonstrate the use of the internet as a primary resource for locating and analyzing materials and activities to be used with English Language Learners. You will present your resource to a small group and lead a discussion on the use of this resource in content areas. You will post a one-page handout on Blackboard, showing how to access and use this technological resource.

**3. Teaching Demonstration:** You will work with a colleague or small group to demonstrate a strategy in front of the class. You will receive feedback and integrate that feedback in a reflective paper.

## **4. Performance-Based Assessment Unit Lesson Plan Reflection & Analysis Paper:**

Your unit plan will cover a minimum of five (5) days of instruction based on the grade, content area, e.g., math, science, social studies, and VA SOLs, that you chose earlier in the course. Sample models are provided for you on Blackboard. Lesson plans must include sections of the of the lesson plan template from Demographics to Homework.

*Planning:* You will plan classroom instruction in a supportive learning environment for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum. You will plan language-building activities that are designed for student-centered learning. This is to include cooperative learning and flexible grouping. Your plans are to include specific ESL and content, standards-based objectives and provide multiple ways of presenting content. Show that you know, understand and can apply concepts acquired in this course to your own approach to planning a supporting learning environment for ESL students in multilevel classrooms with learners from diverse backgrounds. Demonstrate effective use of a wide range of standards-based materials, resources and technologies. In this three-four day plan you will design activities and provide materials that build strengths in reading, writing, listening, and speaking. Activities should include a variety of tasks based on students' interest, texts and themes, a range of genres, and personal experiences to enhance students' expression in English and other content areas. Organize learning around standards-based subject matter and language learning objectives. Incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn about content-area material. Provide activities and materials that integrate listening, speaking, reading, and writing. Employ an appropriate variety of materials for language learning, including books, visual aids, props, and realia. Use appropriate technological resources to enhance language and content-area instruction for ESOL students.

- **Other Requirements**

Laptop/Cell Phone Policy

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.

Students will be expected to...

Attend all class sessions, arriving on time, and actively participate during large and small group discussions and activities. Absences in this intensive course are not permitted.

Missing part of a day will result in one letter grade reduction. You are to refrain from checking email and/or texting during class.

Complete all assignments on time.

Use an electronic tablet or purchase and maintain a three-ring binder which will be used for all course materials and should be brought to class every week.

Inclement Weather Policy: if class is cancelled for any reason, please refer to Blackboard to see what work can be done on line. Check Blackboard for announcements.

- **Grading**

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**

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

### **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.*

### **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 APTDIE to withdraw after the deadline.* There is no guarantee that such withdrawals will be permitted.

### **Incomplete (IN)**

This grade may be given to students who are in good standing, 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 9th 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 will be kept on file in the APTDIE office.

### **Professional Dispositions**

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

**COURSE SCHEDULE (TENTATIVE –ALWAYS CHECK BLACKBOARD ANNOUNCEMENTS AND THE CLASS FOLDER FOR EACH CLASS FOR ANY CHANGES OR ADDITIONS. THE CLASS FOLDER WILL BE MORE UP TO DATE THAN THE SYLLABUS.)** *Students should have read the chapters ahead of time and be prepared to take part in class discussion. **Links to all materials are posted in the folder for that day.***

<i>Class</i>	<i>Date</i>	<i>Topics</i>	<i>Notes/comments/Tasks</i>
1	Friday July 8	Housekeeping (schedule, expectations, etc.) Syllabus review (assignments and timing) Pre-assessment What do you know?	<b>Before class:</b> Read Haley & Austin (H&A) Chapter 1 <b>In class:</b> Pre-assessment

		<p>Diverse learners/teachers</p> <p>Quick review of theories (Krashen, Cummins, Collier, Schumann...)</p> <p>Connecting theory to practice</p> <p>Meaningful interaction</p>	<p>Quick review of language acquisition theories/theorists</p> <p>Case study of a typical student</p> <p>Case study of a typical teacher</p> <p>School profile in relation to culturally and linguistically diverse students.</p> <p>Sign up for your teaching demonstration</p>
2	Monday July 10	<p>Quick history of language teaching methodologies</p> <p>Standards: what are they and which ones do we follow</p> <p>WIDA/TESOL levels of proficiency</p> <p>Writing objectives for language learning</p> <p>Lesson planning and unit planning templates</p> <p>Lesson planning: Integrating all 4 language domains in content lessons</p>	<p><b>Before class:</b> Haley &amp; Austin Chapters 2&amp; 3;</p> <p><b>In class:</b> Scaffolding strategies and integrating all four language domains</p> <p>What is SIOP?</p> <p>Looking at language texts</p> <p>Prepare for teaching demonstration in afternoon if time.</p>
3	Tuesday July 11	<p>Technology in language teaching</p> <p>Oral language development: the importance of oracy</p> <p>Integrating all 4 language domains in content lessons: <b>focus on speaking and vocabulary</b></p>	<p><b>Before class: H&amp;A: chapters 4 &amp; 9</b></p> <p><b>In class:</b> strategies for oral language-building</p> <p>Technology share in workshop format</p> <p>Discussion: Technology in language teaching; pedagogical implications for using technology; focus on interactive oral language assessment/performance-based tasks.</p>
4	Wed. July 12	<p>Words and Meaning</p> <p>English Learners Vocabulary Development</p> <p>Culturally relevant pedagogy; creating activities that demonstrate culturally responsive teaching</p> <p>Identifying a critical incident in a teaching situation</p> <p>Manipulatives in language teaching</p>	<p><b>Before class: H&amp;A Chapter 8;</b></p> <p><b>Review Haley pp. 7-39;</b></p> <p><b>In class: learner centered</b> strategies for building vocabulary</p> <p><b>Working with the gifted language learner</b></p> <p>Differentiating instruction for proficiency levels.</p>

