

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

EDCI 684: Section DL 1
Advanced Methods of Teaching Foreign/Second Languages in PK-12 Schools
3 Credits Spring 2021
Wednesday/4:30-7:10 PM

Faculty

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Prerequisites/Corequisites

Required Prerequisites: [EDCI 520](#)*B- and [560](#)B-.

* 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.

Please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: <https://www2.gmu.edu/Safe-Return-Campus>. There is also a special document COVID Syllabus Addendum located in the syllabus tab.

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 (For Online)

This course will be delivered online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available 18 Jan 2021.

Under no circumstances may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

This course will be taught online in a synchronous format via Zoom. Depending on the sustainability of the heavy use of online platforms, students are asked to become familiar with Zoom and Skype as well. Please refrain from participating in online class sessions using your phone while operating a motor vehicle. Students will engage in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, and student-led micro teaching simulations. Instruction will include guest speakers, videos, and other multimedia resources. Assessments are performance-based, which students are encouraged to complete in relation to their own teaching circumstance. Rubrics are provided for the midterm project, the impact on student learning final project, teaching demonstration, and the preparation and participation grade.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>

Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Log-in Frequency:
- Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [2] times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should

email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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

1. Hall Haley, M. & Austin, T. Y. (2014) (2nd Edition). *Content-based second language teaching and learning*. Boston: Pearson.
2. Clementi, D. & Terrill, L. (2017) (2nd Edition). *The keys to planning for learning: Effective curriculum, unit and lesson design*. Alexandria, VA: ACTFL.
3. Grahn, L. & McAlpine, D. (2017). *The keys to strategies for language instruction: Engagement, relevance, critical thinking, collaboration*. Alexandria, VA: ACTFL.

Recommended Texts:

1. Sandrock, P. (2010). *The keys to assessing language performance*. Alexandria, VA: ACTFL.
2. Adair-Hauck, B., Glisan, E., & Troyan, F. (2013). *Implementing integrated performance assessment*. Alexandria, VA: ACTFL.
4. Johnston, B. (2007). *Developing materials for less commonly taught languages*. University of Minnesota: CARLA.
5. Thompson, J. (2013). *The first-year teacher's survival guide*. (3rd ed.). John Wiley & Sons Inc.

Useful Texts for Consideration:

1. Curwin, R., Mender, A. & Mender, B. (2008). *Discipline with dignity*. (3rd ed.). 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. Redmond, M.L (1999)(Ed.) *Teacher to Teacher: Model Lessons for K-8 Foreign Language*.
7. Blaz, D. (2001). *A collection of performance tasks and rubrics: Foreign languages*. Larchmont, NY: Eye on Education.
8. Blaz, D. (2006). *Differentiated instruction: A guide for foreign language teachers*. Larchmont, NY: Eye on Education.
9. Patrick, P. (2007). *The keys to the classroom: A basic manual to help new language teachers find their way*. Alexandria, VA: ACTFL.

Other Recommended Resources:

Merlot website: <http://www.merlot.org/merlot/index.htm>

Startalk Teacher Development website: <http://startalk.umd.edu/teacher-development>

Teaching Foreign Languages (TFL) Library www.learner.org

Useful Foreign/World 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, email, **Tk20/VIA**).

ASSIGNMENTS AND/OR TASKS REQUIRED

(1) SELF-ASSESSMENT OF DISPOSITIONS

During this course, candidates are **required** to complete a second Self-Assessment of Dispositions via a Qualtrics survey link. The link is located under the "Assessment" tab from our course main menu. This is the same Self-Assessment of Dispositions that you completed upon enrollment in the TCLDEL program and about which you viewed a PowerPoint training. More info can be found about the importance of candidates' dispositions here: <https://cehd.gmu.edu/epo/candidate-dispositions>

*Please access and complete the Qualtrics survey by **April 21, 2021**.* The course instructor will verify completion.

