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

EDCI 684: Section DL1
Advanced Methods of Teaching Foreign/Second Languages in PK-12 Schools
3 Credits Spring 2019
Online

Faculty

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Prerequisites/Corequisites

Required Prerequisites: EDCI 520*B- and 560B-.
* May be taken concurrently.
B- Requires minimum grade of B-.

University Catalog Course Description

Blends theoretical knowledge and practical application. Provides advanced study of second language pedagogy and teaching trends. Topics include multiple learning styles, alternative forms of assessment, and teaching diverse populations.

Course Overview

Provides advanced study of foreign/second language pedagogy and current practices to give pre- and in-service teachers the tools needed to facilitate contextualized and content-based language learning. These tools include standards-based teaching, learning, and assessment; current topics in today's schools; addressing the needs of diverse learners; integration of technology for enhanced language teaching and learning; and textbook analysis and evaluation. Blending theoretical knowledge and practical application in an interactive format, this course provides advanced study that incorporates field experience, self-monitoring, and critical reflection to assist the course participants in integrating and implementing content into their own teaching in order to improve instruction and consider its impact on language learners.

Course Delivery Method

This course is entirely online. It is predicated upon learning by doing and discovery learning. Assessment is based on performance-based assignments. Students are encouraged to select projects that have particular relevance to their own respective teaching circumstance. Rubrics are provided for the teaching simulation, field experiences, projects and major assignments. Students are also encouraged to attend any professional conferences.

Learner Outcomes or Objectives

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

1. Demonstrate oral and written proficiency in the target language at a minimum level of "Advanced Low" in the use of the 3 communicative modes in the teaching setting to facilitate instruction that is aligned with Standards (ACTFL/CAEP Standards 1a, 1b, 1c)
2. Present required sections of the Foreign Language Professional Development Portfolio which includes identified program performance-based projects, a professional development plan, and critical reflections (ACTFL/CAEP Standard 6b, 6c)
3. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student (ACTFL/CAEP Standard 3b)
4. Plan and implement content-based or thematic standards-based classroom instruction that a) focuses on language learning, b) addresses the needs of diverse learners, and/or integrates technology, and c) and includes a critical reflection of the lesson's impact on student learning (ACTFL/CAEP) Standards 2c, 3b, 4a, 4b, 4c, 5a, 5b)
5. Articulate his/her philosophy of education for world language teaching and learning that includes a plan for ongoing professional development (ACTFL/CAEP Standards 1c, 3a, 3b, 4a, 4b, 5b, 6a, 6b)

Professional Standards (ACTFL/CAEP, INTASC, NBPTS, SOLs, INTASC, NBPRS)

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

The following standards aim to provide consistency in teacher education programs across the United States in terms of what foreign/world language teachers need to know and be able to do – that is, the knowledge, skills, and dispositions that are essential for the effective teaching of culturally and linguistically diverse students.

The EDCI 684 relationship to National and State Standards include:
The ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers
Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
National Board for Professional Teaching Standards (NBPTS)
Virginia Standards of Learning (SOLs)

Licensure courses are aligned specifically with the national standards of the American Council on the Teaching of Foreign Languages (ACTFL). This course also follows the INTASC guidelines (Interstate New Teacher Assessment and Support Consortium) that identify those principles that should be present for new teachers in all teaching environments, regardless of the subject or grade level.

The **ACTFL/CAEP** Standards for the Preparation of Foreign Language Teachers articulate what foreign language teachers need to know and be able to do in order to be successful teachers of foreign languages. They were approved in 2013. We also align with the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards for licensure candidates, as well as the Propositions of the National Board for Professional Teaching Standards (NBPTS) for practicing teachers.

These three sets of national professional standards serve as a framework for systematic teacher preparation and professional development programs in our program. Evidence of the degree to which the standards have been met is compiled in a program participant's **Professional Development Portfolio** (refer to the program's PDP Guidelines) throughout the licensure component of the program and presented to faculty at the conclusion of the licensure internship.

Required Texts

I can loan you # 3, 4, and 5.
1. Hall Haley, M. & Austin, T. Y. (2014) (2nd Edition). *Content-based second language teaching and learning*. Boston: Pearson.
2. Sandrock, P. (2010). *The keys to assessing language performance*. ACTFL.
3. Mandel, S. (2009). *The new teacher toolbox*. Thousand Oaks: Corwin
4. Glanz, J. (2009). *Teaching 101: Classroom strategies for the beginning teacher*. Thousand Oaks: Corwin.

Recommended Texts:

1. Curwin,R., Mendler, A. & Mendler, B. (2008, 3rd Edition). *Discipline with dignity.* ASCD
2. Slutzman Amstutz, L. & Mullet, J. (2005). *The little book of restorative discipline for schools. Teaching responsibility, creating caring climates*. Good Books.
3. Glynn, C., Wesely, P., & Wassell, B. (2014). *Words and actions: Teaching through the lens of social justice.* Alexandria, VA: ACTFL
4. World readiness standards for learning languages (2014). Alexandria, VA: ACTFL
5. Erben, T. & Sarieva, I. (Eds.). (2008). *Calling all foreign language teachers: Computer-assisted language learning in the classroom.* Larchmont, NY: Eye on Education.
6. Campbell, L., Campbell, B., & Dickinson, D. (1996, 2nd edition). *Teaching and learning through MI.*
7. Tate, M. (2003).*Worksheets don't grow dendrites – Instructional strategies that engage the brain*.
8. Kagan, S. (2009). *Kagan Cooperative Learning* by Spencer Kagan.
9. Zike, D. (1992). *Big Book of Books and Activities*

10. Redmond, M.L (1999)(Ed.) *Teacher to Teacher: Model Lessons for K-8 Foreign Language*.
11. Blaz, D. (2001). *A collection of performance tasks and rubrics: Foreign languages.*
    Larchmont, NY: Eye on Education.
12. Blaz. D. (2006). *Differentiated instruction: A guide for foreign language teachers.* Larchmont,
    NY: Eye on Education.
13. Patrick, P. (2007). *The keys to the classroom: A basic manual to help new language teachers
    find their way.* Alexandria, VA: ACTFL
14. Russell, P. (Ed.). (2009). Early Language Learners. [Special Issue]. *Learning Languages,*
    14(2).
15. ACTFL Integrated Performance Assessments Manual
16. ACTFL Performance Guidelines for K-12 Learners

Other Recommended Resources:

Speaking in Tongues-DVD
Merlot website: http://www.merlot.org/merlot/index.htm
Startalk Teacher Development website: http://startalk.umd.edu/teacher-development
NOVA StarTalk: Technology-Enhanced Language Instruction website: http://novastartalk.nvcc.edu/
Teaching Foreign Languages (TFL) Library www.learner.org

Useful Foreign/Second Language Websites:

(a) American Council on the Teaching of Foreign Languages (ACTFL)
www.actfl.org
(b) Northeast Conference on the Teaching of Foreign Languages (NECTFL)
www.nectfl.org
(c) National Capital Language Resource Center (NCLRC)
http://www.nclrc.org
(d) Fairfax County Public Schools (Foreign Languages)
http://www.fcps.edu/is/worldlanguages/overview.shtml
(e) WGBH Teaching Foreign Languages Library: www.learner.org
(f) Foreign Language Association of Virginia (FLAVA)
http://flavaweb.org/
(g) Greater Washington Association Teachers of Foreign Languages (GWATFL)
http://www.gwatfldc.org/
(h) National Standards: 5 Cs: http://www.actfl.org/i4a/pages/index.cfm?pageid=3324

Course Performance Evaluation

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

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

(Critical Incident Analysis: Impact on Student Learning and Reflection-based Philosophy Paper)
Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Form to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

FIELDWORK REQUIREMENT

Field Experience Record and Evaluation
The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **20 hours in field experience** for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 20 hours per course (e.g., two courses require 40 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)
*TCLDEL Fieldwork Log of Hours and Evaluation Form must be uploaded to TK20 on Blackboard. The form is located on Blackboard in your TCLDEL organization site in the "Fieldwork" page.

