

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

EDCI 560 Section DL1: Methods of Teaching in FL/WL in PK-12 Schools
3 Credits, Fall 2024
August 26, 2024 to December 18, 2024
Asynchronous

Faculty

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Prerequisites/Corequisites

Required Prerequisites: EDCI 516*
*May be taken concurrently.
Requires minimum grade of B-.

University Catalog Course Description

Covers approaches, theories, and methods of teaching foreign and second languages, with practical application to classroom. Students demonstrate teaching strategies, develop lesson and unit-planning skills, and evaluate curricula and materials.

Course Overview

This course is designed to be highly interactive and is predicated upon *learning by doing* and *discovery learning*. Students examine past and current approaches, strategies, and techniques for teaching foreign/second languages. Students demonstrate teaching strategies, develop lesson and unit planning skills, demonstrate knowledge of the application of basic linguistic and sociolinguistic concepts, and evaluate foreign/second language resources available in the field.

Course Delivery Method

This course will be delivered online using an asynchronous format using Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on [Day and/or Time].

- To access your course in Blackboard Learn: <https://mymasonportal.gmu.edu/>
- To access your course in Canvas: <https://canvas.gmu.edu/login/canvas>.

Under no circumstances may students participate in online class sessions while operating motor vehicles.

Learning Outcomes

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

- 1) Use instructional strategies that reflect principles of different methods of teaching foreign/second languages and successfully accommodate the needs of different types of learners;
- 2) Demonstrate the ability to organize a detailed lesson plan designed for foreign/world language teaching contexts, including all three communicative modes (interpersonal, interpretive, and presentational) while focusing on the end goal of communicative fluency;
- 3) Plan and demonstrate a micro teaching demonstration that is standards-based and delivered in the target language.

Professional Standards

(ACTFL/CAEP)

This course addresses the following professional standards:

Relationship to GSE Program Goals, National Standards, and Professional Organizations:

ACTFL/CAEP (ACTFL Standards <https://www.actfl.org/publications/all/world-readiness-standards-learning-languages> & CAEP Principles <http://caepnet.org/standards/introduction>)

ACTFL Standard	Language Proficiency	Cultures, Linguistics, Literatures, Concepts from Other Disciplines	Language Acquisition Theories and Knowledge of Students and Their Needs	Integration of Standards in Planning and Instruction	Assessment of Languages and Cultures	Professional Development Advocacy, and Ethics
Standard Number	1.a. 1.c.	2.a. 2.b. 2.c.	3.a. 3.b.	4.a. 4.b. 4.c.	5.a. 5.b. 5.c.	6.a. 6.b. 6.c.
CAEP Principle	B – Content	A – The Learner and Learning B – Content	A – The Learner and Learning C – Instructional Practice	A – The Learner and Learning C – Instructional Practice	A – The Learner and Learning C – Instructional Practice	D – Professional Responsibility

ACTFL: American Council on the Teaching of Foreign Languages

CAEP: Council for the Accreditation of Educator Preparation

Required Text

Must be purchased before 2nd class meeting.

Hall Haley, M. & Austin, T. Y. (2014). *Content-based second language teaching and learning* (2nd ed.). Boston, MA: Pearson.

Other Required/Suggested Readings: *Provided by Professor uploaded as PDF on Blackboard*

Selected articles, chapters, and sections from the following resources can be found online and used as needed throughout the semester:

The National Standards Collaborative Board. (2015). *World-Readiness Standards for Learning Languages*. 4th ed. Alexandria, VA: Author.

ACTFL Performance Guidelines for K-12 Learners

Further Reading

Adair-Hauck, B., Glisan, E., & Troyan, F. (2013). *Implementing Integrated Performance Assessment*. Alexandria, VA: ACTFL.

Blaz, D. (2001). *A collection of performance tasks and rubrics: Foreign languages*. Larchmont, NY: Eye on Education.

Erben, T. & Sarijeva, I. (Eds.). (2008). *Calling all foreign language teachers: Computer-assisted language learning in the classroom*. Larchmont, NY: Eye on Education.

Grahn, L., & McAlpine, D. (2017). *The Keys to Strategies for Language Instruction*. Alexandria, VA: ACTFL.

Patrick, P. (2007). *The keys to the classroom: A basic manual to help new language teachers find their way*. Alexandria, VA: ACTFL

Sandrock, P. (2010). *The keys to assessing language performance: A teacher's manual for measuring student progress*. Alexandria, VA: The American Council on the Teaching of Foreign Languages.

Shrum, J. L. & Glisan, E. W. (2010). *Teacher's handbook: Contextualized language instruction* (4th ed.). Boston, MA: Heinle Cengage Learning.

National and Local Standards in Foreign Language Teaching

ACTFL Standards (American Council on the Teaching of Foreign Languages):

<https://www.actfl.org/publications/all/world-readiness-standards-learning-languages>

CAEP Principles (Council for the Accreditation of Educator Preparation):

https://www.actfl.org/sites/default/files/CAEP/ACTFLCAEPStandards2013_v2015.pdf

InTASC Standards (Interstate Teacher Assessment and Support Consortium):

<https://www.ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

VA SOLs (VA Standards of Learning):

https://www.doe.virginia.gov/testing/sol/standards_docs/foreign_language/2021/wl-sol-2021.pdf

Recommended Online Resources:

1. Merlot website: <http://www.merlot.org/merlot/index.htm>
2. Startalk Teacher Development website: <http://startalk.umd.edu/teacher-development>
3. Teaching Foreign Languages (TFL) Library www.learner.org
4. Wiki for Differentiating Instruction: <http://daretodifferentiate.wikispaces.com/>
5. Foreign Language Teaching Methods Modules (UT-Austin):
<https://coerll.utexas.edu/methods/>
6. Center for Applied Linguistics (CAL) - Frequently Asked Questions about Heritage Languages in the United States: http://www.cal.org/heritage/research/heritage_faqs_vol1.pdf

Technical Requirements

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

- High-speed internet access with updated browsers.
 - Blackboard Learn supported browsers: https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
 - Canvas supported browsers: <https://guides.instructure.com/a/720329>
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.
- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.
- Note that 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.

Expectations

- Course Week: The course will begin the week of August 26, 2024. Because asynchronous courses do not have a “fixed” meeting day, each weekly module will **start** on **Mondays** and **finish** on **Sundays**. Your weekly participation in class discussion is through Blackboard discussions. For each week of the course, you are required to make at least three posts (one initial post and two response posts) in the weekly Discussion thread. **Your first post is due each Thursday by 11:59 p.m., and your response posts are due each Sunday by 11:59 p.m.**
- Log-in Frequency: Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log in for all scheduled online synchronous meetings, if any.
- 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.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session via Zoom including their 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.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor. All assignments are due on Blackboard and VIA link.

PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Field Experience

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 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 VIA through Blackboard. Failure to submit the assessment to 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 VIA submission, the IN will convert to an F nine weeks into the following semester.

FIELDWORK REQUIREMENT

Field Experience Record and Evaluation (Micro Teaching and Lesson Planning)

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **15 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 15 hours per course (e.g., two courses require 30 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.)

***(CEHD) TCLDEL Fieldwork Log of Hours and Evaluation Form must be uploaded on Blackboard.** The form is located on Blackboard in your syllabus and 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(s) 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 before Sept. 15th: <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 before Sept. 15th : <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 FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

(*Under very rare circumstances, it may be acceptable for students to complete the fieldwork requirement in language courses taught within the Department of Modern and Classical Languages at George Mason*).

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.

Fieldwork Log of Hours and Evaluation Assessment

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates 15 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

Assignment Description	Grade %	ACTFL Standards/ Principles Addressed
Field Experience Report including documentation of hours with fieldwork log, lesson plan & evaluation (Due Nov. 24)	20%	Standards: 1.a., 1.c., 2.a., 2.b., 2.c., 3.a., 3.b., 4.a., 4.b., 4.c., 6.a., 6.b., 6.c. Principles: A, B, D
Midterm Project: Technology for Teaching across the Curriculum (Due Oct. 27)	20%	Standards: 2.a., 2.b., 2.c., 3.a., 3.b., 4.a., 4.b., 4.c., 6.a. Principles: A, B, D
Final Project: Unit Lesson Plan (Due Dec. 18)	32%	Standards: 1.c., 2.a., 2.b., 2.c., 3.a., 3.b., 4.a., 4.b., 4.c., 5.a., 6.a., 6.b., 6.c. Principles: A, B, C, D
Participation	28%	

- **Other Requirements**

1. Complete all weekly reading and written assignments according to the syllabus and prepare to discuss these assignments in each class.
2. Organize course materials electronically.
3. Visit BlackBoard often to access course documents and materials in preparation for each class meeting.
4. Prepare typed assignments and upload them to Bb. These assignments are part of your preparation and participation grade.
5. Submit all graded projects to Blackboard on the due date. Late assignments will not be accepted unless prior arrangements are made.

- **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 satisfactory/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/>

Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason’s Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

Class Schedule

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

Date	Topic	Readings & Assignments due this week
Week # 1 8/26-9/1	<i>-FL/WL Education in U.S. Schools: Program Models & Professional Organizations (INTASC Standards: 9.2, 9.3- Reflective Practice and Professional Development).</i>	Orientation. Review Syllabus.
Week # 2 9/2-9/8	<i>-Second Language Acquisition and Learner Diversity (INTASC Standards: 1.1—Content Pedagogy; 2.1, 2.4, 2.5—Student Development; 3.1, 3.4, 3.5—Diverse Learners).</i> Language Pedagogy and SLA Theories: Affective Filter Hypothesis, i+1, ZPD, comprehensible input, interlanguage, feedback and error correction. MI Theory: Accommodating cognitive, linguistic, cultural	<ol style="list-style-type: none"> (1) Be prepared to discuss changes in FL/WL education since your K-12 experiences in the U.S. <u>-or-</u> how FL/WL education in the U.S. differs from that in your home country. (2) Read Chap. 1, Haley & Austin. Prepare and upload to Bb responses to questions on p. 20, I, III, IV. (2) Use Web Links to access websites for: ACTFL, NECTFL, FLAVA, and GWATFL. (3) Lesson Plan Template: Demographics & Theme/Topic of Lesson

	diversity of millennial learners.	
Week # 3 9/9-9/15	– <i>Planning for a Standards-Based Classroom</i> (INTASC 7.1, 7.2, 7.4—Planning; 10.3—School and Community Involvement).	<p>(1) Read https://www.scholastic.com/teachers/articles/teaching-content/top-tips-first-days-school-grades-1x965/.</p> <p>(2) Create and upload your own “To-Do List” Brochure to help new FL/WL teachers prepare for the school year.</p> <p>(3) Lesson Plan Template: Performance-Based Objectives (Learning Targets)</p>
Week # 4 9/16-9/22	<i>-Standards-Based Teaching</i> (INTASC 7.1, 7.2, 7.4—Planning; 4.1, 4.2, 4.3 Multiple Instructional Strategies). National, State, and Local Standards: Their Impact on Teaching. Communicative Modes—Integrating Four Language Skills. Lesson Plan Template: Backwards Design. Creating Authentic Tasks. Teaching in the Target Language (TL).	<p>(1) Print (or create an e-copy) of the Virginia State Foreign/World Language Standards (practicing teachers may use the standards to their state/district) and bring them to the next class.</p> <p>Unit Plan Segment Due: One paragraph scenario describing the setting; TL, grade, level, program model, time; and Title of Unit Plan</p> <p>Lesson Plan Template: Standards (National & VA SOLs)</p>
Week # 5 9/23-9/29	<i>Methods and Approaches</i> (INTASC Standards: 4.1, 4.2, 4.3 Multiple Instructional Strategies). Identifying and Selecting Methods and Approaches to Accommodate Diverse Learners. Backward Design: Review Writing Performance-Based Objectives (Learning Targets). Three Communicative Modes	<p>(1) Write (type-written) 5 performance-based objectives (learning targets) <i>and</i> state <u>how</u> the National Standards apply to each one.</p> <p>(2) Read Chap 3 in Haley/Austin. Prepare and upload written responses to questions on p. 53.</p> <p>Lesson Plan Template: The Three Communicative Modes & Warm-up</p>
Week # 6 9/30-10/6	<i>-Using Technology to Enhance Modes of Communication</i> (INTASC Standards: 5.1, 5.2 — Motivation and Management;	<p>(1) Write and upload one activity for <u>each</u> of the three communicative modes. Write the performance-based objectives (learning targets) for each activity (i.e. how will you measure what students know and are able to do?) State the National Standards that</p>

