

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

Teaching Culturally, Linguistically Diverse & Exceptional Learners Programs

EDRD 620: Section 01

Teaching Reading and Writing in Foreign/World Languages

3 Credits, Spring 2018

Wednesdays 7:20-10:00 PM, Thompson Hall 1010 Fairfax

FACULTY:

Dr. Magda A. Cabrero

Office Hours: By Appointment

Office: Thompson Hall

E-MAIL: mcabrero@gmu.edu

COURSE DESCRIPTION:

- A. Prerequisites/Corequisites:** EDCI 516 and EDCI 560 or permission of instructor or advisor.
- B. University Catalog Course Description:** Introduces reading and writing processes in foreign and second languages, research on reading comprehension, and effective teaching and assessment approaches for students in PK-12 schools.
- C. Course Overview:** Introduces reading and writing processes in foreign and second languages, research on reading comprehension, and effective teaching and assessment approaches for students in PK-12 schools. Topics include reading goals and standards for world language learning, sociocultural perspectives, multimedia computer-assistance, research on related strategies and skills, and performance-based assessments.
- D. Course Delivery Method:** This course is highly interactive by design. It is predicated upon learning by doing and discovery learning. Assessment is based on performance-based assignments. This class will be engaged in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, student-led micro-teaching simulations, videos, multimedia, and reflection. Two options are offered on the midterm project. Students are encouraged to select a project that has particular relevance to their own respective teaching circumstance. Students will engage in a field experience in which they will complete a collaborative learning team task. For their final project, students will complete a performance-based assessment. Rubrics are provided for the teaching simulation, midterm, field experience, and final projects. Students will be expected to use a personal computer for preparing course requirements and teaching materials and for engaging in research through the Internet. Students are also encouraged to attend any professional conferences.

LEARNER OUTCOMES:

This course is designed to enable students to:

1. Demonstrate ability to teach reading and writing in a foreign/second language using the reading goals and standards for K-12.
2. Analyze recent research on the socio-cultural perspectives of reading/writing processes for students in a foreign/second language.
3. Describe developmental stages of reading/writing and suggest appropriate instructional techniques for each.
4. Use scaffolding approaches to teach pre-reading, during-reading, and post-reading strategies.
5. Create lesson plans and develop assessment activities for use in a foreign/second language reading/writing setting under the direction of an experienced Latin or modern language teacher.
6. Incorporate multimedia and computer assisted reading and writing in foreign/world language classes.

PROFESSIONAL STANDARDS (ACTFL/CAEP & INTASC):

Relationship to Program Goals and Professional Organizations

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

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

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

Relationship of EDRD 620 to National and State Standards:

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

Relationship of EDRD 620 to Professional Organizations include:

EDRD 620 follows the guidelines and recommendations made by the *American Council on the Teaching of Foreign Languages* (ACTFL) and the *Council for the Accreditation of Educator Preparation* (CAEP), the *National Association for Bilingual Education* (NABE), and the *National Association for Multicultural Education* (NAME). ACTFL along with NABE and NAME, are the largest professional organizations that specialize in research on working with culturally and linguistically diverse populations. They embrace and celebrate linguistic, cultural and ethnic diversity as a national strength that enriches a society and rejects the view that diversity threatens the fabric of a society. NABE and ACTFL have the more specialized mission of developing the expertise of their members

and other educators involved in teaching world languages, to help them foster an effective learning environment while accomplishing the goal of effective communication in diverse settings and oral and written language proficiency while respecting individuals' rights and needs.

Websites:

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

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

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

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

REQUIRED TEXTS:

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

1. **Blackboard Learning Systems for EDRD 620**—you must first activate your GMU email account (at: www.gmu.edu) and then log on to Blackboard at: courses.gmu.edu
2. **EDRD 620 Articles** – Electronic Reserves via Blackboard
3. **Virginia Foreign Language Standards of Learning:** Print out the *Introduction* and the *Standards* for the *languages* that apply to your language certification – found at: http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml
4. **ACTFL Performance Guidelines K-12 Learners: Writing** – found at <https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>
5. **Subscribe (free!) to On-line Journal, *Reading in a Foreign Language*** found at <http://nflrc.hawaii.edu/rfl/>
6. **Explore *Teaching Foreign Languages (TFL) Library*** found at www.learner.org

Optional Texts:

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

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).

Course Assignments, Requirements & Performance Evaluation Weighting:

Students in EDRD 620 are expected to:

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

Performance-Based Assessments:

<i>Assignment Description</i>	<i>Grade %</i>	<i>Standards Addressed</i>
Field Experience Log & Evaluation	S/U	
Class Preparation, Short Assignments & Participation (On-going)	15% (15 pts.)	ACTL/CAEP Standards/Principles 1-6, A-D
Reflective Statements (2x5pts each) (2/21 and 4/18)	10% (10 pts.)	ACTFL/CAEP Standards/Principles 3,5-6, A, C
In-Class Teaching Demonstration (See sign-up sheet)	10% (10 pts.)	ACTFL/CAEP Standards/Principles 1-6, A-D
Mid-Term Project (3/21)	20% (20 pts.)	ACTFL/CAEP Standards/Principles 2-5, A-C
Field Experience – Collaborative Learning Team Task (5/2)	20% (20 pts.)	InTASC 10(b), 10(f), 9(c), 7(j) 6(a-c), 9(e), 10(a)
Final Project (5/9)	25% (25 pts.)	ACTFL/CAEP Standards/Principles 1-2, B 2-6, A-D, 1-5, A-C

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

TK20 Performance-Based Assessment Submission Requirement:

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners Programs course with a required performance-based assessment is required to submit this assessment, *Critical Analysis in the Target Language of Literary and Cultural Sources*, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Policy:

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

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

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

Field Experience Requirements:

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

Process Reminders:

- Students requesting field experience should enter their requests at the Field Experience Request Form (FERF) site at <https://cehd.gmu.edu/endorse/ferf> , which will open for Spring 2018 requests on January 16, 2018 and close on February 15, 2018.
- Students who attempt to request field experience placements after the FERF is closed will be directed to a list of accredited private schools in order to make their own arrangements.
- Students should not delay in entering their requests, following through on fingerprinting/background check instructions (if applicable), and getting in touch with their designated school contact.