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: https://cehd.gmu.edu/endorse/ferf. You will check the box indicating that: *"I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace."* The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate "TCLDEL Cohort" on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with "6F" (e.g. EDUC 511.6F1).

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:

You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate "TCLDEL Cohort" on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with "6F" (e.g. EDUC 511.6F1).

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

TCLDEL Fieldwork Log of Hours and Evaluation Assessment

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

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

Assignments and/or Examinations

Class Assignments for EDCI 684.001			
Assignment Description	**Standards Addressed / Requirements**	**Grade %**	**Due Date**
Teaching Simulation **With Reflection** *(Theory and Research to Practice)*	Candidates will teach a mini lesson as part of field experience that is clearly aligned with the Standards and designed to promote active student learning. It will use the lesson plan template provided as an overall planning tool, and *may* serve as a dry run of, and/or be a component of, the *Impact on Student Learning Assessment* project's (see below) lesson. *ACTFL/CAEP Standards: 3a, 3b,4a, 4b, 4c*	**25%**	

Mid-Term Projects **Philosophy of Education Statement** **&** **Professional Development Portfolio With Three Reflections** *(Theory, Research, and Professional Development)*	**Philosophy:** Based on personal beliefs and professional knowledge about Second Language Acquisition (SLA) theory and research, language learning, and learners, candidates write a Philosophy of Education statement, or update the one written previously in EDCI 516, that includes knowledge gained from coursework and learning experiences. To be included in the professional section of your Portfolio, this statement should encompass your beliefs about the role of culture in FL, instructional practices, and your plan for ongoing professional development. **Three Sections written in the target language for evaluation of written performance.** **Portfolio:** Set up of full Professional Development Portfolio (Electronic Format) with all sections clearly marked and Table of Contents created. Completion of a minimum of two full Sections (with reflections), and all program related performance-based evidences for remaining sections inserted, as available. This document is preferred in electronic format, but may be considered in hard copy under certain circumstances with instructor permission. *ACTFL/CAEP Standard 6a, 6b*	**20%** **10%**	**Philosophy Paper** **(Up loaded to TK20-Bb)** **March 21** **&** **Portfolio** **With 3 Reflections** **March 7**
Impact on Student Learning Assessment Project *(Theory, Research,*	**The EDCI 684 Designated Performance-Based Assessment** Engage in and understand the impact of teaching on student learning in an authentic learning setting. **Pre-Service Teacher Candidates**: Spend some time observing your mentor teacher to understand the context. Then, working with the mentor teacher, teach (or co-teach) a mini-lesson to the class or a group of students that includes a pre- and post- activity assessment; write a full description of the learning activity/lesson, the pre- & post-activity assessment, and a reflection on the impact of your instruction on student learning & how the assessment will inform upcoming lessons.	 **25%**	 **May 9** **ISLA Project Due** **(Up-loaded to TK20-Bb)**

Professional Collaboration & Practice)	**In-Service Teacher Candidates**: In your *own* classroom you will conduct the above project, designing a series of lessons and video-tape yourself teaching one or two; write a description of the learning activity/lesson, (your pre- & post-activity assessments), and a reflection about the impact of instruction on student learning, what you learned from the video about teaching and learning with your students. Analyze student–teacher interactions. *ACTFL/CAEP Standards 3a 3b, 4a, 4b, 4c, 5a, 5b, 5c*		
Critical Incident Analysis Assessment Task *(CEHD Common Assessment)*	**Pre- and In-Service Teacher Candidates:** Candidates will use knowledge of learning differences and assessment to develop an instructional plan including a plan for assessing student progress; will implement this plan and video record his/her teaching; will use 3 levels of critical reflection to analyze an instructional episode to make connections; will review his/her teaching and select a vignette to use in critical reflection; and will reflect upon a "critical" incident from a lesson and propose alternative ways of addressing the incident to impact future teaching.	**20%**	**May 6** **Critical Incident Analysis Assessment Project** **(Up-loaded to TK20-Bb)**

Other Requirements

Laptop/Cell Phone Policy

Laptops will be closed during discussions, lectures and other assignments in class which require your full attention. Cell phones must be turned off/silenced during class periods. Cell phones may be used during break.

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.

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.

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

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

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

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

Honor Code & Integrity of Work
Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (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.*

Course Withdrawal with Dean Approval

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

Online Participation/Attendance Policy

Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the course.**

Incomplete (IN)

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

Class Schedule

EDCI 684 – Advanced Methods of Teaching Foreign/World Languages

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. Most classes are asynchronous unless otherwise stipulated in the syllabus. Pls read carefully. <u>All</u> work is to be posted on BlackBoard.

Synchronous meeting dates/times:
Monday 21 January 5:30 PM
Monday 18 Feb 5:30 PM
Monday 18 March 5:30 PM
Monday 15 April 5:30 PM
Monday 6 May 5:30 PM

(Synchronous) **Jan 21: Week # 1** -- Orientation. Review Course Outline. Review Portfolios, Philosophy of Education, and Impact on Student Learning Assessment Project requirements. Bios collected. *Professionalism* (ACTFL/CAEP Standard 6): Professional organizations, journals, and conferences.

<u>**Assignments # 1:**</u>
(1) Make a list of world language professional organizations, journals, and conferences
(2) Read Sandrock, Chapters 1, 2, 3 and write a half page summary for each
(3) Domain A of Philosophy of Teaching Paper

Jan 28: Week # 2 -- *ASSESSMENT*: A Closer Examination in Foreign/World Language Teaching and Learning.
Examining online resources available to the profession. ACTFL, OPI and WPT. A closer look at IPA, Holistic, Analytic, Formative and Summative Assessment. Fairfax County Public Schools' PALS assessment model.
ISLA Project & Portfolio – Look at samples provided on Bb

<u>**Assignments # 2:**</u>
   (1) Read Haley/Austin Chapter 4.Use the lesson plan template provided in the syllabus and create a one day lesson plan. This should <u>not</u> be a duplicate from EDCI 560!
   (2) Read Glanz, Chapter 7
   (3) Read Sandrock, Chapters 4, 5, 6

Feb 4: Week # 3 – *ASSESSMENT* and *Planning for today's millennial language learner* (ACTFL/CAEP Standard 4 – Integration of Standards into Curriculum and Instruction and INTASC Standard 7 – Planning and INTASC

Standard 3 – Diverse Learners). Planning for and an examination of program models: FLES, FLEX, Immersion, and Secondary IB. Accommodating diverse and heritage learners.

Assignments # 3:
    (1) Reflection # 1: You may choose any <u>one</u> of the 7 reflections. See the guidelines.
    (2) ISLA Action Plan Due
    (3) Search for any world language textbooks to preview.
    (4) Domain B of Philosophy of Teaching Paper

Feb 11: Week # 4 – *Textbook Analysis and Evaluation* (ACTFL/CAEP Standard 4 – Integration of Standards into Curriculum and Instruction). Examination of current textbooks and ancillaries including online/distance learning media. Designing rubrics to analyze and evaluate texts. Utilizing authentic texts and realia. ISLA Project & Portfolio
Reflection # 1 is due!