	7.1, 7.2, 7.4— <i>Planning</i> ; 6.4— <i>Communication and Technology</i>). Review Communicative Mode Activities. Transitions: Connecting Activities. Synchronous and Asynchronous Communication: Creating Authentic Tasks with Technologies for Language Learning: Blogs, Skype, Wikis, Zoom, Gchat, Google classroom and more. Preview current language learning tech apps.	apply (2) Read Chapter 9, Haley/Austin, “Integrating Technology in an Interactive Content-based Classroom,” Summarize and be prepared to discuss the role of technology in your language classroom. Lesson Plan Template: Warm-Up and Creating Transitions Unit Plan Segment Due: Major learning goals or objectives (what will students know and be able to do)
Week # 7 10/7-10/13	-Technology for Teaching Across the Curriculum (INTASC Standards: 6.1, 6.2, 6.3, 6.4— <i>Communication and Technology</i> ; 7.1, 7.2, 7.3 — <i>Planning</i>). Technologies that promote learner-centered instruction- PowerPoint (Prezi), Quizlet, Padlet, Wikis, and Blogs. Review: Photostory, Voxopop, Animoto, Toondoo, Wordle, VoiceThread.	(1) Prepare and upload a <u>standards-based lesson plan</u> for one day that includes performance-based objectives, 1 activity for each of the three communicative modes with transitions between activities, a warm-up activity, a closure, and homework assignment (use the lesson plan template in the syllabus). Collaborative Tools, Online Resources and Social Media. Be prepared to discuss the technology (or technologies) you plan to use in your mid-term project. (2) Work on mid-term project—Review Lesson Plan. Lesson Plan Template: Designing the Closure
Week # 8 10/14-10/20	– NO CLASS – FALL RECESS	
Week # 9 10/21-10/27	-Work on your Technology project	TECHNOLOGY PROJECT UPLOADED TO BLACKBOARD in the <i>Blog</i> . Due Oct. 27.
Week # 10 10/28-11/3	Learner Individual Differences and Differentiating the Language	(1) Read https://calicospanish.com/differentiation-world-language-classroom/ .

	Classroom	
Week # 11 11/4-11/10	<p><i>-Heritage Language Learners and Heritage Language Pedagogy.</i></p> <p>Consider the meaning of 'learner diversity' in the second/foreign language classroom. Identify past and current examples of orientations to language as a problem/right/resource in US education (and society in general). Define who heritage learners are and how their linguistic and cultural backgrounds and learning needs differ from second/foreign language learners. Review different approaches to heritage language instruction. Establish goals and best practices.</p>	<p>(1) Read Chapter 8 'Interactive approaches for working with diverse learners' in Haley/Austin (2014)</p> <p>(2) Prepare type-written responses to sections I. Chapter Review (1-3, p. 289), II. Reflecting... (4-5 p. 289) and IV. K-W-L-A (p. 290) in Haley/Austin (2014).</p> <p>Unit Plan Segment Due: One paragraph describing strategies for meeting the needs of culturally and linguistically diverse learners. See syllabus for remaining questions.</p>
Week # 12 11/11-11/17	<p>– <i>Critical Approaches to Second/Heritage Language Pedagogy.</i> Define and identify roots of the construct of critical language awareness. Discuss principles and objectives of critical language pedagogy.</p>	<p>(1) Read information posted by Dr. Haley on <i>Culturally Relevant</i> and <i>Culturally Sustaining Pedagogy</i></p> <p>Unit Plan Segment Due: One paragraph describing assessment to include a description that contains formative and summative assessments that measure achievement. See syllabus for remaining questions.</p>
Week # 13 11/18-11/24	<p><i>-Assessment in a Learner-Centered Classroom.</i> (INTASC Standards: 8.1, 8.2, 8.3, 8.4—Assessment). Integrated Performance Assessment; Formative and Summative Assessments—WGBH Video Summaries. Admit / Exit Slips, Checklists, Dialogue Journals, Interviews, Observations (anecdotal records), Portfolios, Self</p>	<p>(1) Read http://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Scoring-Guidelines-for-World-Languages.</p> <p>(2) Field Experience report & documentation. Due Nov. 27.</p>

	Assessment, and Peer Assessment.	
Week # 14 11/25-12/1	THANKSGIVING BREAK: NO CLASS	
Week # 15 12/2-12/8	<i>-Formative & Summative Assessment</i> WGBH Video—Planning for Assessment. Examination of ACTFL Performance Guidelines. Preview: Integrated Performance Assessment (IPA).	(1) Write a paragraph on assessment to include a description that contains formative and summative assessments that measure achievement. Create a formative assessment that you may use in your unit plan. (2) Read Haley/Austin – Chapter 4.
Week # 16 12/9-12/18 Final GMU Course Evaluations.	<i>Course Conclusions and Reflections.</i>	Submit Final Projects. Due Dec. 18. All work is due and must be uploaded to BlackBoard – Submit PBA Unit Lesson Plan in VIA.

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here:

<https://cehd.gmu.edu/about/culture/>

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason’s Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- Students must follow the university policy for Responsible Use of Computing (see <https://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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
 - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see:
<https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
 - Writing Center: <https://writingcenter.gmu.edu/>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

[Additional Program or Division content, supplemental materials, instructions, and graphics may be placed here, as appropriate.]

DETAILED ASSIGNMENT INFORMATION

In-Service Teachers Field Experience

Guidelines for Videotaping

IN-SERVICE TEACHERS ONLY

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 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).

In-service: Videotape - - two 15-minute clips of you and your class during a period of instruction. The videotape should portray how you apply various strategies and give a glimpse of the learning environment. Of particular importance is that you demonstrate the following: instructional strategies, classroom management, assessment, differentiated instruction, and how to accommodate multiple proficiency and literacy levels.

Please note you will need to have either your building administrator or your department chairperson complete the “Fieldwork Log and Evaluation Form” and then you must upload it in Bb.

It is important to remember that the purpose of the videotape is to provide as authentic and complete a view of your teaching as possible. A videotape is an indication of how you interact with students, the climate you create in the classroom, the ways in which you engage students in learning. A picture is “worth a thousand words” in conveying to others how you practice your profession, the decisions you make, and your relationships with students.

It is normal to find the initial experience with a video camera uncomfortable. We do not see ourselves quite the way others see us, and the difference can be a shock. It takes some getting used to, and practice is the only remedy. The same can be said of students; only multiple opportunities with a video camera will enable students to behave naturally in its presence. Therefore, it is highly advisable to practice with a video camera. Place the camera and tripod where the camera will receive a good picture of the entire classroom. Tape several lessons and watch them alone. You will become accustomed to how you look and sound and you will begin to notice what the students are doing and how their learning could be improved.