5	Thursday	Emergent literacy  Why Reading is Hard/difficult for language learners  Integrating all 4 language domains in content lessons: <b>focus on speaking and vocabulary</b>	<b>Before class:</b> Haley & Austin Chapter 6  <b>In class:</b> Teaching demo #1 (focus on integrating activities that encourage speaking and using new vocabulary)
6	Friday July 14	Content writing  Integrating reading and writing in content lessons: examples and sharing  Assessment—formative and summative and how to differentiate for various proficiency levels  SIOP and CALLA	<b>Before class:</b> Haley & Austin Chapter 7.  <b>In class:</b> Teaching demos #2 and 3: (focus on integrating reading and writing in content based lessons)  <b>After class:</b> Discussion board: Adding to the strategy bank
7	Monday July 17	English learners and process writing  Teaching demonstrations on integrating writing and reading in content areas	<b>Before class:</b> Review H&A chapter 4  <b>In class:</b> Teaching demonstration #4 and 5. (focus on differentiation and integrating all 4 language domains)  Discussion on writing strategies, what works and what doesn't  Adding to the Strategy Bank
8	Tuesday July 18	Tying up loose ends  Going over the rubrics for the PBAs.  Teaching demonstrations continued in p.m. if needed  Class Reflection and Wrap-Up  Course Evaluations	Teaching demo #6  <b><i>All PBA documentation, including Fieldwork log and evaluation, for this course must be posted by Jan. 15, 2018 at midnight.</i></b>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## 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](mailto: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 Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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

## DETAILED ASSIGNMENT INFORMATION

### Field Experience (In-Service and Pre-Service Teachers)

For EDCI 519 you are required to complete a minimum of 20 hours of field experience. You must have your placement made for you by GMU.

**Instructions:** The online Field Experience Presentation discusses the registration process for students. The presentation and the registration website can be accessed from this location: <http://cehd.gmu.edu/teacher/fieldexperience/> It is important that all students completing field experience register according to instructions.

*Reminder: In-Service teachers must spend at least five observational hours outside of their own class.*

**Teaching:** You must teach a minimum of two micro 10 minute lessons in a K-12 classroom. In-service teachers with ELLs can use your own classroom. Pre-service teachers will be required to obtain a fieldwork placement and work with a cooperating teacher to take over responsibility for the classroom for a minimum of two lessons. It is important that pre-service teachers develop a rapport with mentor teachers and co-plan their lessons to fit with the instructional goals of the cooperating teacher. Therefore, pre-service teachers may need to spend more than the minimum of 20 hours in a K-12 ESL classroom in order to meet the requirements of this course. Have your mentor teacher review your lesson and evaluate your teaching using the form provided. You must submit lesson plans to the mentor teacher for the micro teaching in advance of instruction, and have the mentor teacher observe your teaching and provide feedback using the provided form.

### Video Analysis Assessment Task

#### Assessment Objectives

- The candidate will use knowledge of learning differences and assessment to develop an instructional plan including a plan for assessing the student progress.
- The candidate will implement this plan and video record his/her teaching,
- The candidate will use all three levels of critical reflection to analyze an instructional episode to make connections between situations they encounter and the broader social, political, and economic forces that influence those events.
- The candidate will review his/her teaching, and select and edit vignettes to use in critical reflection.
- The candidate will reflect upon a “critical incident” from a lesson and propose alternative ways of addressing the incident to impact future teaching.

#### Research Base

According to John Dewey (1933) reflection is an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions to which it tends. Critical reflection delves even more deeply. Critical reflection allows candidates to make teaching decisions on the basis of a conscious awareness and careful consideration of the

assumptions on which the decisions are based, and the technical, educational, and ethical consequences of those decisions. The end result of critical reflection for the individual is cognitive change (Yost et al., 2011).