(2) IMPACT ON STUDENT LEARNING ASSESSMENT (ISLA)

TK20/VIA THIS IS A PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

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/VIA 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/VIA through Blackboard. Failure to submit the assessment to Tk20/VIA (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/VIA 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 **10 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 10 hours per course (e.g., two courses require 20 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/VIA 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: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request

form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

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

TCLDEL Fieldwork Log of Hours and Evaluation Assessment

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates 10 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 Tasks

Class Assignments for EDCI 684.001			
Assignment Description	Standards Addressed / Requirements	Grade %	Due Date
3) Teaching Simulation With Reflection <i>(Theory and Research to Practice)</i>	Candidates will teach a mini lesson in pairs 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 <i>may</i> serve as a dry run of, and/or be a component of, the <i>Impact on Student Learning Assessment</i> project’s (see below) lesson. <i>ACTFL/CAEP Standards: 3a, 3b,4a, 4b, 4c</i>	20%	4/7 4/14
4) Mid-Term Projects	Reflection-based Philosophy Paper: Based on personal beliefs and professional knowledge about Second Language Acquisition (SLA)		

<p>(A) Philosophy of Education Statement</p> <p style="text-align: center;">&</p> <p>(B) Professional Development Portfolio With Three Reflections</p> <p style="text-align: center;"><i>(Theory, Research, and Professional Development)</i></p>	<p>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.</p> <p>Portfolio: Set up of full Professional Development Portfolio (Electronic Format) with all sections clearly marked and Table of Contents created.</p> <p>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.</p> <p style="text-align: center;"><i>ACTFL/CAEP Standard 6a, 6b</i></p>	<p style="text-align: center;">20%</p> <p style="text-align: center;">20%</p>	<p style="text-align: center;">Philosophy Paper</p> <p style="text-align: center;">(Up loaded to TK20/VIA-Bb)</p> <p style="text-align: center;">March 24</p> <p style="text-align: center;">Portfolio With 3 Reflections</p> <p style="text-align: center;">March 10</p>
<p style="text-align: center;">Impact on Student Learning Assessment Project</p>	<p style="text-align: center;">The EDCI 684 Designated Performance-Based Assessment</p> <p>Engage in and understand the impact of teaching on student learning in an authentic learning setting.</p> <p>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</p>		<p style="text-align: center;">April 28</p> <p style="text-align: center;">ISLA Project Due</p>

<i>(Theory, Research, Professional Collaboration & Practice)</i>	<p>learning & how the assessment will inform upcoming lessons.</p> <p>In-Service Teacher Candidates: In your <i>own</i> 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.</p> <p><i>ACTFL/CAEP Standards 3a 3b, 4a, 4b, 4c, 5a, 5b, 5c</i></p>	25%	(Up-loaded to TK20/VIA-Bb)
In-class Attendance, Participation, Group Work, and Readings	<p>Candidates are expected to actively participate in every class session.</p> <p>Candidates are expected to attend all classes, arriving on time, and must inform instructor of the need for an absence from class.</p> <p><i>ACTFL/CAEP Standards: 3a, 4a, 6a</i></p>	15%	Each class meeting during the semester

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 School of Education

See the University Catalog for details:

<http://catalog.gmu.edu/policies/academic/grading/>

Professional Dispositions

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

Please note this is also mentioned earlier in the syllabus:

During this course, candidates are **required** to complete a second Self-Assessment of Dispositions via a Qualtrics survey link. The link is located under the "Assessment" tab from our course main menu. This is the same Self-Assessment of Dispositions that you completed upon enrollment in the TCLDEL program and about which you viewed a PowerPoint training. More info can be found about the importance of candidates' dispositions here: <https://cehd.gmu.edu/epo/candidate-dispositions>

Please access and complete the Qualtrics survey by April 21, 2021. Dr. Haley will verify completion.

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 withdrawals 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.

PROPOSED CLASS SCHEDULE

(Please note: changes in assignments are at the discretion of Dr. Haley)

EDCI 684 – Advanced Methods of Teaching Foreign/World Languages

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

Jan 27: 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.