Practical matters

Permission You will need a parental permission slip for each student who might appear on your tape. You may ask your school for such a form or use the one provided. If possible, you should

secure a blanket permission slip from the parents or legal guardians of all your students to cover taping as needed. Explain to the parents or legal guardians that you are using the tapes for discussions with other teachers about the best ways to teach and that the students will never be identified by their full names in the tape. Try and help them understand that the videotape is not about the student, but is intended for professional discussion. If, for some reason, a student's parents refuse to grant permission, you will have to take care that he or she is seated out of the camera's range.

Equipment - - Use the best videotaping equipment available when making your videotape. This also includes your choice of videotape. Previously used tapes from home may be worn or may contain other material and will not provide the best quality for you. Make sure that the equipment has a sensitive microphone so that all voices are easily discernible.

Analysis of Videotape: Answer no fewer than 12 of the following questions:

1. What connections with prior experience were visible in the video?
2. What kinds of activities did you use to help students discover and explore connections to other academic disciplines and to their own lives?
3. What were any unexpected changes that you had to make to your planned instruction during this lesson? What prompted the change(s)?
4. What instructional challenge(s) are presented for achieving your goals for this lesson?
5. How did you provide appropriate feedback to these students throughout the sequence of instruction?
6. What is the extent of classroom involvement (e.g., are the same students doing all the talking)?
7. Are the students engaged in the lesson? How can you tell? What do students' facial expressions and body language tell you about your instruction?
8. What kinds of questions do you ask? Can all questions be answered with a single word? How long do you wait for responses? Do you ask students to explain and/or defend a particular answer? Do you ask students to compare or evaluate alternative interpretations or strategies?
9. Were there any opportunities for students to ask questions? How would you categorize the students' questions (e.g., did they indicate confusion and a need for clarification or understanding and extension)?
10. What roles (e.g., expert, facilitator, co-learner) did you play in the videotape? Was each role appropriate for the situation?
11. What kinds of tasks did you ask students to do? Did you capitalize on their previous knowledge and experiences?
12. What instructional opportunities did you take advantage of? Why?
13. What evidence did you see of the students taking intellectual risks? Does the class look safe as an environment for getting something wrong? Do students talk to each other as well as to you?
14. Do you push students to task risks, to speculate, to offer conjectures about possible approaches, strategies, and interpretations?
15. Were the learning goals for the lesson achieved? Did you adjust the lesson so your goals could be achieved by every student? What are the evidences for your answers, both in the videotape and from other sources?
16. Explain how your design and execution of this lesson affected the achievement of your instructional goals. (Your response might include – but is not limited to – such things as the anticipation and handling of student misconceptions, the unexpected questions from

students, the unanticipated opportunity for learning that you captured, or your planned strategy and its outcomes in the lesson.)

17. What do you do to include parents?
18. What do you do to educate your colleagues?
19. What amount of time did you stay in the target language (TL)?
20. How did you accommodate diverse learners?

Reflection on the Videotape: Answer the following questions:

1. What in the instructional sequence worked well in advancing student learning? If anything did not work as well as you expected, how would you change it? Cite specific evidence from the videotape.
2. What would you do differently, if you were given the opportunity to teach this particular lesson again with these students, and why?
3. How does this segment reflect a classroom climate that supports language learning?

Videotape: Your videotape must

1. Have voices that are audible
2. Be no longer than 30 minutes.
3. Use digital platforms like Zoom, Kaltura, Studio, or other preferred platforms.

Analytic Scoring Rubric – In-Service Teacher Video
EDCI 560 – FALL 2024
IN-SERVICE Teachers Field Experience Report

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
18-20 points A	15-17 points B	12-14 points C	0-11 points F
Fulfillment of requirements _____/3 Points			
Meets all requirements	Meets most requirements	Meets some requirements	Does not meet requirements
Video requirements _____/7 Points			
2 fifteen minute videotapes are not longer than 30 minutes, in the proper format and voices are audible	2 fifteen minute videotapes are not longer than 30 minutes, not in the proper format and/or voices are not audible	2 fifteen minute videotapes are longer than 30 minutes, not in the proper format and/or voices are not audible	2 fifteen minute videotapes are longer than 30 minutes, not in the proper format and/or voices are not audible
Written Analysis _____/10 Points			
Provides an in-depth analysis of videotape (answers at least 12 questions) Provides an in-depth reflection of the videotape (answers all questions)	Provides a partial analysis of videotape (answers 9-11 questions) Provides a partial reflection of the videotape (answers most questions)	Provides a limited analysis of videotape (answers 5-8 questions) Provides a limited reflection of the videotape (answers some questions)	Does not provide an analysis of videotape by answering questions Does not provide a reflection of the videotape and does not answer questions

Student name: _____

Score: _____

Comments/Feedback:

Field Experience (Pre-Service Teachers)

For EDCI 560 you are required to complete a minimum of **15 hours** of field experience. You must have your placement made for you by GMU. You are required to register online through CEHD. You may **NOT** make your own arrangements.

FIELD EXPERIENCE OBJECTIVES: PRE-SERVICE TEACHERS

1. To observe the application of FL/WL teaching strategies and methods embodied in the classroom procedures of the cooperating teachers at K-16 levels.
2. To learn and become familiar with successful and innovative practices.
4. To gain valuable insight into student responses to each type of activity.
5. To get to know students at a given age and grade, areas of strength and weakness, and general learning pace.
6. To become familiar with special FL/WL resources and activities in the particular school: (a) computer laboratory (where used), its functioning, specific tech media (or software) available for use; (b) films, tapes, slides, records, or any other multimedia relating to language; (c) special FL/WL classrooms, i.e., electronic, transition immersion, as well as those decorated with posters, interactive bulletin boards, and learning centers.

Method: As a requirement of CEHD, participants will engage in an on-site school-based field experience. Students will engage in observations, interactions with students and in teacher interviews in the school setting. A short written report, this includes two lesson plans, **due by date listed in the syllabus**, should consist of **four principle parts** and be a **total of 5-7 pages, double-spaced, 12 pt font, in length**. Guidelines and suggested report format are listed below.