Van Manen (1977) describes three hierarchical levels of reflection:

- **Technical reflection** – focuses on effective application of skills and knowledge in the classroom so reflection focuses on analyzing the effects of strategies used.
- **Practical reflection** – focuses on the assumptions underlying a specific practice and the consequences of that practice on student learning. It implies the assessment of the educational implications of actions and beliefs.
- **Critical reflection** – includes emphases from technical and practical reflection and goes deeper. It focuses on questioning moral and ethical dimensions of decisions related, directly or indirectly, to the classroom. Candidates make connections between situations they encounter and the broader social, political, and economic forces that influence those events.

Brookfield (1990) noted that a “critical incident” is a ‘vividly remembered event which is unplanned and unanticipated’ (pg 84). Reflecting upon a critical incident can affect change in:

- your thinking,
- your practice,
- your attitudes, and
- your understanding.

A critical incident might be an interaction with a student; it might be part of a teaching episode; it could be a parent interaction or just a solitary “ah-ha” moment. Your analysis will focus on what you learn from reflecting on this event.

### **Video Analysis Assessment Task**

This part of the assignment requires you to reflect at all three levels of reflection. During your internship you will record yourself teaching a lesson for which you have developed a detailed lesson plan. **Prior to recording, be sure to obtain appropriate permissions from school system, school, and families as needed in your specific context.**

This assignment consists of three parts: (a) a **lesson plan**, (b) **the holistic reflection**, and (c) **critical incident video clip and analysis**.

You will submit:

- **A Lesson Plan for the Recorded Lesson**  
Develop a lesson plan using the standard lesson plan format for your program and/or school placement. Make arrangements to videotape the lesson for use in analyzing a “critical incident.” Teach the lesson. (After reflecting on the lesson you will be asked to identify a “critical incident” in the lesson and highlight that section of the lesson before submitting it for this assignment.)
- **Holistic Reflection of the Lesson**  
After teaching the lesson, write a reflective statement about the teaching episode that includes each of the following levels of reflection: technical, practical, and critical.
- **Critical Incident Video Clip and Analysis**

After reflecting on the lesson, select a segment of the lesson video (~5-10 minutes in length) that contains a critical incident. Highlight the section of the lesson plan that you select as your critical incident.

The following should be used to guide your description and analysis of the critical teaching incident captured within your videotaped lesson:

- a. Provide a brief description of what is happening in the selected clip.
- b. Explain why this particular segment was selected.
- c. Briefly describe what went well and what aspects of the lesson you would like to revise.
- d. Propose alternative ways of handling the critical incident. You should draw upon your readings, knowledge of best practice, observations, and course work for support.
- e. Summarize what was learned and how it will impact your future teaching.

**How to Submit this Assessment – This Assessment must be uploaded to Blackboard, under the Assessments tab on the left menu.**

During your fieldwork hours, you must implement a minimum of **2 micro lessons** and video record your teaching. You will submit two clips of no more than 10 minutes each, (they may be 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 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 can be no more than 10 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 and tripod 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 uploaded to Blackboard by the deadline. To upload them onto Blackboard, go to TOOLS, and click on Media Gallery. Upload to the gallery.

**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. 5 HRS OUT OF CLASS

**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.

## 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](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. Make sure that the technology resource that you choose is free and available to all colleagues.

#### **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, 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 in the Technology Handout forum on Discussion Board.
6. Prepare a 10-15 minute demonstration on how to use this technology in the class. You will present your technology in a sharing session with a small group of your colleagues in a conference-like setting.

## Teaching Demonstration & Paper

### Handout due the day of your presentation

In pairs, simulate a teaching method/approach and one new instructional strategy from the text or strategies that have been covered so far, using the lesson plan template provided. You can also use the strategy books brought in by your professor. Your lesson plan must show how you integrate instructional technology. A reflection will follow.

This assignment is composed of three parts:

1. Prepare a lesson plan, using the provided template.
2. Read at least three (3) articles on the method or approach you have chosen. Try to find a least one resource by the original developer of the method/approach/strategy.
3. Write a reflection on how you planned your lesson, incorporating some of the research you read in step two. Guidelines follow this description. Also include what part you took in the preparation of the demonstration. What was your strength in preparing this lesson? How did you contribute? Include a bibliography of your research articles and other materials. See **Reflection Phase** below for additional information

#### **4. REFLECTION PHASE: Answer the prompts above and include reflection on the following issues and questions.**

Efforts to Accommodate: How did you/would you 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? \_\_\_\_\_

#### **For this assignment:**

You will work in pairs for your teaching demonstration. You have a limit of 50 minutes. Plan your time carefully. You will have about 45 minutes to teach. You may start by giving background information about the strategy and about the class that the lesson is prepared for. Save 5 minutes at the end of your demonstration for feedback and questions.