Assignments # 1

- (1) Go online and find the two regional foreign language professional organizations to which Virginia belongs. Read about their annual conferences and what they offer in the way of professional development.
- (2) Go online and read more about membership in the National organization, ACTFL.
- (3) Search online for information about FLAVA and GWATFL.
- (4) What are the names of the language specific organizations which will be of particular interest to you?
- (5) Identify the names of at least three professional foreign language journals.
- (6) Domain A of Philosophy of Teaching Paper

Feb 3: 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

Assignments # 2:

- (1) Read Haley/Austin Chapter 4. Use the lesson plan template provided in the syllabus and create a one day lesson plan. This should not be a duplicate from EDCI 560!

(2) View YouTube on Integrated Performance Assessment:

<https://www.youtube.com/watch?v=yRhFKPBZVZs&list=PLLBj9BLnZf1XURnAHBCQj8PPyWywXiflG>

Feb 10: 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. Share and critique one-day lesson plans.

Assignments # 3:

- (1) Reflection # 1: You may choose any one 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
- (5) Read Clementi/Terrill, Chapter 3

Feb 17: Week # 4 – *Online Curriculum and Textbook Analysis and Evaluation* (ACTFL/CAEP Standard 4 – Integration of Standards into Curriculum and Instruction). Examination of current online curriculum and 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! AND ISLA project action plan is due!

Assignments # 4:

- (1) Search online for a curriculum or textbook evaluation rubric
- (2) Begin construction of Professional Development Portfolio
- (3) Domain C of Philosophy of Teaching Paper
- (4) Clementi/Terrill – pp.xxx

Feb 24: Week # 5 – *Professional Development Portfolio Construction*. Simulated curriculum or textbook evaluation/analysis exercise.

Assignments # 5:

- (1) Reflection # 2:
- (2) Draft of Pre-Test and Rubric
- (3) Read Grahn & McAlpine, Chapter 4
- (4) Domain D of Philosophy of Teaching Paper

Mar 3: Week # 6 – *Classroom Management and Discipline* (INTASC Standard 5 – Motivation and Management). Virtual spaces, forming groups, centers, tech apps, keeping track of homework, managing multi-level classrooms, daily routines, establishing routines.

Reflection # 2 is due! AND a draft copy of your pre-test 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 10: Week # 7 – Portfolio with 3 reflections due! Case studies that illustrate effective discipline strategies. **Revised pre-test is due!**

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 17 Week # 8 – ASYNCHRONOUS CLASS

March 24: 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.

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

Assignment # 8:

- (1) View YouTube: <https://www.youtube.com/watch?v=yGrx7uCfuN4>
- (2) Read 2 articles on the technology list provided in Bb; be prepared to share important points and examples on how to put them into practice
- (3) Clementi/Terrill – pp. xxx

Mar 31: Week # 10 – REGROUP/RECOLLECT/REPURPOSE GOING FORWARD

Assignment # 9:

- (1) Work on ISLA

April 7: Week # 11 – Teaching Demonstrations # 1. Sharing technology ideas and their application. Integrate Performance Assessment (IPA) to be discussed.

Assignment # 10:

- (1) Work on ISLA

April 14: Week # 12 – Teaching Demonstrations # 2. 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

April 21: 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. Teacher Action Research as a useful tool in professional development. Creating communities of practice.

Assignment # 12:

- (1) View the Webinar workshop on Heritage Language Learners: (you will need to create a “free” account and then sign in. Preview Lessons 1-4 in Module 1. http://startalk.nhlrc.ucla.edu/Default_startalk.aspx

April 28: 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.

May 5 : Week # 15 –

Final Projects (Impact on Student Learning) Due.
Teachers as Researchers and Reflective Practitioners (ACTFL/CAEP Standard 6 – Professional Development, Advocacy, and Ethics).

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 any three 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 7 style format.

Reflection Topics

Section I: *Language proficiency: Interpersonal, Interpretive, and Presentational*
ACTFL/CAEP Standard 1 – 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* –
ACTFL/CAEP Standard 2 – 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* **ACTFL/CAEP Standard 3** – 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*– **ACTFL/CAEP Standard 4** – 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* –
ACTFL/CAEP Standard 5 – 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* – **ISTE Standard 1**– 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* – **ACTFL/CAEP Standard 6** – Reflect on your practices and beliefs about professionalism, reflection, inquiry, and school and community collaboration in the support of student learning. **Must** include the *Professional Development Plan*.