Dispositional Reminders:

- Students must be professional in all of their communications with the field experience school, front office staff, administration, and host teacher(s).
- Students should arrange all field experience visits according to the host teacher's schedule & requirements, and be on time to all arranged field experience visits. If plans change, they should notify the host teacher and school as far in advance as possible.
- Students should carry out their assignments; refrain from critiquing the teacher, students, administrators, or school in any way; and be sure to thank their hosts when finished.

*Students dismissed by a school due to dispositional issues will not be re-placed at another school site that semester. They will be required to attend a dispositions review conference with their instructor and the director of EPO prior to making any field experience requests in subsequent semesters.

New items:

- When using the FERF, students should enter all of their field experience requests (for all courses) at once, and not create separate requests/entries for each course. The site allows them to list each field experience that is needed, and then submit the list at one time. This ensures that EPO knows of all hours/assignments needed (and can ideally place the student at just one school).
- Students should be encouraged to complete their fieldwork as early in the semester as possible, with no delays in communicating to schools, setting up visits, or finishing out their hours.

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

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

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

Contact fieldexp@gmu.edu with any questions.

HONOR CODE & INTEGRITY OF WORK

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>). 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.*

PROFESSIONAL DISPOSITIONS

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/undergraduate#profdisp>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

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

LAPTOP/CELL PHONE POLICY

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

Inclement Weather/Emergency Policy:

In case of snow, hurricanes, other bad weather, or security emergencies, call 703-993-1000 or go to www.gmu.edu for information on class cancellations and university closings. Dr. Cabrero will notify you no later than 3:00 PM via Blackboard if class is cancelled due to weather.

Collaboration:

Collaboration is a cornerstone for this course. **Many of the class sessions utilize a workshop format. In advance you must locate materials, complete readings, and be prepared to discuss and share instructional resources in class.** Careful record is maintained by the instructor of your attendance and

participation in collaborative activities. Students are expected to participate in a lively, professional, punctual, and equitable manner in all collaborative work

CLASS SCHEDULE

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

Session Date	Session Themes	Standards Addressed	Assignments due for <u>next class</u>
1/24	<ul style="list-style-type: none"> ▪ Personal Language Learning Experiences ▪ Standards for Foreign Language Learning ▪ View/Review: “Standards and the 5Cs” 	<p><u>InTASC Standards:</u> Principles #1, 4, 7, 9 & 8</p> <p><u>ACTFL Standards/CAEP Principles:</u> 2-4, A-B</p>	<ul style="list-style-type: none"> ▪ Obtain/Access: All *required* course materials including BlackBoard ▪ Read (Arens & Swaffer) <i>Reading goals and the standards for foreign language learning.</i> ▪ Review: VA State Standards; Read the “Introduction” and become familiar with the four levels for your language (Web Link BB) ▪ Read (Ferguson) <i>Breathing life into foreign language reading.</i> ▪ Read (Ridgway) <i>Literacy and foreign language reading.</i> ▪ Read (Bamford & Day) <i>Teaching reading.</i>
1/31	<ul style="list-style-type: none"> ▪ Standards for Foreign Language Learning ▪ Teaching Reading and Writing ▪ SIGN UP FOR TEACHING DEMONSTRATIONS 	<p><u>InTASC Standards:</u> P #1, 2, 3, 4,5, 7, 8, 9 & 10</p> <p><u>ACTFL Standards/CAEP Principles:</u> 1-4, A-B</p>	<ul style="list-style-type: none"> ▪ Read (Barnett) <i>Teaching reading.</i> ▪ Read (Barnett & Jarvis-Sladky) <i>Learning disabilities: Teaching and reaching all learners.</i> ▪ Read one of the following articles: <ul style="list-style-type: none"> ▪ (Hanauer) <i>Meaningful literacy: Writing poetry in the language classroom.</i> ▪ (Melin) <i>Between the Lines: When culture, language and poetry meet in the classroom.</i> ▪ Read one or more of the following articles: <ul style="list-style-type: none"> ▪ (Kormos & Csizer) <i>A comparison of the foreign language</i>

			<p><i>learning motivation of Hungarian dyslexic and non-dyslexic students.</i></p> <ul style="list-style-type: none"> ▪ (Castro & Peck) <i>Learning styles & foreign language learning difficulties.</i> ▪ (Sparks, Ganschow & Pohlman) <i>Linguistic coding deficits in foreign language learners.</i> ▪ (Jeon) <i>Contribution of morphological awareness to second-language reading comprehension.</i>
2/7	<ul style="list-style-type: none"> ▪ Learner Diversity ▪ Meaningful Literacy ▪ Teaching Reading 	<p><u>InTASC Standards:</u> P# 1, 2, 3, 4, 5, 6, 8 & 10</p> <p><u>ACTFL Standards/CAEP Principles:</u> 1-5, A-C</p>	<ul style="list-style-type: none"> ▪ Read (Athanases) <i>Diverse learners, diverse texts: Exploring identity & difference through literary encounters.</i> ▪ Read (Moje) <i>To be part of the story: The literacy practices of gangsta adolescents.</i> ▪ Read (Vollmer) <i>Sociocultural perspectives on second language writing.</i> ▪ Read one of the following articles: <ul style="list-style-type: none"> ▪ (Lee) <i>Through the learners' eyes: Reconceptualizing the heritage and non-heritage learner of the less commonly taught languages.</i> ▪ (Sharp) <i>Intercultural rhetoric and reading comprehension in a second language.</i> ▪ Read one of the following articles: <ul style="list-style-type: none"> ▪ (Knutson) <i>Writing in between worlds: Reflections on language and identity from works by Nancy Huston and Leila Sebbai</i> ▪ (Danzak) <i>The interface of language: A profile analysis of bilingual adolescents and their writing</i> ▪ Write: 6 Performance-based objectives: 3 for Reading and 3 for Writing