1. The demonstration should include most of the following: (You tell us...)
  - 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)
2. Try to spend less time talking about the method/approach/strategy, and more time demonstrating it. You may decide to introduce your lesson by describing it first or you may wish to immerse us in the experience and explain after the demonstration.
  3. We will be your students. You may assign us whatever roles and ages you wish.
  4. As a team, you may try any combination of team teaching, or each of you may demonstrate a separate part of the activity. If you wish, you may divide teaching responsibilities by proficiency level of students.
  5. Prepare a handout (it can be electronic) for the class. It should be a “how to” handout designed to show your participants how to use this strategy effectively. You might include websites that support your lesson or a web address where we can find more information about your strategy. This handout will be posted on the Discussion Board forum labeled “Strategy Bank”.
  6. Keep in mind that YOU already speak the language and that your lesson should allow for more student talk than teacher talk.

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

- 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

## Performance-based Assessment: Unit Lesson Plan

### FINAL PROJECT

Must be UPLOADED TO Blackboard under the Assessments tab.

***GUIDELINES FOR UNIT LESSON PLAN: Planning for Standards-based ESL and Content Instruction; Managing and Implementing Standards-based ESL and Content Instruction; and Using Resources Effectively in ESL and Content Instruction***

**Description:** Plan classroom instruction in a supportive learning environment for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum. You will plan language-building activities that are designed for student-centered learning. This is to include cooperative learning and flexible grouping. Your plans are to include specific ESL and content, standards-based objectives and provide multiple ways of presenting content. Show that you know, understand and can apply concepts acquired in this course to your own approach to planning a supporting learning environment for ESL students in multilevel classrooms with learners from diverse backgrounds. Demonstrate effective use of a wide range of standards-based materials, resources and technologies. In this five day plan you will design activities and provide materials build strengths in reading, writing, listening, and speaking. Activities should include a variety of activities based on students' interest, texts and themes, a range of genres, and personal experiences to enhance students' expression in English and other content areas. Organize learning around standards-based subject matter and language learning objectives. Incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn about content-area material. Provide activities and materials that integrate listening, speaking, reading, and writing. Employ an appropriate variety of materials for language learning, including books, visual aids, props, and realia. Use appropriate technological resources to enhance language and content-area instruction for ESOL students.

**Process:** Follow the outline below for planning a unit/lesson plan that is specific to your own current or future teaching circumstance. This plan should cover 5 days (1 separate lesson plan for each day) and each day's plan must include *preparation, presentation, practice, evaluation, expansion, and scaffolded (multilevel) instruction*. Use the lesson plan template pages 1-2 provided in the syllabus. Choose one theme or topic and the level/age/grade/content you want to teach. Include this in the title. Define the program model, i.e., pull out, push in, sheltered, immersion, etc. Provide a scenario of the school and class setting for whom this unit plan is intended.

TESOL/NCATE Standard 3a: Know, understand and apply concepts, research, and best practices to plan instruction in a supporting learning environment for ESL students. Serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

TESOL/NCATE Standard 3b: Know, manage and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum.

TESOL/NCATE Standard 3c: 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.

TESOL/NCATE Standard 4c. Know and use a variety of classroom and performance-based assessment tools that are standards based to inform instruction:

**Assessment Criteria:** The following assessment criteria used will be

1. cultural context and school setting
2. a paragraph that demonstrates understanding the purposes of assessment as they relate to ELLs and how to use the results to plan appropriately (analysis paper)
3. incorporate current appropriate language teaching methods to design effective instruction for ELLs
4. standards-based and learning objectives, content, and theme-based
5. plans include instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for students to successfully meet learning objectives
6. Five separate lesson plans and includes all 4 skills: listening, speaking, reading and writing. Use lesson plan template: Planning Phase, Teaching Phase Sequence, pp. 13-14. Do not include Reflection Phase.
7. Select, adapt, and use a variety of culturally appropriate content, responsive, and age-appropriate and linguistically accessible materials (could use tech projects)

### **STEPS FOR THE UNIT LESSON PLAN AND PAPER**

1. Write at least a half page describing the school and class setting including program model, class composition, and resources available.
2. Include a sample of a scaffolded assessment (formative).
3. Write a paragraph describing your decisions to use certain teaching practices for instruction and assessment.
4. Unit Plan must include 5-days, be standards-based, and in a content area (math, science, social studies, or ELA). Include both content and language objectives that are age and background appropriate.