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

1. Observe how the teacher handles multiple learning styles
2. Seating arrangements
3. Discipline problems
4. Daily routine
5. What percentage of time is devoted to each of the 3 Communicative Modes (Interpersonal, Presentational, Interpretive)?
6. Describe the way the teacher begins the class. Did it lead into the lesson effectively? Why or why not?
7. Combined classes
8. Homework – how was it assigned and checked?
9. Amount of target language use vs amount of English
10. Variety of activities
11. Use of daily lesson plan
12. Use of visuals and/or technology
13. Works with accelerated and slower students
14. Use of textbook(s)

15. Classroom appearance
16. How the teacher creates a community of learners
17. Were the objectives of the day's lesson given to the students? If yes, what were the objectives and how were they given?
18. Was the atmosphere conducive to motivating students to participate actively? Explain.
19. How did the teacher keep the students on task?
20. Describe the rapport between teacher and students
21. National and/or State Standards clearly underpin the focus of the lesson.
22. The lesson theme is age and language level appropriate

PART II – TEACHING

Teaching: You must plan and teach a minimum of two micro 10 minute lessons in a K-12 classroom. In-service teachers can use your own classroom. Pre-service teachers will be required to obtain a fieldwork placement and work with a cooperating teacher to take over responsibility for the classroom for a minimum of two lessons. It is important that pre-service teachers develop a rapport with mentor teachers and co-plan their lessons to fit with the instructional goals of the cooperating teacher. Therefore, pre-service teachers may need to spend more than the minimum of 15 hours in a K-12 FL classroom in order to meet the requirements of this course. Have your mentor teacher review your lesson and evaluate your teaching using the form provided. You must submit lesson plans to the mentor teacher for the micro teaching in advance of instruction, and have the mentor teacher observe your teaching and provide feedback using the provided form.

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

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

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

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

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

SUGGESTED ACTIVITIES FOR FIELD EXPERIENCE:

1. Ask to conference with the teacher **both** before and after your observation to discuss the day's lesson and to ask questions. While this is NOT possible for each visit, a minimum of 3 times is expected.
2. Work with individual students or small groups to gain confidence and make some initial contact with students.
3. Seek advice and guidance in preparing for teaching assignment from faculty supervisor and cooperating teacher.
4. As student teaching time approaches, begin to plan in written form some general format for each week's work, including types of exercises in logical sequence, with an attempt at varying the activities sufficiently, along with games, visuals, and innovative strategies.

Analytic Scoring Rubric– PRE-SERVICE Teacher Field Experience and Report

EDCI 560 – FALL 2024

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
18-20 points A	15-17 points B	12-14 points C	0-11 points F
Part I - Introduction _____ /2 Points			
Includes school site(s) description(s), demographics, & school community. Addresses at least 15 out of 22 items listed in syllabus.	Includes school site description and demographics. Addresses at least 10 out of 22 items listed in syllabus.	Includes school site description. Addresses at least 5 out of 22 items listed in syllabus.	Does not include school site description, demographics, and/or school community. Addresses fewer than 5 out of 22 items listed in syllabus.
Part II: Interviews With Teachers _____ / 2 Points			
Interview (s) conducted			
Part III: Reflection on Teaching _____ / 5 Points			
Connects Theory to Practice and demonstrates language learning and acquisition theories			
Hours of Field Experience requirements _____ /2 Points			
Completes 15 hours of field experience	Completes 13-14 hours of field experience	Completes 11-12 hours of field experience	Completes fewer than 11 hours of field experience
2 Lesson Plans Indicate Familiarity with student cognitive, linguistic and social development and needs _____ /4 Points			
Illustrates a clear familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Illustrates a partial familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Illustrates a limited familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Does not illustrate a familiarity with students at a given age and grade, areas of strength and weakness and general learning pace
Written Analysis _____ /5 Points			
Organizes paper in a thoughtful manner Clearly describes resources and activities in a FL/WL classroom Provides a clear description of application of FL/WL teaching strategies and methods and student response to those strategies and methods	Paper lacks some clarity Partially describes resources and activities in a FL/WL classroom Provides a partial description of application of FL/WL teaching strategies and methods and student response to those strategies and methods	Paper is not well-organized Provides a limited description of resources and activities in a FL/WL classroom Provides a limited description of application of FL/WL teaching strategies and methods and student response to those strategies and methods	Paper is not well-organized. Does not describe resources and activities in a FL/WL classroom Does not provide a description of application of FL/WL teaching strategies and methods and student response to those strategies and methods

Student name: _____ **Score:** _____

Field Experience Record – Fall 2024

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/supervisor 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 dvrтч@gmu.edu.

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

Date	Grade	Activity Related to Performance Based Assessment	Number of Hours
8/23/21	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	
G number		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:

**LESSON / UNIT 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

Objectives (Learning Targets)—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:

Ongoing/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:

REFLECTION PHASE

SELF EVALUATION:

Learning Objectives and Assessments

- Were the class objectives met? How or how not?
- Formative assessment results:

Efforts to Accommodate:

What were the results of my efforts to accommodate the:

Visual learners _____

Auditory learners _____

Kinesthetic learners _____

Specials needs learners _____

Heritage/Native speakers _____

Multiple Intelligences _____

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:

NOTE: ALL SECTIONS IN GREEN ARE TO BE INCLUDED IN THE FINAL UNIT LESSON PLAN

GUIDELINES FOR MID-TERM PROJECT

Due October 27, 2024

20 POINTS

Option A

Using Technology for To Enhance ONLINE Learning Experiences for Foreign/World Language Learners

“Learner-centered instruction is based on the premise that children learn more effectively by becoming active participants in the process” (Hall Haley & Austin, 2004, p. 282). The challenge for many teachers is creating lessons that engage their students in tasks that are relevant and meaningful to the learner. This is particularly true for technology-based lessons, as many millennial language learners state that they are often asked to unplug the technologies they use in their everyday lives when they enter the classroom (Prensky, 2001).

The goal of this mid-term project is for you to challenge yourself to create a lesson that includes a technology with which you are NOT familiar. Additionally, you must create this lesson and select the tech tool for use in either an **online classroom environment or F2F**. ACTFL has provided a wealth of resources to consider: <https://www.actfl.org/resources/teaching-and-learning-remotely> The World Bank also has several global sites that demonstrate how to use technologies in online teaching. The website is: <https://www.worldbank.org/en/topic/edutech/brief/edtech-covid-19>

Your use of this technology must do more than enhance a teacher-centered lesson (as is often the case with PowerPoint presentations). Your learner-centered, standards-based technology lesson must enhance the learning experiences of your students and must be age and language level appropriate.

Objectives:

Teachers in EDCI 560 will be able to:

- Create a learner-centered, standards-based product/project that engages the student in the target language and cultures through the use of technology
- Write an introduction that situates this lesson within the larger curriculum and includes references to course readings to support the use and choice of technology
- Create a step-by-step user guide for a novice teacher to use the project

Task:

Create a learner-centered, technology-based online lesson that may include: Class Dojo, Book Creator, Google Classroom, Show Me Interactive Whiteboard, Interactive PowerPoint / SmartBoard Activity, Blog, Wiki, Podcast, Voxopop, Prezi, Socrative, Quizlet, ThingLink, Sock Puppets, Skype, YouTube, Photostory, Mind Meister, or other technology.