2/14	<ul style="list-style-type: none"> ▪ Learner Diversity ▪ Sociocultural Perspectives ▪ ACTFL/CAEP Standards/Principles 	<p><u>InTASC Standards:</u> P#1, 2, 3, 4, 5, 6, 8 & 10</p> <p><u>ACTFL Standards/CAEP Principles:</u> 2-4, A-B</p>	<ul style="list-style-type: none"> ▪ Read (Berardo) <i>Authentic Materials</i> ▪ Find and Summarize: Read (1) article from the October 2008 issue of <i>Reading in a Foreign Language: Special Issue on Reading and Vocabulary</i> (Volume 20, Number 2, October 2008) that can be accessed at http://nflrc.hawaii.edu/rfl OR (Loucky) <i>Constructing a road map to more systematic and successful online reading and vocabulary acquisition.</i> OR (Schmidt, Jiang & Grabe) <i>The percentage of words known in a text and reading comprehension.</i> OR (Van Gelderen, Oostdam & Van Schorten) <i>Does foreign language writing benefit from increased lexical fluency?</i> OR (Yun) <i>The effects of hypertext glosses on L2 vocabulary acquisition: A meta-analysis.</i> <p>Read the article and prepare an oral summary for the next class. Include the main points of the article and whether or not you agree or disagree with them, and why. (Hint: You may also use this article in your Reflective Statement #1)</p> <ul style="list-style-type: none"> ▪ Reflective Statement #1 due 2/21 (next class)
2/21	<ul style="list-style-type: none"> ▪ Authentic Materials ▪ Reading and Vocabulary 	<p><u>InTASC Standards:</u> P#1, 2, 3, 4, 5, 6, 8 & 10</p> <p><u>ACTFL Standards/CAEP Principles:</u> 1 & 3, A-B</p>	<ul style="list-style-type: none"> ▪ Read (Armstrong) <i>Making the words roar.</i> ▪ Read (Ren) <i>Can CLOZE tests really improve second language learners' reading comprehension skills?</i> ▪ Read (Day & Park) <i>Developing reading comprehension questions.</i>

<p>2/28</p>	<ul style="list-style-type: none"> ▪ MI Theory and Learner Diversity ▪ Teaching Reading Strategies ▪ Assessment 	<p><u>InTASC Standards: P#1, 2,3,4, 5, 9 & 10</u></p> <p><u>ACTFL Standards/CAEP Principles: 1, 2, 3 & 5, A-C</u></p>	<p>Choose/find FOUR technology-related articles of your interest. There is a long reference list provided in BB for you to find electronically at GMU’s library through your own research; or you may quickly find any of the articles below in the library link provided in BB. Feel free to use any other article/s from peer-reviewed publications if all of these do not satisfy your interest. <u>Be ready to share what you have learned, like description and applications.</u></p> <ul style="list-style-type: none"> ▪ (MacDonald) <i>A touch of class: Internet technology and second/foreign language education: Activities for the classroom teacher.</i> ▪ (Goodwin-Jones) <i>Emerging technologies: Language in action: Webquests to virtual reality.</i> ▪ (Goodwin-Jones) <i>Emerging technologies: Blogs and Wikis.</i> ▪ (Sun) <i>Extensive writing in foreign-language classrooms: A blogging approach.</i> ▪ (Lin & Goom) <i>Blog-assisted learning in the ESL writing classroom: A phenomenological analysis.</i> ▪ (Goodwin-Jones) <i>Emerging technologies: Digital video update: YouTube flash, and high definition.</i> ▪ (Kessler) <i>Student-initiated attention to form in wiki-based collaborative writing.</i> ▪ (Ducate, Anderson & Moreno) <i>Wading through wikis: An analysis of three wiki projects.</i> ▪ (Huang) <i>E-reading and e-discussion: EFL learners’ perception of an e-book reading program.</i> ▪ Create Account: Visit www.blogger.com, to create your own account ▪ View Wiki Presentations: Visit www.wikispaces.com, click on “Tour” and listen/watch the presentations for “Introduction”, “Personalize your Wiki”, and “Files and Pictures”. ▪ Prepare to share your mid-term project ideas in the next class.
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3/7	<ul style="list-style-type: none"> Technology 	<u>InTASC Standard</u> : P#2,3,4, 5, 6 & 10 <u>ACTFL Standards/CAEP Principles</u> : 1-4, A-B	<ul style="list-style-type: none"> Read (Paesani) <i>Exercices de style: Developing multiple competencies through writing a portfolio.</i> Mid-term projects due to BB before 7:20 pm on March 21
3/14	SPRING BREAK		
3/21	<ul style="list-style-type: none"> Alternative Forms of Assessment Authentic Writing Tasks Process/product writing 	<u>InTASC Standards</u> : P#2, 3 <u>ACTFL Standards/CAEP Principles</u> : 1. 3. 4 & 5, A-C	<ul style="list-style-type: none"> Read (Sangrene-Granville) <i>African Folktales: 5 Techniques</i> (Hard copy provided by Cabrero). Write: 3 Authentic Tasks for Reading and 3 for Writing (not objectives, but real-life tasks). Teaching Demos: Topics #1 and #2 please prepare for next week (April 4)
3/28	NO CLASS		
4/4	<ul style="list-style-type: none"> Integration of Language & Literature Authentic Tasks Reading/Writing Assessment IN-CLASS TEACHING DEMONSTRATION: #1 Pre-reading strategies and #2 During-reading strategies 	<u>InTASC Standards</u> : P#2, 3 <u>ACTFL Standards/CAEP Principles</u> : 1-5, A-C	<ul style="list-style-type: none"> Read (Shen) <i>The role of explicit instruction in ESL/EFL reading.</i> Read (Adair-Hauck & Donato) <i>The PACE model: A story-based approach to meaning and form for standards-based language learning (Pages 265-275 AND 278 – 296).</i> Teaching Demos: Topics #3 and #4 please prepare for next week (April 11)
4/11	<ul style="list-style-type: none"> The Role of Grammar Instruction in Teaching Writing Story-Based Teaching Approach IN-CLASS TEACHING DEMONSTRATION #3 Post- 	<u>InTASC Standards</u> : P# 1,2,3,4, 5, 9 & 10 <u>ACTFL Standards/CAEP Principles</u> : 1-4, A-B	<ul style="list-style-type: none"> Read and Summarize 2 articles: one about writing and one about reading. You may choose 1 or 2 articles from the following or find 1 or 2 articles of your choice on the subject of reading and writing in a