5. Describe in a paragraph how you use students' prior knowledge to plan activities that include the 4 skills.
6. Plan must include evidence of VA State Standards (SOLs).
7. Plan must demonstrate use of a variety of tools with a focus on hands-on, visual, and use of technology.
8. Write a reflection paragraph that details a critical analysis of the planning process. What do you now know and what influence will it have in the future?

## ASSIGNMENT RUBRICS

### Analytic Rubric for Class Attendance, Homework, and Participation

<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
18-20 points A	14-17 points B	11-13 points C	0-10 points F
<b>Class Attendance</b> _____			
Attended all classes, arriving on time			Missed a class or part of a class.
<b>Preparation for class</b> _____			
Completed readings as a preparation for class	Completed most readings on time	Completed few readings on time	Did not prepare for class
<b>Participation</b> _____			
Engaged in meaningful class discussions	Engaged in class discussions	Rarely engaged in class discussion	Did not engage in class discussions
Participated actively in class activities	Participated in most class activities	Rarely participated in class activities	Did not participate in class activities
Provided constructive feedback to class members	Provided some constructive feedback to class members	Rarely provided constructive feedback to class members	Did not provide constructive feedback to class members

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

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

**Field Experience Teaching Analysis Video Analysis/Reflection Rubric**

CRITERIA	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
<b>Lesson Plan and Teaching</b>				
<p><b>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.</b></p> <p><i>InTASC 1(b)</i></p>	<p>The candidate's instruction <b>does not</b> take into account individual learners' strengths, interests, and needs and <b>does not</b> enable learners to advance and accelerate his/her learning.</p>	<p>The candidate creates instruction that takes into account <b>some students'</b> strengths, interests, and needs and that <b>enables some learners</b> to advance and accelerate his/her learning.</p>	<p>The candidate creates <b>developmentally appropriate instruction</b> that takes into account individual learners' strengths, interests, and needs and that <b>enables each learner</b> to advance and accelerate his/her learning.</p>	<p>The candidate creates <b>student-centered instruction</b> that is <b>developmentally appropriate</b> and takes into account individual learners' strengths, interests, and needs and that <b>enables each learner</b> to advance and accelerate his/her learning.</p>
<p><b>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.</b></p> <p><i>InTASC 2(a)</i></p>	<p>The candidate <b>does not</b> design, adapt, or deliver instruction to address each student's diverse learning strengths and needs and <b>did not</b> create opportunities for students to demonstrate their learning in different ways.</p>	<p>The candidate designs, adapts, and delivers instruction to address <b>some student's</b> diverse learning strengths and needs and creates <b>few opportunities</b> for some students to demonstrate their learning in different ways.</p>	<p>The candidate designs, adapts, and delivers instruction to address <b>each student's</b> 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 <b>student-centered instruction</b> that addresses <b>each student's</b> diverse learning strengths and needs and creates <b>multiple opportunities</b> for students to demonstrate their learning in different ways.</p>
<p><b>The candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.</b></p> <p><i>InTASC 3(d)</i></p>	<p>The candidate <b>does not plan</b> ways to manage the learning environment to actively <b>and/or</b> equitably engage learners. The candidate <b>does not</b> show evidence of organizing, allocating, and coordinating the resources of time, space, and learner's attention.</p>	<p>The candidate plans ways to <b>marginally</b> manage the learning environment to actively <b>and</b> equitably engage <b>some</b> learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.</p>	<p>The candidate plans ways to <b>effectively</b> manage the learning environment to actively and equitably engage <b>the majority</b> of learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.</p>	<p>The candidate plans ways to <b>effectively</b> manage the learning environment to actively and equitably engage <b>all</b> learners by <b>creatively</b> organizing, allocating, and coordinating the resources of time, space, and learner's attention.</p>