Assignments # 4:
    (1) Read Blaz, Chapter 7
    (2) Search online for a textbook evaluation rubric
    (3) Begin construction of Professional Dev Portfolio
    (4) Domain C of Philosophy of Teaching Paper

(Synchronous) **Feb 18: Week # 5** – *Professional Development Portfolio*
Construct Professional Development Portfolio

Assignments # 5:
    (1) Reflection # 2:
    (2) Draft of Pre-Test and Rubric
    (3) Summary of Feedback from in-service teacher
    (4) Read Mandel, Part I
    (5) Domain D of Philosophy of Teaching Paper

Feb 25: Week # 6 – *Classroom Management and Discipline* (INTASC Standard 5 – Motivation and Management). Seating, forming groups, centers, bulletin boards, students' papers, keeping track of homework, managing multi-level classrooms, daily routines, establishing routines.
Reflection # 2 is due!

Assignments # 6:
    (1) Mid-term – Portfolio with reflections
    (2) Revised Pre-Test and Rubric
    (3) Domain E of Philosophy of Teaching Paper

March 4: Week # 7 – Case studies that illustrate effective discipline strategies.

Assignments # 7:
Mid-term – Domains F and G and entire Completed Philosophy of Teaching Paper
Read Integrated Performance Assessment book pp. 1-27
View Learner.org video at
http://www.learner.org/libraries/tfl/assessment/analyze.html

March 11-14 Week # 8 – SPRING BREAK

(Synchronous) **March 18: Week # 9** - Integrated Performance Assessment. Technology and Social Mediated Forms of Language Learning. (INTASC Standard 7 – Planning). Smartboard, Blackboard, wikis, blogs, picasa, prezi, toondoo, jing, extranormal, wikispace, animoto, voxopop, druple, wordle, audacity, flip cameras, photostory, mimio, flickr. Technology as a tool for teaching across the curriculum.
Portfolio with reflections is due!

Mid-Term Projects Due! (Philosophy of Teaching Paper – uploaded to Tk20).

Assignment # 8:
   (1) Read IPA book Chapters 5, 6, 7

Mar 25: Week # 10 – Video of Teaching Demonstration to be uploaded to Bb

Assignment # 9:
   (1) Work on ISLA

April 1: Week # 11 – *Assessment* (ACTFL/CAEP Standard 5 – Assessment of languages and cultures). Examination of ACTFL performance guidelines. MOPI and SOPI. Integrated Performance Assessment (IPA). *Interactive Teaching Using Kagan Structures.*

Assignment # 10:
   (1) Work on ISLA

April 8: Week # 12 – Assessment: Impact on Student Learning Project. Review the assessment instruments. *Project-Based Instruction.*

Assignments # 11:
   (1) Submit draft of final ISLA report
   (2) Reflection # 3

(Synchronous) **April 15: Week # 13 -** *Teachers as Researchers and Reflective Practitioners* (ACTFL/CAEP Standard 6 – Professional Development, Advocacy, and Ethics).
Re-cap review of ISLA projects. Progress reports. Reflection # 3 is due. Teacher Action Research as a useful tool in professional development. Creating communities of practice.

<u>Assignment # 12:</u>
>   (1) View the Webinar workshop on Heritage Language Learners:
>   http://startalk.nhlrc.ucla.edu/Default_startalk.aspx

April 22: Week # 14 - Heritage Language Learners. Challenges and opportunities to meet the needs of teachers and students. Shifting the paradigm to learner-centered instruction and assessment practices. Pedagogical implications for non-Roman script languages. Materials development. Heritage speakers and heritage teachers.

(Synchronous) **May 6: Week # 15** – Final Projects (Impact on Student Learning) presented online.

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

DETAILED ASSIGNMENT INFORMATION
GUIDELINES, PROCEDURES, AND RUBRICS
PORTFOLIO REFLECTIONS

Instructions: You are to select <u>any three</u> of the following possible topics to write a full one-page, single spaced, 12 point font reflection. Your thoughts should be grounded in current theory/research gleaned from readings throughout your foreign/world language coursework. Reference citations on a separate page are required. Use APA style format.

<u>**Reflection Topics**</u>

Section I: *Language proficiency: Interpersonal, Interpretive, and Presentational*
<u>ACTFL/CAEP Standard 1</u> – What are your beliefs about strong language proficiency in the target language? Why is it important for you to be able to present information, concepts, and ideas orally and in writing to an audience of listeners or readers? Why is it important to know your audience and adjust your presentation accordingly?

Section II: *Cultures,   Linguistics, Literatures, and Concepts from Other Disciplines –*
<u>ACTFL/CAEP Standard 2</u> – Reflect on the value and role of culture and literary and cultural texts in language instruction. In your lesson plans, how will you demonstrate the integration of culture and content from other disciplines into language lessons?

Section III: *Language Acquisition Theories and Knowledge of Students and Their Needs*
<u>ACTFL/CAEP Standard 3</u> – Reflect on the connection of SLA theories to classroom practice that includes the incorporation of the ACTFL Student Standards, target language input and usage, and how instructional practices meet the needs of diverse learners.

Section IV: *Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources*– <u>ACTFL/CAEP Standard 4</u> – Describe a classroom scenario that illustrates the integration of standards into teaching. Explain the rationales used for the selection of materials used in the lesson.

Section V: *Assessment of Languages and Cultures – Impact on Student Learning –*
<u>ACTFL/CAEP Standard 5</u> – Reflect on your beliefs about assessment and its role in instruction and learning, how assessment impacts student learning, and in what ways you believe the evidence demonstrates your knowledge in multiple ways.

Section VI: *Technology* – <u>ISTE Standard 1</u>– Reflect on your beliefs about technology and language learning and its role in meeting the needs of all learners.

Section VII: *Professional Development, Advocacy, and Ethics* – <u>ACTFL/CAEP Standard 6</u> – Reflect on your practices and beliefs about professionalism, reflection, inquiry, and school and community collaboration in the support of student learning. <u>Must</u> include the *Professional Development Plan.*

Holistic Scoring Rubric

EDCI 684 – <mark>SPRING 2019</mark>

Reflections

Name_____ Reflection #_____

Criteria	**Exceeded**	**Met**	**Did not meet**	Comments
Full one-page, single spaced reflection				
Thoughts are grounded in current theory/research gleaned from readings and coursework				
Reference citations are provided on separate page				
Appropriate APA style format				

PHILOSOPHY STATEMENT
ACTFL/CAEP PERFORMANCE-BASED ASSESSMENT REQUIREMENT
MUST BE UPLOADED TO TK20-BLACKBOARD

The Description of the Assessment Task

Write a ten (minimum) to fifteen (maximum) page Philosophy of Teaching Statement, with <u>three of the seven domains</u> (below) IN THE TARGET LANGUAGE describing your personal standards-based world language teaching philosophy. Reflect upon the three categories outlined below in your essay. Provide specific examples from your field experiences, microteaching experiences in this course, readings and field observations to support your reflections.

Language Acquisition Theories: Conceptualization of learning

1.   What do you believe about language learning? Why? (ACTFL/CAEP 3a)
2.   What language acquisition theories do you consider pivotal in establishing an inclusive, comfortable and productive learning environment for all types of learners? (ACTFL/CAEP 3a, 3b)
3.   How important is teaching IN, not ABOUT, the target language in the students' learning process? (ACTFL/CAEP 4a)
4.   What is the role of assessment of all modes of communication in the foreign language classroom? (ACTFL/CAEP 5a, b)

Conceptualization of teaching

1.   What do you believe about language teaching? (ACTFL/CAEP 4a)
2.   What is the role of cultural products, practices and perspectives as a framework for language instruction? (ACTFL/CAEP 4a)
3.   What do the ACTFL Standards mean to you? How do you integrate the standards (5Cs) to promote communicative and cultural proficiency in the world language classroom? (ACTFL/CAEP 4a)
4.   What is the role of assessment of all modes of communication in the foreign language classroom? (ACTFL/CAEP 5b)

Personal/Professional plan for ongoing professional growth & learning

1.   What do you believe about growing as a professional world language educator? Or what does it mean to be a professional world language educator? (ACTFL/CAEP 6b)
2.   Teacher candidates incorporate a final revised version of the essay into your World Languages Professional Portfolio, required for licensure.