	<p>Reading Strategies and #4: Technology</p>		<p><u>FL/WL. The articles must come from peer-reviewed journals.</u></p> <p>Alarcon, I. <i>Advanced heritage learners of Spanish: A sociolinguistic profile for pedagogical purposes.</i></p> <p>Arnold, N. <i>Online extensive reading for advanced foreign language learners: An evaluation study.</i></p> <p>Chiu, M.M. & McBride-Chang, C. <i>Gender, context & reading: A comparison of students in 43 countries.</i></p> <p>Danzak, R. L. <i>Defining identities through multiliteracies: EL teens narrate their immigration experiences as graphic stories.</i></p> <p>Danzak, R.L. <i>The integration of lexical, syntactic & discourse features in bilingual adolescents.</i></p> <p>Danzak, R.L. <i>The interface of language proficiency and identity: A profile analysis of bilingual adolescents and their writing.</i></p> <p>Gascoigne, C. <i>Reviewing reading: Recommendations vs. reality</i></p> <p>Han, C. <i>Reading Chinese online entertainment news: Metaphor and language play.</i></p> <p>Huang, K. <i>Neural strategies for reading Japanese and Chinese sentences: A cross-linguistic fMRI study of character-decoding and morphosyntax.</i></p> <p>Huhtala, A. & Lehti-Eklund, H. <i>Writing a new self in the third place: Language students and identity formation.</i></p>
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			<p>Ivanic, R. & Camps, D. <i>I am how I sound: Voice as self-representation in L2 writing.</i></p> <p>Jacob, E. <i>Reflective practice and anthropology in culturally diverse classrooms.</i></p> <p>Kenner, C., Gregory, E., Mahera, R., & Al-Azami, S. <i>Bilingual learning for second and third generation.</i></p> <p>Kenner, C., Al-Azami, S, Gregory, E., & Mahera, R. <i>Bilingual poetry: Expanding the cognitive and cultural dimensions of children's learning.</i></p> <p>Lee-Thompson, L. <i>An investigation of reading strategies applied by American learners of Chinese as a foreign language.</i></p> <p>Maguire, M.H. & Gravezz, B. <i>Speaking personalities in primary school children's L2 writing.</i></p> <p>Muong-Jeong, H. <i>The construction of author voice in a second language in electronic discourse.</i></p> <p>Saiegh-Haddad, E. & Geva, E. <i>Acquiring reading in two languages: An introduction to the special issue.</i></p> <p>Sayer, P. <i>Demystifying language mixing: Spanglish in school.</i></p> <p>Severino, C & Deifell, E. <i>Empowering L2 tutoring: A case study of a second language writer's vocabulary learning</i></p> <p>Sparks, R.L. <i>If you don't know where you're going, you'll wind up somewhere else: The case of "Foreign language</i></p>
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			<p><i>disability”.</i></p> <p>Sun, Y. <i>Extensive writing in foreign language classrooms: a blogging approach.</i></p> <p>Trajtemberg, C & Yiakoumetti, A. <i>Weblogs: A tool for EFL interaction, expression and self-evaluation.</i></p> <p>Weber-Feve, S. <i>Integrating language and literature: Teaching textual analysis with input and output activities and an input and output approach</i></p> <p>Zhang, I. <i>Constructivist pedagogy in strategic reading instruction: Exploring pathways to learner development in the English as a second language (ESL) classroom.</i></p> <p>Read the two articles and prepare an oral summary of each for the next class. Include the main points of the articles and whether or not you agree or disagree with them, and why. (Hint: You may also use these articles in your Reflective Statement #2)</p> <p>▪ REFLECTIVE STATEMENT #2 DUE ON 4/18</p>
4/18	<ul style="list-style-type: none"> ▪ Varied topics related to reading and writing 	<p><u>InTASC Standards:</u> P#1,2,3,4, 5, 6, 8, 9 & 10</p> <p><u>ACTFL Standards/CAEP Principles:</u> 1-6, A-C</p>	<ul style="list-style-type: none"> ▪ Read (Byrd) <i>Practical tips for implementing peer editing tasks</i> ▪ Read (Murphy) <i>Feedback in second language writing: An introduction.</i> ▪ Be prepared to share your final project ideas during next class. ▪ Teaching Demo Topics #5 and #6 please prepare for next class (April 25)

4/25	<ul style="list-style-type: none"> ▪ Peer-editing ▪ IN CLASS TEACHING DEMONSTRATION: #5 Authentic materials and #6 Performance-based assessments 	<p><u>InTASC Standards: P#8</u></p> <p><u>ACTFL Standards/CAEP Principles: 1-5, A-C</u></p>	<ul style="list-style-type: none"> ▪ Read (Yuan-bing) <i>How to motivate students in second language writing</i>. ▪ Collaborative Learning Team Task due to Blackboard before 7:20 pm, May 2nd (next class). ▪ Be prepared to share your Collaborative Learning Team Task during next class. ▪ Be prepared to share your final draft during next class.
5/2	<ul style="list-style-type: none"> ▪ Peer editing ▪ Motivation to engage in literacy ▪ Writers' Workshop ▪ Share Collaborative Learning Team Task Project 	<p><u>InTASC Standards: P#1, 2, 5, 8, 10</u></p> <p><u>ACTFL Standards/CAEP Principles: 1-5, A-C</u></p>	<ul style="list-style-type: none"> ▪ Final Projects due to Blackboard before 7:20 pm, May 9 ▪ Be prepared to present your final project for 10-15 minutes during last class.
5/9	<ul style="list-style-type: none"> ▪ Final Project Showcase ▪ Course Evaluations 	<p><u>InTASC Standards: P#1, 2, 5, 8, 10</u></p> <p><u>ACTFL Standards/CAEP Principles: 1-6, A-D</u></p>	