<p><b>The candidate engages learners in applying methods of inquiry and standards of evidence used in the discipline.</b></p> <p><i>InTASC 4(c)</i></p>	<p>The candidate <b>does not</b> 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 <b>but disregards the standards of evidence</b> used in the discipline.</p>	<p>The candidate <b>engages</b> learners in applying methods of inquiry and the <b>appropriate</b> standards of evidence used in the discipline.</p>	<p>The candidate engages learners in applying <b>multiple methods</b> of inquiry and <b>appropriate</b> standards of evidence used in the discipline by implementing <b>authentic tasks</b>.</p>
<p><b>The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</b></p> <p><i>InTASC 4(d)</i></p>	<p>The candidate <b>does not</b> 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, <b>but neither links new concepts to familiar concepts nor makes connections</b> 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 <b>creatively</b> stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences <b>using student-centered instruction</b>.</p>
<p><b>The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</b></p> <p><i>InTASC 8(a)</i></p>	<p>The candidate <b>does not</b> adapt instruction to the needs of individuals and groups of learners.</p>	<p>The candidate adapts instruction to the needs of <b>some individuals</b> and groups of learners but <b>seldom</b> 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 <b>creative</b> strategies and resources within <b>authentic tasks</b> to adapt instruction to the needs of individuals and groups of learners.</p>
<p><b>The candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</b></p> <p><i>InTASC 8(b)</i></p>	<p>The candidate <b>does not</b> provide evidence of monitoring student learning, <b>and/or does not</b> engage learners in assessing their progress, <b>and/or does not</b> provide evidence of adjusting instruction in response to student learning needs.</p>	<p>The candidate provides <b>minimal</b> evidence of monitoring student learning and engaging learners in assessing their progress, but the candidate rarely adjusts instruction in response to student learning needs.</p>	<p>The candidate provides <b>consistent</b> evidence of monitoring student learning, engaging learners in assessing their progress, and adjusts instruction in response to student learning needs.</p>	<p>The candidate provides <b>substantial</b> evidence of continuously monitoring student learning, engaging learners in assessing their progress, and <b>innovatively</b> adjusts instruction in response to student learning needs.</p>
<p><b>The candidate varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in</b></p>	<p>The candidate <b>does not</b> vary his/her role in the instructional process (e.g. instructor, facilitator, coach, audience).</p>	<p>The candidate <b>sometimes</b> varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) but it is in</p>	<p>The candidate <b>varies</b> his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and</p>	<p>The candidate <b>consistently</b> varies his/her role in engaging instructional processes (e.g. instructor,</p>

<p>relation to the content and purpose of instruction and the needs of learners.</p> <p><i>InTASC 8(d)</i></p>		<p>relation to <b>neither</b> the content <b>nor</b> the purpose of instruction nor the needs of learners.</p>	<p>purpose of instruction and the needs of learners.</p>	<p>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.</p> <p><i>InTASC 8(f)</i></p>	<p>The candidate <b>does not</b> engage learners in developing higher order questioning skills <b>or</b> metacognitive processes.</p>	<p>The candidate engages <b>some learners</b> in developing higher order questioning skills <b>or</b> metacognitive processes.</p>	<p>The candidate engages <b>most</b> learners in developing higher order questioning skills <b>and</b> metacognitive processes.</p>	<p>The candidate engages <b>all</b> learners in developing higher order questioning skills <b>and</b> 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 curiosity, and helping learners to question).</p> <p><i>InTASC 8(i)</i></p>	<p>The candidate <b>does not</b> ask questions to stimulate discussion.</p>	<p>The candidate <b>asks</b> questions to stimulate discussion but the purposes tend to be <b>low level</b>.</p>	<p>The candidate asks <b>appropriate</b> 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>	<p>The candidate asks <b>varied</b> 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) <b>within authentic learning situations</b>.</p>
<b>Holistic Reflection</b>				
<p>The candidate engages in meaningful and appropriate learning experiences aligned with his/her own needs and the needs of the learners, school, and system.</p> <p><i>InTASC 9(b)</i></p>	<p>The candidate <b>does not</b> take responsibility for promoting the learners' growth and development in a reflective statement. The statement does not specifically the critical levels of reflections.</p>	<p>The candidate takes responsibility for promoting the learners' growth and development in a reflective statement, but <b>does not address all</b> of the levels of critical reflections.</p>	<p>The candidate takes responsibility for promoting the learners' growth and development in a reflective statement that includes <b>all of the levels of critical reflection</b>.</p>	<p>The candidate takes responsibility for promoting the learners' growth and development in a <b>well-written and insightful</b> reflective statement that includes <b>all of the levels of critical reflection</b>.</p>