1. Prepare/create a technology-based lesson that is to be taught online and employs a course outline topic of your choice and apply it to a teaching setting. The lesson time should be no more than 20 minutes. The purpose of the project is to focus on one course topic (such as standards-based teaching; alternative assessments; grouping, or learner diversity) and illustrate its implications for teaching online through the use of technology.
2. Your lesson plan and tech app should be interactive in the sense that the language learners are active participants in the lesson (No “Death by PowerPoint” projects please!).
3. Prepare a printed guide to your product/project to help a novice teacher use it.

 Include the following:
 - An introduction that describes the student population and their diverse needs.
 - A section that explains how your project can be adapted to the context of a standards-based lesson or thematic unit plan.
 - A section that provides step-by-step details of how to use your product/project
 - Several references to various course readings to support your choice of technology and your course topic.
4. Submit your project on Bb.
5. Mid term projects are due on or before **October 27, 2024**

Option B

If you have other ideas for ways to increase your knowledge on the successful implementation of technology in your classroom, please contact your instructor for permission to pursue another option. **You must obtain approval for this option at least 2 weeks in advance of the due date (October 27, 2024).**

**Analytic Scoring Rubric – Mid-Term Project Option A
EDCI 560 – Fall 2024**

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
18-20 points A	15-17 points B	12-14 points C	9-11 points F
Fulfillment of task ____/5 points			
Prepares an exceptionally well-organized 20 minute WebQuest, Wiki, Blog, Interactive PowerPoint or other learner-centered technology-based project	Prepares a 20 minute WebQuest, Wiki, Blog, Interactive PowerPoint or other learner-centered technology-based project	Prepares a WebQuest, Wiki, Blog, Interactive PowerPoint or other learner-centered technology-based project that is less than 20 minutes.	Does not prepare a 20 minute WebQuest, Wiki, Blog, Interactive PowerPoint or other learner-centered technology-based project
Completion of task requirement ____/5 points			
Project is based on a course outline topic	Project is partially based on a course outline topic	Project is not based on a course outline topic	Project is not based on a course outline topic
Project clearly applies to a teaching setting	Project mostly applies to a teaching setting	Project partially applies to a teaching setting	Project does not apply to a teaching setting
Submits project on both CD and in paper format	Submits project on both CD and in paper format	Submits project on either CD or paper format	Does not submit project on either CD or paper format
Appropriateness and usefulness of materials selected ____/5 points			
Describes the teacher/student population and their needs	Partially describes the teacher/student population and their needs	Does not clearly describe the teacher/student population and their needs	Does not describe the teacher/student population and their needs
Analysis ____/5 points			
Prepares a printed guide of the product to help a novice use it	Partially prepares a printed guide of the product to help a novice use it	Partially prepares a printed guide of the product to help a novice use it	Does not prepare a printed guide of the product to help a novice use it
Provides clear adaptation to a standards-based lesson/unit plan	Provides a partial adaptation to a standards-based lesson/unit plan	Provides adaptation or partial adaptation to lesson/unit plan that is not standards-based	Does not provide any adaptation to a lesson/unit plan
Clearly and concisely refers to several course readings in support of technology and selected course topic	Refers to several course readings in support of technology and selected course topic	Refers to few course readings that may partially support technology and/or selected course topic	Does not refer to course readings to support technology and/or course topic

Student name: _____

Score: _____

Comments/Feedback:

GUIDELINES FOR FINAL UNIT LESSON PLAN

EDCI 560 - FALL 2024

Performance-Based Assessment for ACTFL/CAEP Assessment #3

Assessment Project: Assessment of Candidate Ability to Plan for Instruction –
VIA PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Unit Lesson Plan

Description of Assessment (Unit Lesson Plan) and Its Use in the Program

The Unit Lesson Plan is the culminating project for the methods course, EDCI 560, *Methods of Teaching Foreign/World Languages*. The Unit Lesson Plan is an assessment of the candidate's understanding of the goal areas and standards of the *World Readiness Standards for Learning Languages* (WRSLLs) and *Virginia Standards of Learning* (SOLs); integrating the WRSLL and SOLs into language instruction; using the standards and curricular goals to evaluate, select, design, and adapt instructional resources; demonstrating an understanding of language acquisition at various developmental levels; and developing a variety of instructional practices that reflect language outcomes and addressing the needs of diverse learners. This assessment connects theory to practice in the application of most of the content, i.e., second language acquisition and methodology, learned throughout the course. The candidates design a standards-based unit plan that is to be taught over the course of five consecutive days.

PROCEDURE FOR CANDIDATES

- Use the lesson plan template provided in the syllabus for planning a unit/lesson plan that is specific to your own current or future teaching circumstance.
- Provide a written text scenario of the setting for which this plan is intended. This should include geographic location (urban, rural, suburban), approximate time during school year, brief description of student population, and where this unit lesson plan fits in with the school district's curriculum (**1 of the plans must be written in the Target Language**).
- This plan should cover 5 days (1 separate lesson plan for each day – **1 plan must be written in the Target Language**) and each day's plan must include national (ACTFL) and state standards (SOLs).
- Choose one theme or topic and the level/age/grade you want to teach. Include this in the title.
- Define the program model, i.e., Foreign Language in the Elementary School, Foreign Language Exploratory, Advanced Placement, Immersion etc.
- Include all components in the table "Alignment with ACTFL Standards, Explanation and Description" (revised version).
- Use the "Analytic Scoring Rubric-Unit Lesson Plan" (included below) as a guide for meeting and exceeding the criteria for this performance-based assessment.