EDRD 620 SPRING 2018
GUIDELINES FOR REFLECTIVE STATEMENTS
10 Points (5 Points Each)
Due 2/21 and 4/18

Objectives and Tasks: *Becoming a Reflective Practitioner*

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

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

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

DUE: February 21

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

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

DUE: April 18

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

Holistic Scoring Rubric

EDRD 620 – SPRING 2018

Reflections

Name _____ Reflection # _____

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

EDRD 620 SPRING 2018
GUIDELINES FOR TEACHING DEMONSTRATION
10 Points

Task:

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

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

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

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

What to do:

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

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

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

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

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

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

**Topics/Themes and Sign-Up Sheet
In-Class Teaching Demonstrations
EDRD 620 -- Spring 2018**

April 4 – Topic / Theme #1: Pre-Reading Strategies

April 4 – Topic / Theme #2: During-Reading Strategies

Apr 11 – Topic / Theme #3: Post-Reading Strategies

April 11 – Topic / Theme #4: Technology-based /Multimedia

April 25 – Topic / Theme #5: Using Authentic Materials / Realia

April 25 – Topic / Theme #6: Performance-Based Assessments

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

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

THEME / TOPIC OF LESSON / UNIT: _____

PLANNING PHASE

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

- 1.
- 2.
- 3.

Alignment with Standards

National:

State:

Local: *(if accessible)*

Assessment of Learning

Pre-teaching Assessment:

On-going/Formative Assessment:

Post-Lesson Assessment:

Materials Needed

TEACHING PHASE

Lesson Outline

Theme or Topic:

Warm up Activity: _____

Reading/Writing Activity: _____

Vocabulary: _____

Grammatical structure(s): _____

Cultural perspectives: _____

Daily Lesson Plan

Activity 1:

Transition:

Activity 2:

Transition:

Activity 3:

Transition:

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

Presentation and Practice

Three Modes Employed

Interpersonal Activities:

Presentational Activities:

Interpretive Activities:

Methods/Approaches/Strategies Used:

CLOSURE

Review of this lesson:

Preview for next lesson:

Expansion / Extension for learners

This lesson could be expanded (in content) by:

This lesson could be extended (in scope) by:

Other Activities or Lesson Details

Accommodations made for varied learning needs:

Assessment:

Technology:

Homework:

Follow-up:

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

Self-Evaluation

Learning Objectives and Assessments

1. Were the lesson objectives met? Why/How or Why/how not?
2. Formative assessment results: Were the pre and post assessments used to inform instruction? Why/How or Why/how not?

Efforts to Accommodate

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

Visual learners
Auditory learners
Kinesthetic learners
Special needs learners
Heritage/Native speakers
Multiple Intelligences and learning styles

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:

How did I use my pre- and post-teaching assessment data to inform my understanding of what the students learned? How will I use the assessment information to inform future instruction?

For the next class:

For longer reaching goals:

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

EDRD 620 SPRING 2018
Teaching Reading and Writing in Foreign and World Languages
Teaching Demonstration Rating Scale

Presenter(s) _____ **Topic/Theme** _____
Date _____

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

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

Comments: _____

Recommendations: _____

EDRD 620 SPRING 2018

Collaborative Learning Team Assessment – EDRD 620

20 points

Due May 2

Introduction

Over the past several years, teams of faculty members have developed, revised, piloted, and refined five “common assessments” used across all teacher licensure programs associated with the College of Education and Human Development at Mason. The Common Assessments were developed to assess InTASC standards as part of the CAEP accreditation process.

The Collaborative Learning Team Task is completed during the Spring Semester and is assessed by Dr. Cabrero. The candidate must earn a score of (at least) 3 to be successful on this assignment. If a candidate does not earn (at least) a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to both identify best practice and gaps in developing a collaborative team and/or assessing a specific impact on learning.

The Anatomy of a Common Assessment

This assessment requires candidates to document professional collaborations to improve teaching and learning. Candidates work with other education professionals to use data to identify a learning gap for a student(s) and plan, teach, and assess a research-based lesson. Candidates will collect data, analyze assessment results, and reflect upon the data and how results will be used to plan future instruction.

Standards Addressed in this Assessment

InTASC Standards: 3, 4, 5, 6, 7, 8, 9 and 10

VDOE: 1, 2, 3, 4, 5, 6

CAEP Standards: CAEP 1.1, 1.3, 1.4, 1.5, 2.3

Technology Diversity College-and-Career-Ready

Assessment Objectives

- The candidate will collaborate with teachers in a school context to improve teaching and learning.
- The candidate will collaboratively evaluate individual learner and/or group learning progress and use this data to make instructional decisions.
- The candidate will collaboratively develop and/or revise instructional plans and assessments with the goal of improving learning, including addressing Virginia SOLs, ASOLs, and/or College-and-Career-Ready skills.

- The candidate will teach the collaboratively designed lesson(s).
- The candidate will analyze results of the lesson assessment and reflect upon the impact instruction has on learning.

Rationale

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

Webb’s research on collaborative learning teams notes that they think at a higher level and retain the knowledge longer than people who work alone. Effective collaboration in learning teams include “discussion, clarification of ideas, and evaluation of other’s ideas.” (Webb, 1995). Successful interpersonal communication must exist in teams. Building trust is essential.