Instructions: Your philosophy paper is a continuation of where you started in EDCI 516. While that may have been general in its focus, this paper will be more specific and grounded in research-based views on teaching and learning. This will be included in your portfolio. It is a document you should re-visit and revise according to your experiences and new funds of knowledge acquired. For EDCI 684 you must include the following areas:

- A clearly written rationale of your beliefs about teaching and learning
- Clearly described qualities, characteristics, ideal professional preparation and background experience of an effective foreign/world language teacher
- A clearly articulated professional development plan
- Connect your beliefs solidly to research, theory, and current trends using references in cited format (APA style format)

STEPS FOR WRITING THE PHILOSOPHY PAPER AND MAKING CONNECTIONS TO THE ANALYTIC SCORING RUBRIC

Domain A: *Language acquisition theories*: Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.

Domain B: *Language acquisition theories:* Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.

Domain C: *Assessment of languages and cultures:* Describe formative and summative assessments that measure language proficiency.

Domain D: *Integration of standards in planning and instruction:* Articulate a rationale for how to integrate the goal areas of the national standards in classroom practice.

Domain E: *Integration of standards in planning and instruction:* Demonstrate an understanding of the national and state standards and use them as the basis for instructional planning.

Domain F: *Professional responsibility:* Describe your plan to engage in ongoing professional development opportunities that strengthen your own linguistic, cultural, and pedagogic competence and promote reflection on practice.

Domain G: *Language proficiency:* Articulate the importance of presenting oral and written information to audiences of listeners or readers, using language at a minimum level of "Advanced Low."

GUIDELINES FOR TEACHING DEMONSTRATION
25%

Task: As part of your field experience, each candidate will video record an in-class 30-minute (maximum) teaching simulation. Remember to secure Video Release forms from every student in the video in advance. The teaching simulation is to be done in the target language and will align with the Standards and provide evidence of the students' understanding of teaching in the WL setting. Creativity, visuals, and teacher-made materials are strongly encouraged.
ACTFL/CAEP Standards 1a, 1b,2c, 3a,3b, 4a, 4b, 4c, 6b

1. Prepare a lesson plan using the template provided. <u>A Critical Reflection on the lesson is to be completed after your teaching simulation and submitted to Dr. Haley the following week, incorporating the feedback from your mentor teacher.</u>

2. You must work <u>individually</u> for your teaching demonstration.   You have **30 minutes.** *Please plan your time carefully*. Remember to use the video permission form in the syllabus to get permission from all students who will be video recorded.

3. **<u>BE CREATIVE!</u>**

<u>EVALUATION</u> of your teaching demonstration will be based upon the following criteria:

- Language Proficiency
- Quality of overall lesson plan
- Simulation conducted in the target language
- Effective Use of Time
- Flexibility & Creativity

LESSON PLAN TEMPLATE
FOREIGN/WORLD LANGUAGES

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:

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: _____
　Vocabulary: _____
　Verb(s): _____
　Grammatical structure(s): _____
　Cultural perspectives: _____

Daily Lesson Plan
Activity 1
Transition
Activity 2
Transition
Activity 3
Transition

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

REFLECTION PHASE

SELF EVALUATION:
Learning Objectives and Assessments
1. Were the class objectives met? How or how not?
2. Formative assessment results:

Efforts to Accommodate:
What were the results of my efforts to accommodate:
    Visual learners
    Auditory learners
    Kinesthetic learners
    Specials 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:
_____

Lesson Plan Template for K-5 FLES
Foreign / World Language Instruction in the Elementary School

Teacher:		School:	
Grade(s):	**Language:**		**Level: FLES**
Date:	**Number of Students:**		**Time:**

PLANNING PHASE
1. **Thematic Unit:**
2. **Today's Topic(s):**
3. **Link to Previous Lesson:**
4. **Performance/Task-based Objectives:** *As a result of this lesson, students will be able to:*
   a.
   b.
   c.
5. **Standards: 5Cs**

TEACHING PHASE
1. **Preparation:**
   a. Materials Needed:
   b. Technology:
   c. Vocabulary:
   d. Cultural Products, Practices, and Perspectives:
   e. Communicative Modes:
      - Interpretive Activities:
      - Interpersonal Activities:
      - Presentational Activities:
2. **Practice:**
   a. Warm-up Activity:
      - Transition
   b. Activity 1
      - Transition
   c. Activity 2
      - Transition
   e. Closure Activity:
3. **Evaluation:**
   a. Formative and Summative Assessments for lesson and unit:

REFLECTION PHASE:
1. Were the objectives met? If no, why not?
2. Did your activities appeal to the multiple intelligences?
3. What worked well?
4. What did not work so well?
5. What will you do differently the next time you teach this lesson?

George Mason University
College of Education and Human Development

EDCI 684
Performance-Based Assessment Project for ACTFL/CAEP Assessment #5
[Required for Portfolio and ACTFL/CAEP Accreditation- this is to be placed in your Portfolio]
MUST BE UPLOADED TO TK20-BLACKBOARD (SEPARATELY)
(1) Impact on Student Learning Assessment Project (25%)
And
(2) CRITICAL INCIDENT ANALYSIS ASSESSMENT TASK (20%)

INSTRUCTOR: Dr. Marjorie Hall Haley

Objective: The purpose of the Impact on Student Learning Assessment Project is to provide teacher candidates the opportunity to work with and learn from a mentor teacher in the P-12 setting (field experience). During EDCI 684, Advanced Methods of Teaching Foreign Languages, candidates will work with a mentor teacher to teach a mini lesson and consider the effects of teaching on P-12 student learning. This hands-on learning module enables them to bring theory to practice through pre-and post-teaching assessments and to reflect fully on the effects of the learning outcomes.

Instructions to Candidates
As an experiential learning field based project, and as the **ACTFL/CAEP Assessment #5**, the **Impact on Student Learning Assessment Project** seeks to demonstrate a candidate's effects on P-12 student learning. Candidates will plan and carry out a teaching task from which performance data can be generated for the purposes of determining the degree to which there is improvement in student learning. They will reflect on the lesson taught and discuss its impact on the students and their own learning.

According to CAEP Guidelines, the four elements that should be included in this assessment are that the candidate:
1. Undertakes a diagnosis (a pre-test) on P-12 student learning in some area he or she will teach;
2. Plans an appropriate sequence of instruction to advance P-12 student learning, and teaches in ways that engage P-12 students who bring differing background knowledge and learning needs;
3. Conducts some concluding assessment (or post-test); documents the student learning that occurred, or did not, and
4. Reflects on changes in teaching that might have improved the results.

The work sample that you prepare for this assessment will provide evidence of your teaching and impact on student learning through 1) planning instruction; 2) using best practices that provide opportunities for pupil success; 3) using assessment to inform

practice and the continuous development of students; and 4) evaluating the effects of your actions and reflecting on how you can adapt instruction based upon assessment and reflection. Placement will be made for you with a mentor teacher, or you may make your own arrangements.