Holistic Scoring Rubric

EDCI 684 – **SPRING 2021**

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/VIA-BLACKBOARD

The Description of the Assessment Task

Write a ten (minimum) to fifteen (maximum) page Philosophy of Teaching Statement, with three of the seven domains (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 20%

Task: The teaching simulation is to be done in pairs and at least 90% 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. 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 professor and classmates.

2. You must work in pairs 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. BE CREATIVE!

EVALUATION 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/VIA-BLACKBOARD (SEPARATELY)

Impact on Student Learning Assessment Project (25%)

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**
- Revised pre-test due **week 7**
- Summary of feedback from the in-service teacher due **week 15**
- Prepare final ISLA project written report due **week 15**
- 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.

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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.

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 15 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 dvtch@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
1/23/21	5 th 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					

<ul style="list-style-type: none"> - Monitors and assesses student learning to provide feedback and alter instruction to improve learning 					
<p>Advocacy</p> <ul style="list-style-type: none"> - 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 					
<p>Professionalism</p> <ul style="list-style-type: none"> - Is punctual and well prepared with appropriate dress & appearance - Demonstrates respect for students, families, colleagues, and/or property - Uses technology & social media appropriately 					
<p>Legal & Ethical Conduct</p> <ul style="list-style-type: none"> - 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/WORLD 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)
<p>Language Acquisition Theories</p> <p><i>ACTFL/CAEP</i> 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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Language Acquisition Theories</p> <p><i>ACTFL/CAEP</i> Standard 3b Principle A: The Learner and Learning “Demonstrate an understanding of child & adolescent development to create a supportive learning environment for each student.” Domains A or B</p>	<p>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.</p>	<p>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</p>	<p>Candidate’s philosophy of language teaching illustrates an understanding of knowledge of students and their needs to create linguistically and culturally rich learning environments.</p>	<p>Candidate emphasizes the use of a wide variety of strategies to meet the linguistic needs of their K-12 students at various developmental levels.</p>

	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	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

<p>CAEP Principle A: The Learner and Learning “Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.”</p>				<p>collaboratively in pairs and small groups.</p>
<p>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.”</p>	<p>Candidate does not demonstrate an understanding of implementing the <i>World Readiness Standards for Learning Languages</i> and state standards in planning or does not integrate them with the instructional design of the lessons. without clarity and consistency</p>	<p>Candidate does not adequately demonstrate an understanding of implementing the <i>World Readiness Standards for Learning Languages</i> and state standards in planning or does not integrate them with the instructional design of the lessons. with minimal clarity and/or consistency.</p>	<p>Candidate demonstrates an understanding of implementing the <i>World Readiness Standards for Learning Languages</i> 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.</p>	<p>Candidate demonstrates a strong understanding of implementing the <i>World Readiness Standards for Learning Languages</i> 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.</p>
<p>Assessment Standard (5a) Principle C: Instructional Practice</p>	<p>Candidate did not design and describe a formative assessment to maximize student performance. There is no evidence of a candidate-made assessment that</p>	<p>Candidate designed but did not describe a formative assessment to maximize student performance. There is minimal evidence of a candidate-made assessment</p>	<p>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</p>	<p>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</p>

<p>Standard 5: Assessment of Languages and Cultures – Impact on Student Learning “Design and use ongoing authentic performance assessments using a variety of assessment models for all learners.”</p>	<p>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.</p>	<p>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.</p>	<p>meaning; for interpretation of texts that contain a variety of response types, and presentational tasks, 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.</p>	<p>contain a variety of response types, and presentational tasks, using analytical or holistic scoring. 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.</p>
<p>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.”</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

STUDENT BIOGRAPHICAL INFORMATION

Please Submit via email (mhaley@gmu.edu)!

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

**School of Education
George Mason University
Spring
2021**

Permission to Use Student Materials and Image in Videotape

As a student in the 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

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <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 <https://ds.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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@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 <http://cehd.gmu.edu/>.