You will complete the Collaborative Learning Team Task during a field experience or internship placement to ensure that you have an active responsibility for instruction and learning. This task can be completed in conjunction with other program requirements (e.g., a teacher research project or a teacher work sample assignment). **Please read the directions for each section and review the rubric rows that correspond to that section. When developing your response, make certain to use the rubric to guide your work.**

Directions

To complete this task you will:

Collaborate with at least two teacher colleagues to discuss individual learner or group learning progress toward broad learning goal(s). One of these colleagues should be the mentor teacher. Collaboration with a team of teacher colleagues is recommended. (Submit documentation of collaboration)

With the learning team, review existing assessment results and make responsive instructional decisions that promote learning for an individual or a group. (Submit documentation of collaboration)

Provide input to the team and collaboratively identify lesson plan(s) or revision(s) to lesson plans, instructional delivery methods, or instructional strategies affecting learning progress. (Submit documentation of collaboration)

Plan a lesson(s), agreed upon by the team, which will that will promote academic achievement (including Virginia SOLs, ASOLs, and College and Career Ready skills) for an individual or a group. (Submit the detailed lesson plan)

Create assessment(s) aligned to lesson objectives and describe how assessment results will be used to determine changes in learning. (Submit the assessment)

Teach the lesson(s). (Submit lesson plan.)

Assess learner mastery of lesson and summarize impact on learning. (To do this, work with the learning team to outline “next steps” teachers should take in order to continue to move the individual learner/learners toward the broader learning goal(s). Consider the level of success of the implementation of the lesson plan(s). (Submit work samples, data analysis, and use of data for future instruction.)

Reflect on the learner’s work and determine progress toward the broader learning goal. As you give and receive feedback from the team, reflect deeply on any personal biases that may affect decision making for the particular learner/learners. (Submit a reflection of the impact your lesson had on learning.)

Submission Directions

You will submit a brief paper that addresses each section of the assignment. Your paper will include a cover sheet, a 2-3 paragraph narrative of each section of the assignment, and an Appendix to the paper that includes the documentation you are providing as evidence of your collaboration, instruction and assessment, and the analysis of data. Provide a clear description and rationale for each item included in the Appendix. Use titles, captions, and annotations on documents to provide context and further explanation of how instructional decisions impact student learning.

Section 1: Collaboration with Colleagues (related to individual learner or group learning)

Briefly describe how you have collaborated to complete this task. Identify the members of the collaborative team, their roles, how often you meet, etc. Be specific. Documentation to include in Appendix: summary or examples of existing assessment results, meeting agenda, minutes, learner data, reflections, etc.

Section 2. Planning Instruction (based upon collaboration)

Briefly describe the context of your lesson plan (is it for an individual, small group, whole class). Include information on where the lesson fits within a larger unit, identify the specific objectives to be met, and how and why they were selected. Be specific. Virginia Standards of Learning (SOLs), ASOLs, College-and-Career-Ready skills, and other content specific objectives should be included in lesson plans. Documentation to include in Appendix: evidence that you built upon the initial assessment and the specific instructional decisions made in response to the assessment results.

Section 3. Assessment (alignment of objectives, instruction, and assessment)

Briefly describe the assessment plan/the format, what and when formative assessments will occur, if formal assessments are used, how assessments align with the objectives, and any modifications made for individual learners. Be specific. Documentation to include in

Appendix: alignment of objectives; assessment outcomes; how assessment results will be used to design instruction.

Section 4. Analysis of Assessment Results

Briefly describe the results of the assessment and include a data chart. Analyze the results related to the impact your instruction had on learning. Then, reflect upon the data and how you will use the assessment results to plan future instruction. Be specific. Documentation to include in Appendix: will include a data chart and examples of the work of the learner.

Appendix

Include authentic documents/instruments developed to complete this assignment. Each item should be labeled with the section number and a title. Consider also including annotations on documents to provide context and further explanation of how instructional decisions impact student learning.

Reference

Webb, N. M., Troper, J. D. & Fall, R., (Sep, 1995). Constructive activity and learning in collaborative small groups. *Journal of Educational Psychology*, Vol 87(3), 406-423. <http://dx.doi.org/10.1037/0022-0663.87.3.406>

**Collaborative Learning Team Assessment
TEMPLATE**

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

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

**CAEP Common Assessment
Collaborative Learning Team Assessment Task
Rubric**

The candidate must earn a score of (at least) 3 to be successful on this assignment. If a candidate does not earn (at least) a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to both identify best practice and gaps in developing a collaborative team and/or assessing a specific impact on learning.


Scoring Guidelines

4-Exceeds Standard: Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.

3-Meets Standard: This is the TARGET score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.

2-Approaching Standard: Candidates receive this score when their understanding and effort does not meet the Target but shows basic understanding of the content being assessed.


1-Does not meet standard: Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.


Rubric Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
Section 1. Collaboration with Colleagues				
<p>The candidate collaborates with school professionals to plan and facilitate learning to meet diverse needs of learners.</p> <p><i>InTASC 10</i> <i>VDOE 6</i> <i>SPA</i></p>  <p>Diversity</p>	<p>The candidate does not provide evidence of discussion, clarification of ideas, and evaluation of others' ideas with school professionals to plan and/or jointly facilitate learning to meet diverse needs of learners.</p>	<p>The candidate provides evidence that he/she collaborates through discussion, clarification of ideas, and evaluation of others' ideas only occasionally or less than effectively with school professionals to plan and jointly facilitate learning to meet diverse needs of learners, but did not take advantage of all opportunities.</p>	<p>The candidate provides evidence that he/she collaborates through discussion, clarification of ideas, and/or evaluation of others' ideas of school professionals to effectively plan and jointly facilitate learning that meets the diverse needs of learners.</p>	<p>The candidate provides evidence that he/she collaborates regularly and in a highly effectively manner through discussion, clarification of ideas, and evaluation of others' ideas with a variety of school professionals, to plan and jointly facilitate learning to meet diverse needs of learners. The candidate provides evidence of advanced preparation for the collaborative meeting by researching ideas and strategies, analyzing data or demonstrating other advanced preparation in order to contribute to the discussion.</p>




<p>The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p> <p><i>InTASC 10 VDOE 6 SPA</i></p>	<p>The candidate does not provide evidence of collaboration with school professionals to engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she only occasionally or less than effectively collaborates with school professionals to engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she effectively collaborates with school professionals to jointly engage in research-based professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she collaborates regularly and effectively with a variety of school professionals to jointly engage in researchbased professional learning that advances practice. The candidate demonstrates highly effective practice by reflecting on the impact of his/her collaboration and new knowledge.</p>
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Section 2. Planning Instruction

<p>Independently and in collaboration with colleagues, the candidate uses data (e.g., systematic observation, information about learners, research) to</p>	<p>The candidate does not show evidence of collaboration with colleagues in the use of data to evaluate outcomes of teaching and learning or to adapt planning and practice.</p>	<p>The candidate independently or in collaboration with colleagues uses data to evaluate outcomes of teaching and learning but inaccurately or ineffectively adapts planning</p>	<p>The candidate independently and in collaboration with colleagues uses data to effectively evaluate the outcomes of teaching and learning, and</p>	<p>The candidate independently, and in collaboration with colleagues, uses multiple sources of data to accurately evaluate the outcomes of</p>
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<p>evaluate teaching and learning to adapt planning and practice.</p> <p><i>InTASC 6</i> <i>VDOE 4</i> <i>SPA</i></p>		<p>and practice.</p>	<p>adapts planning and practice.</p>	<p>teaching and learning. The candidate effectively adapts planning and practice for all learners. The candidate includes an analysis of how assessment results will be used to impact future instructional decisions.</p>
<p>The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p> <p><i>InTASC 7</i> <i>VDOE 2 SPA</i></p>  <p>Diversity</p>	<p>The candidate exhibits a limited or no understanding of the strengths and needs of individual learners nor how to plan instruction that is responsive to strengths and needs.</p>	<p>The candidate exhibits a limited understanding of the strengths and needs of individual learners, and uses that knowledge to plan instruction that is responsive to these strengths and needs of a limited number of learners.</p>	<p>The candidate exhibits an understanding of the strengths and needs of individual learners and effectively plans instruction that is responsive to these strengths and needs.</p>	<p>The candidate builds upon the strengths and addresses the needs of diverse learners in multiple ways. The candidate plans effective instruction that is responsive to learner strengths and needs throughout the lesson.</p>

<p>The candidate encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p><i>InTASC 3 VDOE 5 SPA</i></p> <p>College- and Career-Ready</p> 	<p>The classroom is a teachercentered environment. Activities and assignments are inappropriate for learners' age or background. Learners are not engaged in learning.</p>	<p>The classroom is a teachercentered environment. Candidate attempts to accommodate learners' questions or interests.</p> <p>Activities and assignments are appropriate to some learners and engage them mentally, but other learners are not engaged or self-motivated.</p>	<p>The classroom is a learnercentered environment. Candidate successfully accommodates learners' questions or interests.</p> <p>Activities and assignments are appropriate to learners, and learners are cognitively engaged in exploring content. Learners are self-motivated.</p>	<p>Candidate seizes every opportunity to enhance learning, building on learner interests or a spontaneous event.</p> <p>The candidate creates opportunities for all learners to be cognitively engaged in the activities and assignments in their exploration of content. Learners initiate or adapt activities and projects to enhance their understanding.</p>
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<p>The candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery.</p> <p><i>InTASC 5 VDOE 2 SPA</i></p>  <p>Technology</p>  <p>Diversity</p> <p>College-and-Career-Ready</p> 	<p>Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.</p>	<p>Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners. Candidate accepts responsibility for the success of learning but displays a limited repertoire of instructional strategies.</p>	<p>Candidate conveys knowledge of the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.</p>	<p>Candidate conveys extensive knowledge of the content, and demonstrate their initiative through the application of pedagogical content knowledge in planning and instruction.</p>
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<p>The candidate uses a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways.</p> <p><i>InTASC 5 VDOE 2 SPA</i></p>	<p>The instructional strategies used by the candidate do not encourage an understanding of content .</p>	<p>The candidate uses limited instructional strategies to encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.</p>	<p>The candidate uses a variety of instructional strategies that encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.</p>	<p>The candidate uses pedagogical content knowledge to implement a variety of instructional strategies that encourage all learners to develop both an understanding of the content and apply knowledge in authentic ways.</p>
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Section 3. Assessment				
<p>The candidate articulates how assessment strategies will be used to effectively assess impact on learning.</p> <p><i>InTASC 8 VDOE 3 SPA</i></p>	<p>The candidate provides limited evidence of understanding assessment strategies and no connection to objectives and assessment procedures.</p>	<p>The candidate provides evidence of assessment strategies; there is minimal connection to objectives and procedures.</p>	<p>The candidate provides specific evidence of assessment strategies (formative and/or summative). There is evidence of alignment between the assessment and the states learning objectives and procedures)</p>	<p>The candidate provides detailed, best practice strategies to formative and summative assessment; assessments clearly and effectively assess the objectives. There is evidence of a strong alignment between the assessment and the states learning objectives and all instructional procedures.</p>
<p>The candidate designs assessments that align with standards and learning objectives.</p> <p><i>InTASC 8 VDOE 3 SPA</i></p>	<p>The candidate provides no evidence that he/she designs assessments that match learning objectives with assessment methods.</p>	<p>The candidate provides little evidence that he/she designs assessments that match learning objectives with assessment methods.</p>	<p>The candidate provides clear evidence that he/she designs effective assessments that closely match learning objectives with assessment methods.</p>	<p>The candidate provides multiple pieces of evidence that he/she designs effective assessments that align learning objectives with a variety of assessment methods.</p>

Section 4. Analysis of Assessment Results

<p>The candidate analyzes test data to identify the impact of instruction on learning.</p> <p><i>InTASC 8 VDOE 3 SPA</i></p>	<p>The candidate does not provide evidence of use of assessment data to understand the impact of instruction on learning.</p>	<p>The candidate provides minimal evidence of use of assessment data to understand the impact of instruction on learning.</p>	<p>The candidate correctly uses assessment data to examine the impact of instruction on learning.</p>	<p>The candidate examines and analyzes multiple sources of data to understand the impact of instruction on learning for every learner. The candidate uses this analysis to determine next steps for the learner.</p>
<p>The candidate reflects upon assessment results to plan additional relevant learning experiences.</p> <p><i>InTASC 9 VDOE 6 SPA</i></p>	<p>The candidate describes rather provides specific examples of additional learning experiences relevant learning experiences.</p>	<p>The candidate describes rather than reflects on personal biases and accesses some resources to create additional relevant learning experiences.</p>	<p>The candidate reflects on some personal biases and accesses a range of resources to create additional relevant learning experiences.</p>	<p>The candidate reflects on personal biases and provides evidence a broad range of resources to create additional relevant learning experiences.</p>