Field Experience

- Arrange a meeting with your selected in-service teacher to describe the ISLA project
- Explain that you would like, with her/his approval, to develop a pre and post-test assessment to measure students' knowledge of the foreign/world language
- Let the teacher know that the assessment will not be isolated from their content or skills they emphasize and could provide helpful information to them
- Ask the teacher for suggestions or ideas
- Insure the teacher that the assessment is standards-based and performance-based
- Inform the teacher that you will gladly share drafts of the assessment and welcome their feedback and ideas
- Develop your pre-test, before submitting your draft to me, share the draft with the classroom teacher for feedback
- After my approval, administer the pre-test

Steps Along The Way

- Conduct 3-5 observations and provide field notes for your observations
- Develop an evaluation tool, i.e., analytic rubric or checklist with rating scale
- ISLA project action plan is due to me **week 4**
- A draft copy of your pre-test is due **week 6**
- Summary of feedback from the in-service teacher due **week 6**
- Revised pre-test due **week 7**
- Video Record and Administer pre-test prior to **week 9**
- Video Record and Administer post-test no later than **week 11**
- Evaluate post-test and videos
- Prepare final ISLA project written report due **week 13**
- Don't forget to share post-test results with classroom teacher
-

Required Components for the Performance Assessment

A. *Title Page*

Title of Lesson Taught

Your Name _____

Date _____

School Site _____

Grade/Level and Subject _____

Description of the Learners and Learning Context

1. Describe the school and school district briefly (you might consult the school web site for this information), including demographic information available (gender, cultural, ethnic make-up, etc.)
2. Describe the classroom setting, the students in your lesson, developmental characteristics (social, physical, intellectual that you have observed), their language learning background and any other information about the class you deem important.
3. Describe how to create a supportive classroom.
4. Describe your understanding of language acquisition and how that is used to create opportunities for meaningful interaction in the TL.
   Please use pseudonyms for both school and students/teachers to ensure confidentiality of all parties.

B. *Language Acquisition Theories and Knowledge of Student Needs: Planning for Instruction*
1. Write a plan for the lessons you will teach/co-teach. Follow the lesson plan or guidelines from the template provided.
2. Include an explanation of the critical thinking skills to be addressed.
3. Include the assessment instrument(s) you use, with rubrics.
4. Indicate provisions made for various learning styles and any special needs.
5. Describe the adaptations to instruction and assessment for diverse learners.

In your pre-teaching phase, think about the project areas and the classroom context as you observe your mentor teacher to prepare for this activity:
1. What instructional approaches work well for this age group?
2. In terms of classroom management, what strategies are most effective for your students?
3. What are some effective methods/strategies/assessments for working with students from many different countries?
4. What are the areas of weakness or difficulty for students at your grade level and what do you do to overcome these difficulties?
5. In what ways does your mentor assess student progress?
6. How would you describe her teaching style, and how might your planned mini-lesson work with the style?

C. Integration of Standards in Planning and Instruction
1. Demonstrate your understanding of the World Readiness Standards for Learning Languages (WRSLL) and how to integrate them with the instructional design of the lessons.

D. Assessment: Implementing Instruction and Assessment of Student Learning

1. Design and use an authentic performance assessment. Conduct a "pre-test" activity or survey to discover what pupils already know at the outset. Compile your data/results.
2. Teach the lesson to the class, or to a group of students.
3. Use a "post teaching evaluation" or instrument to discover what the students know at the conclusion of the lesson. Describe any modifications you used for special needs learners.
4. Collect the evaluation results. Compile the data/results.
5. Compare the results of the post-test to the results of the pre-test and describe the differences. (See E. below.)
6. Note: In your final submission, please include a copy of the assignment you have created (with your mentor teacher), any rubric(s) used to assess student performance, and an analysis of the data you have gathered.

E. *Reflection on Assessment & Impact on Student Learning to Improve Instruction*
   This is a key component of this project. Reflect on the effectiveness of your instruction and plan for modifications of future instruction to better meet pupils' needs. Please include the following:
   1. Identify what was successful and less successful about the assessments you used, and give plausible reasons for their success or lack thereof. Think: What steps might you take to remediate students who did not perform at high levels? How might this inform your practice in the future?
   2. Discuss *your* most significant learning insight(s) from teaching/co-teaching this lesson. Provide an explanation of impact on student learning and why individual students were able or unable to meet expectations.
   3. Reflect on your training thus far and identify what professional knowledge, skills, or dispositions would improve your performance in the future. Discuss your strengths and your needs as a teacher and set some specific goals for change.

This experiential learning module provides you the opportunity to connect **theory to practice** and reflect on your impact on student learning as you continue to grow and develop. As you think and write about school-based experiences, refer to the course content, readings, and discussions. Synthesize this information and apply it to the class content as well as your future (or current status) as an FL teacher.
∙∙∙

Special Note: Please remember, you are a guest in these schools and classrooms. Appropriate attire and conduct are mandatory. Professional courtesy is always essential. If you must cancel a scheduled visit, please call right away to let the teacher know. Our school-based colleagues have willingly agreed to make themselves available to you, and I do ask you to please be helpful and lend assistance where possible.

CRITICAL INCIDENT ANALYSIS ASSESSMENT TASK -- EDCI 684
(CEHD COMMON ASSESSMENT) 20%

This assessment task is a requirement across the CEHD. It is blended into the ISLA project as a complementary component. It is to be uploaded to BlackBoard and has its own criteria and assessment rubric. It will be separate from the ISLA project but may be completed in the same field experience setting.

George Mason University College of Education and Human Development

CAEP Common Assessment

Critical Incident Analysis: Impact on Student Learning Assessment Task

Assessment Information:

In the TCLDEL program, the Critical Incident Analysis Assessment Task is completed during EDCI 684 Advanced Methods of Teaching Foreign/Second Languages in PK-12 Schools and is assessed by the course instructor. The candidate must achieve a score of 3 to be successful on this assignment. If a candidate does not earn 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 identify gaps the candidate's ability to meet learning differences and to critically analyze and reflect upon an instructional episode and connections between situations they encounter and the broader social, political, and economic forces that can impact on student learning.

Standards addressed in this assessment:

InTASC Standards: 2 & 9

CAEP Standards: 1.1, 1.2, 1.3, 1.5

VDOE Standards: 2, 3, 4, 5

THEMES: Technology

Assessment Objectives

- The candidate will use knowledge of learning differences and assessment to develop an instructional plan including a plan for assessing the learner progress.

- The candidate will use all three levels of critical reflection (technical, practical, and critical) to analyze an instructional episode to make connections between situations they encounter and the broader social, political, and economic forces that influence those events.

- The candidate will critically reflect upon a "critical incident" from a lesson and propose alternative ways of addressing the incident to affect future teaching.

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

based upon a conscious awareness and careful consideration of the assumptions on which the decisions are based, and the technical, educational, and ethical consequences of those decisions.

For this assessment, you'll apply Van Manen's (1977) three hierarchical levels of reflection to your holistic reflection, as explained in Yost, et.al (2000):

- **Technical reflection** – focuses on effective application of skills and knowledge in the classroom so reflection focuses on analyzing the effects of strategies used. (Example: "Will using a timer help Susan stay focused on her work?")
- **Practical reflection** – focuses on the assumptions underlying a specific practice and the consequences of that practice on learning. It implies the assessment of the educational implications of actions and beliefs. (Example: "Did using a 'flipped classroom" design allow my students to learn more, faster-than more traditional instruction?")
- **Critical reflection** – includes emphases from technical and practical reflection and goes deeper. It focuses on questioning moral and ethical dimensions of decisions related, directly or indirectly, to the classroom. Candidates make connections between situations they encounter and the broader social, political, and economic forces that influence those events. (Example: "I wonder if creating structures that provide learners with more responsibility for their learning will make them more independent and self-motivated learners. And will these skills carry over into the real world?")