<p><b>The candidate uses a variety of data to evaluate the outcomes of teaching and learning and adapts planning and practice.</b></p> <p><i>InTASC 9(c)</i></p>	<p>The candidate <b>does not</b> use a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice.</p>	<p>The candidate <b>uses a variety of data</b> to evaluate the outcomes of teaching and learning but does not provide strategies to adapt planning and/or practice.</p>	<p>The candidate <b>uses a variety of data</b> to evaluate the outcomes of teaching and learning and to adapt planning and practice.</p>	<p>The candidate <b>effectively uses a variety of data</b> to evaluate the outcomes of teaching and learning and to appropriately adapt planning and practice.</p>
<p><b>The candidate uses ongoing analysis and reflection to improve planning and practice.</b></p> <p><i>InTASC 9(l)</i></p>	<p>There was <b>no evidence</b> that the candidate used ongoing analysis and/or reflection to improve planning and practice.</p>	<p>The candidate <b>uses marginal analysis and reflection strategies</b> to improve planning and practice.</p>	<p>The candidate uses <b>ongoing analysis and reflection</b> to improve planning and practice.</p>	<p>The candidate <b>effectively uses ongoing analysis and deep reflection</b> to improve planning and practice.</p>
<b>Critical Incident Video Clip and Analysis</b>				
<p><b>The candidate uses technology to support analysis, reflection, and problem-solving strategies for instruction.</b></p> <p><i>InTASC 9(d)</i></p>	<p>The candidate <b>does not use technology</b> to support analysis, reflection, and problem-solving strategies for instruction.</p>	<p>The candidate <b>ineffectively uses technology</b> to support analysis, reflection, or problem-solving strategies for instruction.</p>	<p>The candidate <b>uses technology</b> to support analysis, reflection, and problem-solving strategies for instruction.</p>	<p>The candidate <b>effectively uses technology</b> to support a <b>thorough</b> use of analysis, reflection, and problem-solving strategies for instruction.</p>
<p><b>The candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences.</b></p> <p><i>InTASC 9(a)</i></p>	<p>There was <b>no evidence</b> that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.</p>	<p>There was <b>minimal evidence</b> that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.</p>	<p>There was <b>evidence</b> that the candidate <b>effectively</b> engages in ongoing learning opportunities to plan to improve teaching and learning.</p>	<p>There was <b>extensive evidence</b> that the candidate <b>effectively</b> engages in ongoing learning opportunities to plan to improve teaching and learning.</p>
<p><b>The candidate reflects on his/her personal biases and accesses resources to deepen his/her own</b></p>	<p>There is <b>no evidence</b> that the candidate reflects on his/her personal biases. The candidate did not access resources</p>	<p>The candidate provides evidence that he/she reflects on his/her personal biases and accesses resources to deepen his/her own</p>	<p>The candidate provides evidence that he/she reflects on personal biases and accesses <b>appropriate</b> resources to deepen his/her own</p>	<p>The candidate provides evidence that he/she <b>effectively</b> reflects on personal biases and accesses <b>multiple resources</b></p>

<p><b>understanding of a variety of individual differences to build relationships and create more relevant learning experiences.</b></p> <p><i>InTASC 9(e)</i></p>	<p>to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences.</p>	<p>understanding of <b>limited</b> individual differences to build relationships and create relevant learning experiences.</p>	<p>understanding of a <b>variety of individual differences</b> to build relationships and create more relevant learning experiences.</p>	<p>to deepen his/her own understanding of a <b>variety of individual differences</b> to build relationships and create <b>engaging</b>, relevant learning experiences.</p>
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## Field Experience Record

**To the Mentor Teacher/Supervisor:**

The Teaching Culturally, Linguistically Diverse & Exceptional Learners graduate program at George Mason University requires all students complete a minimum of 20 hours of field experience in an appropriate K-12 classroom for each course. Field experience goes beyond observations of the classroom to include hands-on experience implementing teaching & learning activities required for professional educators. Your Mason student will provide a copy of the course syllabus indicating what is required to complete fieldwork, such as interviews with students, teachers or family members; lesson-planning; small group instructional activities; whole-class teaching or co-teaching; implementing or evaluating assessments; and other activities. Please verify the time and activities completed, as well as evaluate as best you can the students' dispositions for a career educator, by filling out and signing the document below. We appreciate your willingness to mentor our Mason students into the profession and support their growth and learning. If you have questions about the program or the goals of fieldwork, please contact [dvertch@gmu.edu](mailto:dvertch@gmu.edu).

Student Name		Mentor Teacher/ Supervisor Name	
Gnumber		School Name	
Course		School Location	
Semester		Grade or Subject	

Date	Grade	Activity Related to Performance Based Assessment	Number of Hours
1/23/16	5 <sup>th</sup> Grade	Met with teacher to co-plan lesson	1

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Mentor/Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Field Experience Evaluation Form

Student Name		Mentor Teacher/ Supervisor Name	
Gnumber		Title	
Course		Years of Experience	
Semester		Degree/License	