Objectives of the Unit Lesson Plan

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

Alignment with ACTFL Standards, Explanation, Description, and Timeline

Points	ACTFL Standard		Explanation/Description	To Be Completed By
		Scenario, Context, Title	<ul style="list-style-type: none"> • One paragraph scenario describing the setting • Target language, grade, level, program model (FLES, FLEX, Immersion, etc.), time (minutes/day, days/week) • Title of the unit plan 	Week # 5
	4.a.	Goals	List the major learning goals or objectives, i.e., what will students learn in terms of learning outcomes (what students will be able to know and do as a result of the lesson)	Week # 6
	4.a. 4.b.	Standards	Virginia Standards of Learning (SOLs) and ACTFL Standards for the unit. Each of the five days will list national and state standards.	
	2.a., 2.c. 3.a., 3.b.	Five Day Unit Plan	<p>Create a five-day unit plan that demonstrates sustained and sequential teaching. The plan must include integration of the 3 communicative modes: interpersonal, interpretive, and presentational. The unit plan must include the following (although not every day):</p> <ol style="list-style-type: none"> 1. Evidence of planning for language acquisition (Standard 3.a.) 2. Planning for diverse/special needs students (Standard 3.b.) 3. Integration of cultural products, practices, and perspectives (Standard 2.a., 4.b., 4.c.) 4. Student critical thinking and problem solving (Standard 3.b.) 5. Integration of other content areas (Standard 2.c., 4.b.) 6. Describe an assessment (formative or summative) for each day (Standard 5.a.) 	Week # 15
	4.b.	Lesson Plans	<p>Create 5 consecutive days lesson plans using the GMU lesson plan template for secondary or elementary levels:</p> <ol style="list-style-type: none"> 1. Objectives must be stated in behavioral terms and measurable 2. Lesson plan format must include number of minutes anticipated for each activity as well as a description of the transition 3. At least one technology application 4. Describe one formative or summative assessment 5. Must include a warm-up and closure activities 	Week # 15
	3.b.	Diverse Learners	One paragraph describing strategies (instructional and assessment) for meeting the needs of diverse (culturally, linguistically, and cognitively) learners. How does the unit plan accommodate diverse learning styles, multiple intelligences, heritage speakers, etc.?	Week # 11
	2.a. 4.a. 4.b.	Materials	<p>Include instructional materials that <u>you</u> created for the unit plan:</p> <ol style="list-style-type: none"> 1. One technology application 	

	4.c.		<ul style="list-style-type: none"> 2. One cooperative, collaborative, or other interactive activity 3. Adaptation of authentic materials (literary and/or media texts) 	
	5.b.	Assessment	One paragraph on assessment to include a description that contains formative and summative assessments that measure achievement. Create a formative assessment that you may use in your unit plan.	Week # 12
	6.a.	Reflection	Reflection: One paragraph describing what you learned about the planning process. How have you grown in what you now know about standards-based planning? What were your challenges? Were there any surprises? How will this experience impact your future classroom teaching?	Week # 14
	1.c.	Written Target Language Proficiency	Target language writing meets or exceeds the ACTFL WPT requirements for Advanced Low.	

Analytic Scoring Rubric Unit Lesson Plan
Addressing ACTFL/CAEP
Standards 1.c., 2.a., 2.c., 3.a., 3.b., 4.a., 4.b., 4.c., 5.b., 6.a.
[Required for Licensure Portfolio]

Requirement + ACTFL Standard	Not Acceptable (Minimum Evidence Provided)	Not Acceptable (Approaches Standard)	Acceptable (Meets Standard)	Target (Exceeds Standard)
Scenario, Context, Title and Goals <i>4 points</i>	1	2	3	4
Scenario, Context, Title	Descriptions of scenario and context are not included. Format does not follow the requirements.	Most elements are included, but some or many are not complete. Format does not follow the requirements.	Contains all required elements (scenario, target language, grade level, program model (FLES, FLEX, Immersion), time (minutes/day, days/week), and title.	Has all the required elements. scenario, target language, grade level, program model (FLES, FLEX, Immersion), time (minutes/day, days/week). Is exceptional in organization.
Goals (4.a.)	No description of how the goal areas and standards (national and state) are addressed in the unit plan. No description of how the elements fit together, what students know beforehand, and what they will study later. Candidates provide only a minimal level of understanding of the Standards and their application in the unit plan.	Incompletely or partially describes how the goal areas and standards (national and state) are addressed in the unit plan. Little description provided of how the elements fit together, what students know beforehand, and what they will study later. Candidate has an emergent understanding and application of the Standards.	Describes the goal areas of the unit plan, and provides a rationale for using national and state standards for curriculum development. Refers to textbook, local standards, goal areas and Standards. Describes accurately how the elements fit together, what students know beforehand, and what they will study. Demonstrates an understanding of the standards.	Describes the goal areas of the unit plan. Clearly and accurately articulates a clear rationale for using national and state standards as a basis for curriculum development. Refers to textbook, local standards, goal areas and Standards. Describes clearly and in detail how the elements fit together, what students know beforehand, and what they will study later. Demonstrates a clear and strong understanding of enhancing knowledge and expertise with standards.
Standards and Five Day Unit Plan <i>8 points</i>	1-2	3-5	6-7	8
Standards (4.a., 4.b.)	Does not demonstrate knowledge and skills to integrate national and/or state standards for the unit plan. The	Demonstrates limited or partial knowledge and skills to integrate national and/or state standards for the unit	Demonstrates the knowledge and skills to integrate national and/or state standards for the unit. The unit	Demonstrates strong understanding of knowledge and skills needed to integrate national and/or state

	plan lacks the 5Cs and 3 modes.	plan. The plan lacks several of the 5Cs and/or 3 modes.	plan includes some of the 5Cs and all 3 modes.	standards for the unit plan. These then are the focus of all classroom activities. The unit plan includes all 5Cs and all 3 modes.
Five Day Unit Plan (2.a., 2.c. 3.a., 3.b.)	Does not create a five day unit plan that demonstrates sustained and/or sequential teaching. Does not include integration of the 3 communicative modes: interpersonal, interpretive, and presentational. Does not provide: Evidence of planning for language acquisition; Planning for diverse/special needs students; Integration of cultural products, practices, and perspectives; Student critical thinking and problem-solving; and Integration of other content areas.	Creates fewer than five days unit plan that demonstrates little or no sustained and sequential teaching. Includes integration of 2 communicative modes. Provides: Little or no evidence of planning for language acquisition; No planning for diverse/special needs students; No integration of cultural products, practices, and perspectives; No student critical thinking and problem-solving; and no integration of other content areas.	Creates a five-day unit plan that partially demonstrates sustained and sequential teaching. Includes integration of the 3 communicative modes: interpersonal, interpretive, and presentational. Provides: Some evidence of planning for language acquisition; Some planning for diverse/special needs students; Little integration of cultural products, practices, and perspectives; Student critical thinking and problem-solving; and Some integration of other content areas.	Creates a five-day unit plan that demonstrates sustained and sequential teaching. Includes integration of the 3 communicative modes: interpersonal, interpretive, and presentational. Provides: Evidence of planning for language acquisition; Planning for diverse/special needs students; Integration of cultural products, practices, and perspectives; Student critical thinking and problem-solving; and Integration of other content areas.
Lesson Plans and Materials <i>6 points</i>	1	2-3	4-5	6
Lesson Plans (4.b.)	Creates fewer than 4 consecutive days standards-based lesson plans using the GMU lesson plan template for secondary or elementary levels. Objectives are not stated in behavioral terms and measurable. Lesson plan format does not include number of minutes anticipated for each activity or a description of the transition. Does not include at least one technology application. Does not include either	Creates 4 consecutive days standards-based lesson plans using the GMU lesson plan template for secondary or elementary levels. Objectives are not stated in behavioral terms and measurable. Lesson plan format does not include number of minutes anticipated for each activity or a description of the transition. Does not include at least one technology application. Describes	Creates 5 consecutive days standards-based lesson plans using a modified GMU lesson plan template for secondary or elementary levels. Most objectives are stated in behavioral terms and measurable. Lesson plan format mostly includes number of minutes anticipated for each activity as well as a description of the transition. Includes at least one technology application. Describes	Creates 5 consecutive days standards-based lesson plans using the GMU lesson plan template for secondary or elementary levels. Objectives are stated in behavioral terms and measurable. Lesson plan format includes number of minutes anticipated for each activity as well as a description of the transition. Includes at least two or more technology applications. Describes or includes