For this assessment, you'll also identify a "critical incident" from your own teaching. Brookfield (1990) noted that a "critical incident" is a 'vividly remembered event which is unplanned and unanticipated' (pg. 84). Reflecting upon a critical incident can affect change in: your thinking, your practice, your attitudes, and your understanding. A critical incident might be an interaction with a learner; it might be part of a teaching episode; it could be a parent interaction or just a solitary "ah-ha" moment. **For this assessment, your analysis will focus on what you learn from reflecting on a critical incident identified from a lesson.**

Directions: Critical Incident Analysis: Impact on Student Learning Assessment Task
This assignment requires you to reflect at all three levels of reflection. During field experience or your internship, you will record yourself teaching a lesson for which you have developed a detailed lesson plan. **Prior to recording, be sure to obtain appropriate permissions from school system, school, and families as needed in your specific context.**

This assignment consists of two parts: (a) **the holistic reflection,** and (b) **critical incident analysis**.
To complete this assignment you must develop a lesson plan and record the lesson* while teaching it. The lesson and the video will not be scored but will provide context during scoring the assessment. * (A videotape of the lesson will help identify the critical incident; however, if you are unable to videotape for any reason, completing this assessment for a lesson observed and transcribed or scripted by a mentor or supervisor so an incident can be identified, is an acceptable option.)

Section 1: Holistic Reflection
      Following the lesson presentation, write a reflective statement that includes technical, practical, and critical reflections related to your lesson. (See above for additional information.)

Section 2: Identify, Analyze, and Critically Reflect on a Critical Incident
      From your recorded lesson, select a segment (~5-10 minutes in length) that contains a critical incident, an incident that did not go as you anticipated, causing you to adjust and/or rethink your instruction. Use

the following to guide your description of and reflection on the critical incident captured that occurred during your lesson.

        a. Provide a brief description of what is happening in the selected clip. (A review of a videotape of the lesson will help identify the critical incident; however, if you are unable to videotape for any reason, completing this assessment for a lesson observed and transcribed or scripted by a mentor or supervisor where an incident can be identified, is an acceptable option.)

        b. Explain why this particular segment was selected.

        c. Analyze the critical incident using critical reflection strategies.

          -Propose alternative ways of handling the critical incident. You should draw upon your readings, knowledge of best practice, observations, and course work for support.

          -Summarize what was learned and how it will impact your future teaching.

Submit: (a) the lesson plan for the recorded lesson, (b) the holistic reflection, (c) the critical incident video clip or a detailed description/transcript of the critical incident, and (d) critical reflection of the critical incident.

References:

Brookfield, S.D. (1990). Using critical incidents to explore learners' assumptions. J. Mezirow (Ed). *Fostering critical reflection in adulthood* (pp. 177-193). San Fransisco: Jossey-Bass Publishers.

Dewey, J. (1933). ***How we think. A restatement of the relation of reflective thinking to the educative process*** (Revised edn.), Boston: D. C. Heath.

Van Manen, M. (1977). Linking ways of knowing with ways of being practical. *Curriculum Inquiry, 6*, 205-228. http://www.jstor.org/stable/1179579

Yost, D.S., Sentner, S.M., Forlenza-Bailey, A. (2000). An Examination of the Construct of Critical Reflection: Implications for Teacher Education Programming in the 21st Century, *Journal of Teacher Education, 51*:1, 39-49. DOI: https://doi.org/10.1177/002248710005100105

Critical Incident Analysis: Impact on Student Learning Assessment Task Rubric

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.

CRITERIA	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
Part 1 – Holistic Reflection				
The candidate uses a variety of data to evaluate the outcomes of teaching and learning to adapt planning and practice. *InTASC 9 VDOE 6*	The candidate uses either a single data point to evaluate the outcomes of teachin and/or does not address their analysis and insights to adapt planning and practice for subsequent learning.	The candidate uses limited data points to evaluate the outcomes of the learning experience, and/or provides limited strategies and insights to adapt planning and practice for subsequesnt learning experiences.	The candidate uses a variety of data points to evaluate the outcomes the learning experience and also a variety of learning strategies and insights to adapt planning and practice for subsequent learning experiences.	The candidate uses a variety of data points to evaluate the outcomes the learning experience. The candidate selects a variety of learning strategies and insights to adapt planning and practice for subsequent learning experiences. The candidate provides detailed rationale for the selection of strategies and the adaptation of instructional practice.
The candidate uses ongoing analysis and reflection to improve planning and practice.	There was no evidence that the candidate used ongoing all three levels of analysis	The candidate used all three levels of analysis. However, the analysis is superficial and	The candidate uses all three levels of analysis and critical reflection in an indepth manner, to	The candidate effectively used all three levels of analysis and critical reflection to improve

InTASC 9 *VDOE 6*	and/or reflection to improve planning and practice.	reflection is not at a critical level to improve planning and practice.	improve planning and practice.	planning and practice. Additionally, the candidate analyzed and anticipated/predicted the impact that changes in strategies and practice would have on learners in subsequent experiences.
Part 2-- Critical Incident Analysis and Critical Reflection				
The candidate critically reflects on a critial incident based on the cause and effect relationship between underlying issues and motivators that impact learning. *InTASC 9* *VDOE 6*	The candidate does reflects at a technical or practical level.	The candidate makes an inaccurate or incomplete critical reflection of the critical incident by identifying poorly matched underlying issues and motivators impactin learners.	The candidate makes a complete critical reflection of the critical incident based on the cause and effect relationship between underlying issues and motivators impacting learners.	The candidate makes a complete critical reflection of the critical incident based on the cause and effect relationship between underlying issues and motivators and includes reflection, and problem-solving strategies to improve instruction.
The candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences. *InTASC 9* *VDOE 6*	There was no evidence that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.	There was minimal evidence that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.	The candidate identifies examples of possible options to effectively engage in ongoing learning opportunities to plan to improve teaching and learning.	The candidate identifies specific evidence of strategies to effectively engage in ongoing learning opportunities to plan to improve teaching and learning that directly relate to the critical incident.
The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of instruction. *InTASC 9* *VDOE 6*	There is no evidence that the candidate reflects on his/her personal biases. The candidate did not access resources to deepen his/her own understanding of individual differences.	The candidate provides evidence that he/she reflects at the technical level on his/her personal biases and accesses resources to deepen his/her own understanding of limited individual	The candidate provides evidence that he/she critically reflects on personal biases and accesses appropriate resources to deepen his/her own understanding of a variety of individual	The candidate provides evidence that he/she critically reflects on personal biases and accesses multiple resources to deepen his/her own understanding of a variety of specific individual

		differences.	differences.	differences.
The candidate uses knowledge of individual differences to build relationships to create more relevant learning experiences. *InTASC 2* *VDOE 1*	The candidate does not build relationships and does not create relevant learning experiences for learners.	The candidate builds relationships and creates relevant learning experiences for some learners.	The candidate builds relationships and creates relevant learning experiences based upon the knowledge of individual learner differeneces.	The candidate builds relationships and creates relevant and authentic learning experiences based upon the knowledge of specific individual learner differeneces.