PERSONAL AND PROFESSIONAL QUALITIES	Consistently Evident (4)	Frequently Evident (3)	Sometimes Evident (2)	Seldom Evident (1)	Not Applicable (N/A)
<b>Open to Feedback</b> <ul style="list-style-type: none"> <li>- Is receptive to constructive criticism/growth-producing feedback</li> <li>- Self-regulates and modifies professional behavior based on feedback</li> <li>- Seeks opportunities for professional growth to improve practice</li> </ul>					
<b>Collaboration &amp; Teamwork</b> <ul style="list-style-type: none"> <li>- Exhibits teamwork for school/organizational improvement</li> <li>- Collaborates well with others</li> <li>- Is caring, empathetic and respectful to others</li> </ul>					
<b>Cultural Responsiveness</b> <ul style="list-style-type: none"> <li>- Treats individuals in an unbiased manner</li> <li>- Embraces differences</li> <li>- Views diversity as an asset</li> </ul>					
<b>Continuous Improvement/ Change Orientation</b> <ul style="list-style-type: none"> <li>- Takes initiative appropriately</li> <li>- Seeks evidence for use in decision making</li> <li>- Is willing to take appropriate risks/try new things</li> </ul>					
<b>High expectations for learning</b> <ul style="list-style-type: none"> <li>- Holds high expectations for all learners</li> <li>- Monitors and assesses student learning to provide feedback and alter instruction to improve learning</li> </ul>					
<b>Advocacy</b> <ul style="list-style-type: none"> <li>- Seeks to understand and address student issues and challenges</li> <li>- Shows a genuine interest in others' well-being</li> <li>- Seeks to direct students and/or families to needed resources</li> </ul>					
<b>Professionalism</b> <ul style="list-style-type: none"> <li>- Is punctual and well prepared with appropriate dress &amp; appearance</li> <li>- Demonstrates respect for students, families, colleagues, and/or property</li> <li>- Uses technology &amp; social media appropriately</li> </ul>					
<b>Legal &amp; Ethical Conduct</b> <ul style="list-style-type: none"> <li>- Exhibits integrity and ethical behavior</li> <li>- Maintains privacy and confidentiality of sensitive information</li> <li>- Demonstrates fairness and consistency in applying and enforcing rules, policies, and regulations</li> </ul>					

**Comments:**

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**Sample Lesson Plan Template**

**ENGLISH AS A SECOND LANGUAGE**

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade(s) \_\_\_\_\_ Proficiency Level(s) \_\_\_\_\_ Program Model \_\_\_\_\_

**Content:** \_\_\_\_\_

PLANNING PHASE

*Content and/or Language Objectives – As a result of this lesson, students will be able to:*

- 1.
- 2.
- 3.

**Vocabulary**

**Materials Needed**

**Lesson Outline:**

Content: \_\_\_\_\_

National/State/Local Standards: \_\_\_\_\_

**TEACHING PHASE SEQUENCE**

Warm-up Activity: \_\_\_\_\_

Transition: \_\_\_\_\_

**Activities**

<b>Grouping</b>		<b>Scaffolding</b>		<b>Processes</b>		<b>Skills</b>	
Entire class		Modeling		Reading		Listening	
Small group		Individual		Listening		Speaking	
Partners		Guided		Writing		Reading	
Individual				Individual		Writing	

Activity # 1

Transition

Activity # 2

Transition

Activity # 3

Transition

### **Differentiated Instruction**

Starting Up

Beginning

Developing

Expanding

Bridging

### **Assessment**

### **Closure**

Review of this lesson:

Preview for next lesson:

### **Home Work**

### **REFLECTION PHASE**

#### **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** \_\_\_\_\_

## Formal Teaching Demonstrations

Presenter(s) \_\_\_\_\_

Method/Strategy \_\_\_\_\_ Date \_\_\_\_\_

5=Excellent 1=Poor	1	2	3	4	5
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: \_\_\_\_\_

## 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 of 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.

Criteria	Does Not Meet Standard	Approaches Standard	Meets Standards	Exceeds Standard
<p>Plan for standards-based ESL and content instruction</p> <p>TESOL 3a</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<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>

Criteria	Does Not Meet Standard	Approaches Standard	Meets Standards	Exceeds Standard
<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>
<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>

Criteria	Does Not Meet Standard	Approaches Standard	Meets Standards	Exceeds Standard
<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>

**ADDITIONAL FORMS**

**RELEASE FORM**

**Graduate School of Education**

**George Mason University**

**Summer**

**2017**

Permission to Use Student Materials and Image in Videotape

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

Teacher's Signature \_\_\_\_\_

Student's Name \_\_\_\_\_

Parent(s) or Legal Guardian(s) Signature \_\_\_\_\_

Virginia Doherty, Ph.D.

[vdoherty@gmu.edu](mailto:vdoherty@gmu.edu)

**Materials Release Form for  
EDCI 519  
Summer 2017**

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 Teaching Programs (CATP) programs. If you agree to let me use your materials for this purpose, please sign below. Please note that every precaution will be taken to protect your anonymity.

1. I, \_\_\_\_\_, give permission for

(please print your name)

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

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

YES      NO

\_\_\_\_\_  
Signature

Date

Tel. No. \_\_\_\_\_ (Home or cell phone)

Email address \_\_\_\_\_