Appendix				
<p>Appendix includes authentic and appropriate documentation of collaboration, planning, instruction, assessment, and data analysis.</p> <p><i>InTASC 9</i> <i>VDOE 6 SPA</i></p>	Appendix is missing .	Appendix includes minimal or inappropriate documentation of collaboration, planning, instruction, assessment, and/or data analysis.	Appendix includes authentic and appropriate documentation of collaboration, planning, instruction, assessment, and data analysis.	Appendix includes a comprehensive documentation of collaborations using authentic and appropriate evidence of collaboration, planning, instruction, assessment, and data analysis.

EDRD 620: SPRING 2018
GUIDELINES FOR MID-TERM PROJECT
Due March 21
20 Points

Resources for Teaching Reading and Writing in Foreign/World Languages

Option A: Reading Library

Objectives:

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

Task:

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

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

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

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

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

5. Using APA format, cite **at least 5 assigned readings from the syllabus** to support your evaluation of the resources.
6. Attach sample pages from the resources that provide evidence for your evaluation.
7. Include a **reference page in APA format** of assigned readings to which you referred in your report as well as a complete list of materials reviewed.
8. **Submit your project on BB no later than 7:20 pm on March 21.**

Option B: Technology Project

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

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

1. **Design and create an original, never-before-used** WebQuest, Blog, Wiki, or other type of technology-based project on a course outline topic of your choice and apply it to a teaching reading and/or writing in the foreign/world language classroom setting. The purpose of the project is to highlight course topics/themes and inform teachers about their implications for teaching reading and writing. For example, you may create a WebQuest and then show how the use of performance-based assessments and/or technology can enhance the teaching of reading and writing in the target language.
2. Look to include authentic texts from target language cultures as you design your project. You may decide to use a fable, short story or current topic(s) in pop culture found in magazines or electronic publications.
3. **Write a short introduction (2-3 pages in APA format)** for your project that describes the student population and their needs (age, grade, and language level) and how your project will meet the needs of this specific population of language learners as well as to show how what you have created will help them improve their reading and writing skills in the target language. Make reference to at least (3) of the course readings to support what you have created. Provide a reference list (in APA format) at the end of your introduction.
4. **Prepare an informative user-guide** that will help a novice teacher use your project. Your guide may be a PowerPoint, a detailed list of steps, or it may be in the form of a lesson/unit plan (following the lesson/unit plan template in the syllabus).
5. **Submit your project on BB no later than 7:20 pm on March 21.**

Analytic Scoring Rubric – Mid Term Project Option A
Reading Library
EDRD 620 – Spring 2018

Student name: _____

Score: _____

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

See reverse side for comments and feedback

**Analytic Scoring Rubric – Mid Term Project Option B
Technology Project
EDRD 620– Spring 2018**

Student name: _____

Score: _____

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

See reverse side for comments and feedback

EDRD 620 GUIDELINES FOR FINAL PROJECT

Due May 9

25 Points

Performance-Based Assessment for ACTFL/CAEP Assessment # 2

Assessment Project: Content Knowledge in the Target Language

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

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

This assessment connects theory to practice in the application of course topics that address Pre-reading/writing strategies (K-W-L, Anticipation Guide, SQ3R, Graphic Organizers); During-reading strategies (Predicting, Drawing pictures, Skipping unknown words); and Post-reading/writing Strategies (Reading Response Logs, Anticipation Guides, Semantic Mapping, Think Aloud, Read Aloud, Echo Reading, Guided Reading, Silent Sustained Reading).

Create two standards-based (VA SOLs and 5Cs) lesson plans in the target language (one elementary and one secondary) incorporating these authentic resources. Lesson plans must follow the required GMU elementary and secondary lesson plan templates with no fewer than three tasks (activities) for each level. Plans must demonstrate the integration of culture and content from one other content discipline. Samples of Interpretive, Presentational, and Interpersonal modes of communication must be included. Candidate-made tasks (activities), worksheets, and at least one technology-based application are required.

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

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

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

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

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

**Alignment with ACTFLCAEP Standards, Explanation, and Description
Spring 2018**

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

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

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

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

Student Name: _____ **Final Score:** _____

Comments:

**Analytic Scoring Rubric
Preparation and Participation
EDRD 620– Spring 2018**

Student: _____ **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
15-14 points A	13-12 points B	11 points C	10-0 points F
Class Attendance			
Attends all classes or misses (1) class. Arrives on time and stays for the entire class. Brings course materials to every class	Misses (2) classes <i>or</i> Misses (1) class and arrives late and/or leaves early (3) times Brings course materials to most classes	Misses (3) classes <i>or</i> Misses (2) classes and arrives late and/or leaves early (3) times Brings course materials to few classes	Misses more than (3) classes. Does not bring course materials to class
Homework			
Completes all reading and writing assignments on time	Completes most reading and writing assignments on time	Completes few reading and writing assignments on time	Does not complete reading and writing assignments on time
Participation			
Meaningfully engages in all class discussions	Engages in class discussions	Rarely engages in class discussion	Does not engage in class discussions
Actively participates in all class activities	Participates in most class activities	Rarely participates in class activities	Does not participate in class activities
Consistently provides constructive feedback to class members	Provides some constructive feedback to class members	Rarely provides constructive feedback to class members	Does not provide constructive feedback to class members

Comments/Feedback:

**EDRD 620 Spring 2018
Needs Assessment Survey**

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

1. Please provide the following personal information:

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

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

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

Your Rating

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

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

**Materials Release Form for
EDRD 620
Spring 2018
Dr. Marjorie Hall Haley / Dr. Magda A. Cabrero**

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

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

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

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

YES

NO

Signature

Date

Tel. No. _____ (Home or cell) Email address _____