Field Experience Record

To the Mentor Teacher/Supervisor:

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

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

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

Student's Signature:_____ Date:_____

Mentor/Supervisor Signature: Date:

Field Experience Evaluation Form

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

PERSONAL AND PROFESSIONAL QUALITIES	Consistently Evident (4)	Frequently Evident (3)	Sometimes Evident (2)	Seldom Evident (1)	Not Applicable (N/A)
Open to Feedback - Is receptive to constructive criticism/growth-producing feedback - Self-regulates and modifies professional behavior based on feedback - Seeks opportunities for professional growth to improve practice					
Collaboration & Teamwork - Exhibits teamwork for school/organizational improvement - Collaborates well with others - Is caring, empathetic and respectful to others					
Cultural Responsiveness - Treats individuals in an unbiased manner - Embraces differences - Views diversity as an asset					
Continuous Improvement/ Change Orientation - Takes initiative appropriately - Seeks evidence for use in decision making - Is willing to take appropriate risks/try new things					
High expectations for learning - Holds high expectations for all learners					

- Monitors and assesses student learning to provide feedback and alter instruction to improve learning					
Advocacy - Seeks to understand and address student issues and challenges - Shows a genuine interest in others' well-being - Seeks to direct students and/or families to needed resources					
Professionalism - Is punctual and well prepared with appropriate dress & appearance - Demonstrates respect for students, families, colleagues, and/or property - Uses technology & social media appropriately					
Legal & Ethical Conduct - Exhibits integrity and ethical behavior - Maintains privacy and confidentiality of sensitive information - Demonstrates fairness and consistency in applying and enforcing rules, policies, and regulations					

Comments:

_____
_____
_____
_____

GMU FOREIGN LANGUAGE TEACHER PROGRAM
INDIVIDUAL TEACHER PROFESSIONAL DEVELOPMENT PLAN TEMPLATE

District Name	School Name	Date
Teacher Name	Assignment/Department/Grade Level	Rating & Date of Most Recent Summative Evaluation
Supervisor Name	Principal Name	Plan Begin/End Dates

-I- Areas Identified for Development of Professional Practice

No.	Area Identified for Development	Rationale/Sources of Evidence
1		
2		
3		

-II- Professional Learning Goals and Activities

Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities	Estimated Hours	Completion Date
1					

2					
3					
4					

-III- District and School PDP Support

District/School Administrator Activities

My signature below indicates that I have received a copy of this Professional Development Plan and that I understand and contributed to its contents.

Teacher Signature:_____ **Date:**_____

Supervisor Signature:_____ **Title**_____ **Date**_____

EDCI 684 – TEACHING SIMULATION
Advanced Methods of Teaching Foreign Languages in PK-12 Schools

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				

ACTFL/CAEP Assessment # 7: Reflection-based Essay- Philosophy of Teaching World Languages

	Does not Meet the Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
Language Acquisition Theories *ACTFL/CAEP* Standard 3a Principle A: The Learner and Learning "Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments." **Domains A or B**	Candidate's philosophy of language teaching does not illustrate an understanding of the principles of language acquisition and how to use this knowledge to create linguistically and culturally rich learning environments.	Candidate's philosophy of language teaching only minimally illustrates an understanding of the principles of language acquisition and how to use this knowledge to create linguistically and culturally rich learning environments.	Candidate's philosophy of language teaching illustrates an understanding of the principles of language acquisition and how to use this knowledge to create linguistically and culturally rich learning environments.	Candidate's philosophy of language teaching clearly illustrates an understanding of the principles of language acquisition and how to use this knowledge to create linguistically and culturally rich learning environments.
Language Acquisition Theories *ACTFL/CAEP* Standard 3b Principle A: The Learner and Learning "Demonstrate an understanding an understanding of child & adolescent development to create a supportive learning environment for each student." **Domains A or B**	Candidate's philosophy of language teaching does not illustrate an understanding of knowledge of students and their needs to create linguistically and culturally rich learning environments.	Candidate's philosophy of language teaching only minimally illustrates an understanding of knowledge of students and their needs to create linguistically and culturally rich learning environments	Candidate's philosophy of language teaching illustrates an understanding of knowledge of students and their needs to create linguistically and culturally rich learning environments.	Candidate emphasizes the use of a wide variety of strategies to meet the linguistic needs of their K-12 students at various developmental levels.

	Does not Meet the Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
Assessment of Languages and Cultures ACTFL/CAEP Standard 5b Principle C: Instructional Practice "Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction." Domain C	Candidate's philosophy of language teaching only minimally mentions assessments or supports only assessments that are scored easily or mechanically. Assessment is not viewed as a teaching tool, but may be considered as an end in and of itself.	Candidate's philosophy of language teaching supports assessments that can be scored quickly and mechanically. Assessment is viewed as an end in and of itself.	Candidate's philosophy of language teaching mentions a commitment to adjust instruction based on what s/he has learned from assessments.	Candidate's philosophy of language teaching establishes a clear commitment to adjust instruction based on what s/he has learned from assessments. Candidate's philosophy indicates planning authentic assessments as part of designing instruction, before instruction begins.
Integration of Standards in Planning and Instruction ACTFL/CAEP Standard 4b Principle A: The Learner and Learning "Integrate the goal areas of the national standards and their state standards in their classroom practice." Domains D or E	Candidate's philosophy does not demonstrate knowledge and skills to integrate the goal areas of national and/or state standards in the philosophy. The philosophy lacks the 5Cs and 3 modes.	Candidate's philosophy demonstrates limited or partial knowledge and skills to integrate the goal areas of national and/or state standards for the plans. The philosophy lacks several of the 5Cs and/or 3 modes.	Candidate's philosophy demonstrates the knowledge and skills to integrate the goal areas of national and/or state standards for the philosophy. The philosophy includes the 5Cs and all 3 modes.	Candidate's philosophy demonstrates strong understanding of knowledge and skills needed to integrate the goal areas of national and/or state standards for the philosophy. These then are the focus of all classroom activities. The philosophy includes all 5Cs and all 3 modes.

	Does not Meet the Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
Integration of Standards in Planning and Instruction ACTFL/CAEP Standard 4a Principle A: The Learner and Learning "Demonstrate an understanding of the national and state standards and use them as the basis for instructional planning." Domains D or E	Candidate's philosophy of language teaching only minimally considers national and state standards in their planning, or may not consider their importance in integrating them in their instructional materials. Candidate does not demonstrate an understanding of national and/or state standards and how to use them as a basis for instructional planning.	Candidate's philosophy of language teaching considers national and state standards to their planning to the extent that they are explicitly integrated in their instructional materials. Candidate demonstrates limited or partial understanding of national and/or state standards and how to use them as a basis for instructional planning.	Candidate's philosophy of language teaching advocates for national and state standards into their curricular planning, even if their instructional materials are not standards-based. Candidate demonstrates understanding of national and/or state standards and how to use them as a basis for instructional planning.	Candidate's philosophy of language teaching articulates a rationale for using national and state standards as the basis for curriculum development. Candidate demonstrates strong understanding of national and/or state standards and how to use them as a basis for instructional planning These then are the focus of all classroom activities. The philosophy includes all 5Cs and all 3 modes.
Professional Responsibility ACTFL/CAEP Standard 6a Principle D: Professional Responsibility "Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogic competence and promote reflection on practice. Domain F	Candidate's philosophy of language teaching does not articulate the need for ongoing professional development.	Candidate's philosophy of language teaching does not clearly articulate the need for ongoing professional development.	Candidate's philosophy of language teaching identifies immediate professional development needs.	Candidate's philosophy of language teaching outlines a process for identifying ongoing professional development needs and the potential providers (e.g., state organization) to meet these needs. Candidate develops a plan and articulates a rationale for language learning that includes the cognitive, academic, affective and economic benefits to students in today's global society.

	Does not Meet the Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
Language Proficiency ACTFL/CAEP Standard 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" Domain G	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. Target language writing has 10 or more grammatical and/or syntactical errors.	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. Target language writing has 8-10 grammatical and/or syntactical errors.	Candidate presents written information at the "Advanced Low" level. Candidate's target language writing has minimal 2-5 grammatical and/or syntactical errors. Target language writing has minimal 2-3 grammatical and/or syntactical errors.	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. Target language writing has no grammatical and/or syntactical errors.

EDCI 684
Candidate Impact on Student Learning
Performance-Based Assessment Project for ACTFL/CAEP Assessment #5

	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
Description of Learners and Learning Context	Candidate does not provide descriptions of school site, classroom environment, or classes. Aspects of student diversity are not included nor skeletal information on language acquisition or individual students. Candidate does not demonstrate how to use this information correctly to create a better description of the learning environment that includes appropriate target language input and/or opportunities for meaningful interaction in the TL.	Candidate provides minimal descriptions of school site, classroom environment, or classes. Aspects of student diversity are partially included and provide only minimal information on language acquisition or individual students. Candidate demonstrates an emerging understanding of how to use this information correctly to create a better description of the learning environment that includes appropriate target language input and/or opportunities for meaningful interaction in the TL.	Candidate provides descriptions of school site, classroom environment, and classes. Aspects of student diversity are included and provide information on language acquisition or individual students. Candidate demonstrates an understanding of how to use this information correctly to create a better description of the learning environment that includes appropriate target language input and/or opportunities for meaningful interaction in the TL.	Candidate provides a complete and appropriate description of school site, classroom environment, and classes. Aspects of student diversity are included and provide information on language acquisition or individual students. Candidate demonstrates an understanding of how to create a supportive classroom. Candidate clearly demonstrates, in detail, a solid understanding of individual students and their language acquisition levels in the descriptions that are used to create a learning environment with target language input and opportunities for meaningful interaction in the TL.
Language Acquisition Theories and Knowledge of Students and Their Needs ACTFL/CAEP Standard 3b CAEP Principle A: The Learner and Learning	Candidate does not plan instructional practices that meet the needs of diverse language learners and/or does not differentiate in the planning for instruction.	Candidate approaches developing instructional practices that meet the needs of diverse language learners, but lacks clarity and requires more work on differentiation in the planning of instruction.	Candidate plans instructional practices that meet the needs of diverse language learners and provides clarity in demonstrating an understanding of differentiation in the planning of instruction.	Candidate provides clear evidence of planning instructional practices that meet the needs of diverse language learners through the demonstration of differentiation in the planning of instruction. Candidate demonstrates differentiating instruction practices by providing opportunities for students to work collaboratively in pairs and small groups.

"Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student."			
Integration of Standards in Planning and Instruction ACTFL/CAEP Standard 4a Principle A: The Learner and Learning "Demonstrate an understanding of the WRSLL and their state standards and use them as the basis for instructional planning."	Candidate does not demonstrate an understanding of implementing the *World Readiness Standards for Learning Languages* and state standards in planning or does not integrate them with the instructional design of the lessons. without clarity and consistency	Candidate does not adequately demonstrate an understanding of implementing the *World Readiness Standards for Learning Languages* and state standards in planning or does not integrate them with the instructional design of the lessons. with minimal clarity and/or consistency.	Candidate demonstrates an understanding of implementing the *World Readiness Standards for Learning Languages* and state standards in planning. Candidate shows evidence of how to integrate them with the instructional design of the lessons . Candidate's plans demonstrate clarity and consistency.	Candidate demonstrates a strong understanding of implementing the *World Readiness Standards for Learning Languages* and state standards in planning. Candidate shows clear evidence of how to integrate them with the instructional design of the lessons with clarity and consistency. Candidate demonstrates how to use the WRSLL and state standards as a starting point to design unit lesson plans.
Assessment Standard (5a) Principle C: Instructional Practice Standard 5: Assessment of Languages and Cultures – Impact on Student Learning	Candidate did not design and describe a formative assessment to maximize student performance. There is no evidence of a candidate-made assessment that measures students' ability to negotiate meaning; for interpretation of texts that contain a variety of response types, and presentational	Candidate designed but did not describe a formative assessment to maximize student performance. There is minimal evidence of a candidate-made assessment that measures students' ability to negotiate meaning; for interpretation of texts that contain a variety of response types, and presentational tasks,	Candidate designed and described a formative assessment to maximize student performance. There is evidence of a candidate-made assessment that measures students' ability to negotiate meaning; for interpretation of texts that contain a variety of response types, and presentational tasks, using analytical or holistic scoring.	Candidate designed and described a formative assessment to maximize student performance. There is evidence of a candidate-made assessment that measures students' ability to negotiate meaning; for interpretation of texts that contain a variety of response types, and presentational tasks, using analytical or holistic scoring.

"Design and use ongoing authentic performance assessments using a variety of assessment models for all learners."	tasks, using analytical or holistic scoring.	using analytical or holistic scoring.	Candidate designed an assessment in which students would be able to identify products, practices, and perspectives embedded in authentic documents. There is a plan for adapting assessments for students with special needs.	There is a plan for adapting assessments for students with special needs. Candidate describes a plan to teach students how to reflect upon their performance and help them identify gaps in their knowledge and skills. The assessment plan describes how results of assessments will be used to improve teaching and student learning.
Reflection on Assessment & Impact on Student Learning To Improve Instruction ACTFL/CAEP Standard 5b Principle C: Instructional Practice "Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction."	Candidate does not demonstrate ability to interpret and reflect on assessment process. Candidate's reflection fails to explain why pupils were able or unable to meet expectations. Candidate did not show evidence of reflecting on next steps	Candidate describe impact on student learning clearly. Candidate's reflection minimally explains why pupils were able or unable to meet expectations. Candidate's reflection is inadequate or does not effectively propose changes to improve teaching and learning based on the assessment.	Candidate describes impact on student learning adequately, and fully explained why students were able or unable to meet expectations. Candidate uses insights in reflection to propose minor improvement ideas for teaching. Candidate included some elements such as planning for improvement in student learning.	Candidate reflects thoroughly and clearly on the results of student assessments. Candidate includes an explanation of impact on student learning and why individual pupils were able or unable to meet expectations. Candidate clearly uses success or failure to determine upcoming directions for instruction. Candidate's assessment results propose improvement ideas for own teaching and student learning.

Materials Release Form for

EDCI 684

        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 CAEP programs. If you agree to let me use your materials for this purpose, please sign below. Pease note that every precaution will be taken to protect your anonymity.

1. I, _____, give permission for

        (please print your name)

  materials produced to meet the requirements of this course **to be used as work samples for the 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 phone)

 Email address _____

STUDENT BIOGRAPHICAL INFORMATION

Please Print <u>clearly!</u>

Name:_____

E-mail address: _____

Home phone: _____ Work phone:_____

Home address:_____

GMU Program:_____
Year admitted:_____ Expected completion year_____

Currently teaching?_____ If yes, where, what, and for how long?
_____

Language(s) you speak/read/write_____
Level(s) of proficiency_____

Travel experience?_____ Where?_____
For how long?_____

Career goals:_____

What you hope to gain from this from this class:
_____
_____
_____

Favorite leisure/pastime activities:
_____
_____

RELEASE FORM

Graduate School of Education

George Mason University

Spring

2019

Permission to Use Student Materials and Image in Videotape

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

Teacher's Signature _____

Student's Name_____

Parent(s) or Legal Guardian(s) Signature_____

Marjorie Hall Haley, PhD

Professor of Education

mhaley@gmu.edu

(703) 993-8710

Professional Dispositions

See https://cehd.gmu.edu/students/polices-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 silence all sound emitting devices 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/ .