	one formative or summative assessment. Does not include one warm-up or closure activities.	one formative but not one summative assessment. Only includes either one warm-up activity or one closure activity.	one formative or summative assessment. Includes one warm-up and one closure activity.	one formative and one summative assessment. Includes one warm-up and one closure activity.
Materials (2.a., 4.a., 4.b., 4.c.)	Does not include age and level appropriate materials valued by the target language/culture. Uses no authentic materials and no technology applications in activities. No evidence of cooperative, collaborative, and interactive activities. Does not adapt materials to make standards-based learning more student-centered. Does not include the use of literary and cultural texts to help students gain insight into products, practices, and perspectives of the target language/culture.	Does not include age and level appropriate materials valued by the target language/culture. Uses a few authentic materials and no technology application in some activities. Little evidence of cooperative, collaborative, and interactive activities. Little evidence of attempts to adapt materials to make standards-based learning more student-centered. Includes fewer than 2 uses of literary and cultural texts to help students gain insight into products, practices, and perspectives of the target language/culture.	Includes a few age and level appropriate materials valued by the target language/culture. Uses some authentic materials and at least one technology application in cooperative, collaborative, and interactive activities. Where possible, adapts materials to make standards-based learning more interactive. Includes some use of literary and cultural texts to help students gain insight into products, practices, and perspectives of the target language/culture.	Includes several age and level appropriate materials valued by the target language/culture. Uses numerous authentic materials and more than 3 technology applications in cooperative, collaborative, and interactive activities. Where possible, adapts materials to make standards-based learning more student-centered. Includes the use of a variety of literary and cultural texts to help students gain insight into products, practices, and perspectives of the target language/culture.
Diverse Learners <i>4 points</i>	1	3	3	4
Diverse Learners (3.b.)	Provides less than one paragraph. Does not demonstrate a clear understanding of strategies (instructional and assessment) for meeting the needs of diverse (culturally, linguistically, and cognitively) learners. No evidence of ability to integrate appropriate design and use of questioning strategies and task-based activities.	Provides less than one paragraph describing strategies (instructional, but not assessment) for meeting the needs of diverse (culturally, linguistically, but not cognitively) learners. Does not integrate appropriate design and use of questioning strategies and task-based activities.	Provides one paragraph describing strategies (instructional, but not assessment) for meeting the needs of diverse (culturally, linguistically, and cognitively) learners. Integrates some appropriate design and use of questioning strategies and task-based activities.	Provides one paragraph describing strategies (instructional and assessment) for meeting the needs of diverse (culturally, linguistically, and cognitively) learners. Integrates appropriate design and use of questioning strategies and task-based activities.
Assessment	1	2	3	4

4 points				
Assessment (5.b.)	Paragraph on assessment does not describe formative or summative assessments to measure achievement. There is no evidence of candidate-made assessments that measure students' ability to negotiate meaning; for interpretation of texts that contain a variety of response types, and presentational tasks, using analytical or holistic scoring. It contains no candidate-designed assessments that have students identify products, practices, and perspectives embedded in authentic documents.	Paragraph on assessment description is incomplete or does not include how the unit contains a formative and summative assessment. There is little evidence of candidate-made assessments that measure students' ability to negotiate meaning; for interpretation of texts that contain a variety of response types, and presentational tasks, using analytical or holistic scoring. It contains no candidate-designed assessments that have students identify products, practices, and perspectives embedded in authentic documents.	Paragraph on assessment description contains formative and summative assessments to measure achievement. Includes candidate-designed assessment that measures student's ability to negotiate meaning; for interpretation of texts that contain a variety of response types, and presentational tasks, using holistic and/or analytical scoring. Contains candidate-designed assessments that have students identify products, practices, and perspectives embedded in authentic documents. There is a plan for adapting assessments for students with special needs.	Paragraph on assessment describes how the unit plan is an integrated system of formative and summative assessments that measure development of proficiency. Includes candidate-designed assessment for interpretation of texts, interpersonal tasks, presentational tasks, and problem solving. Describes a plan to teach students how to reflect upon their performance and help them identify gaps in their knowledge and skills. There is a plan for adapting assessments for students with special needs. The assessment plan describes how results of assessments will be used to improve teaching and student learning. Included is at least 1 candidate-made quiz or rubric.
Reflection 4 points	1	2	3	4
Reflection (6.a.)	Paragraph includes few, if any of the reflection prompts. Does not articulate level of understanding of systematic engagement in a reflective process for standards-based teaching and learning.	Paragraph includes few reflection prompts. Articulates low level of understanding of systematic engagement in a reflective process for standards-based teaching and learning.	Paragraph includes most all reflection prompts. Articulates a modest level of understanding of systematic engagement in a reflective process for standards-based teaching and learning.	Paragraph includes all reflection prompts. Articulates high level of understanding of systematic engagement in a reflective process for standards-based teaching and learning.
Written Target Language Proficiency 2 points	1	2	3	4
Written Target Language Proficiency	Candidate presents written information in the target language	Candidate presents written information in the target language at	Candidate presents written information at the "Advanced Low"	Candidate presents written information at or above the

(1.c.)	below a minimum level of “Advanced Low”. Candidate’s target language writing has 10 or more grammatical and/or syntactical errors.	“Intermediate High” level. Candidate’s target language writing has 6-9 grammatical and/or syntactical errors.	level. Candidate’s target language writing has minimal 2-5 grammatical and/or syntactical errors.	“Advanced Low” level. Candidate’s target language writing has 1 or no grammatical and/or syntactical errors.
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Student name: _____

Score: _____

Comments/Feedback: