

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Teaching Culturally, Linguistically Diverse & Exceptional Learners Program**

**EDCI 684: SECTION 001
ADVANCED METHODS OF TEACHING FOREIGN/SECOND LANGUAGES IN PK-12 SCHOOLS
3 CREDITS SPRING 2017
TUESDAYS: 7:20-10:00 PM
THOMPSON HALL 1018 FAIRFAX**

FACULTY:

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- A. **Prerequisite:** EDCI 560 or permission of instructor. Field experience in public schools will be required during course.
- 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.
- C. **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.
- D. **Course Delivery Method:** This course is highly interactive by design. It is predicated upon learning by doing and discovery learning. Assessment is based on performance-based assignments. This class will be engaged in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, student-led micro-teaching simulations, videos, multimedia, and reflection. Students are encouraged to select projects that have particular relevance to their own respective teaching circumstance. Rubrics are provided for the teaching simulation, field experiences, projects and major assignments. Students will be expected to use a personal computer for preparing course requirements and teaching materials and for engaging in research

through the Internet. Students are also encouraged to attend any professional conferences.

LEARNER OUTCOMES:

This course is designed to enable students to:

1. Demonstrate 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:

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:

Must be purchased by 2nd class meeting.

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

Recommended Texts:

1. Curwin, R., Mendler, A. & Mendler, B. (2008, 3rd Edition). *Discipline with dignity*. ASCD
2. Slutzman Amstutz, L. & Mullet, J. (2005). *The little book of restorative discipline for schools. Teaching responsibility, creating caring climates*. Good Books.
3. Glynn, C., Wesely, P., & Wassell, B. (2014). *Words and actions: Teaching through the lens of social justice*. Alexandria, VA: ACTFL
4. *World readiness standards for learning languages* (2014). Alexandria, VA: ACTFL
5. Erben, T. & Sarieva, I. (Eds.). (2008). *Calling all foreign language teachers: Computer-assisted language learning in the classroom*. Larchmont, NY: Eye on Education.
6. Campbell, L., Campbell, B., & Dickinson, D. (1996, 2nd edition). *Teaching and learning through MI*.
7. Tate, M. (2003). *Worksheets don't grow dendrites – Instructional strategies that engage the brain*.
8. Kagan, S. (2009). *Kagan Cooperative Learning* by Spencer Kagan.
9. Zike, D. (1992). *Big Book of Books and Activities*
10. Redmond, M.L (1999)(Ed.) *Teacher to Teacher: Model Lessons for K-8 Foreign Language*.
11. Blaz, D. (2001). *A collection of performance tasks and rubrics: Foreign languages*. Larchmont, NY: Eye on Education.
12. Blaz, D. (2006). *Differentiated instruction: A guide for foreign language teachers*. Larchmont, NY: Eye on Education.
13. Patrick, P. (2007). *The keys to the classroom: A basic manual to help new language teachers find their way*. Alexandria, VA: ACTFL

14. Russell, P. (Ed.). (2009). Early Language Learners. [Special Issue]. *Learning Languages*, 14(2).
15. ACTFL Integrated Performance Assessments Manual
16. ACTFL Performance Guidelines for K-12 Learners

Other Recommended Resources:

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

Useful Foreign/Second Language Websites:

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

	<p>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>Impact on Student Learning Assessment Project</p> <p><i>(Theory, Research, Professional Collaboration & Practice)</i></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 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 style="text-align: center;"><i>ACTFL/CAEP Standards 3a 3b, 4a, 4b, 4c, 5a, 5b, 5c</i></p>	25%	<p>May 9</p> <p>ISLA Project Due (Up-loaded to Bb)</p>
<p>Video Analysis Assessment Task</p> <p><i>(CEHD Common Assessment)</i></p>	<p>Pre- and In-Service Teacher Candidates: Candidates will use knowledge of learning differences and assessment to develop an instructional plan including a plan for assessing student progress; will implement this plan and video record his/her teaching; will use 3 levels of critical reflection to analyze an instructional episode to make connections; will review his/her teaching and select a vignette to use in critical reflection; and will reflect upon a “critical” incident from a lesson and propose alternative ways of addressing the incident to impact future teaching.</p>	20%	<p>May 9</p> <p>Video Analysis Assessment Project (Up-loaded to Bb)</p>

Other Requirements:

TK20 Performance-Based Assessment Submission Requirement

Every student registered for any TCLDEL course with a required performance-based assessment is required to submit these assessments, (Video Analysis Assessment Task, Impact on Student Learning and Reflection-based Philosophy Paper) to Tk20 through Blackboard (regardless of

whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Policy

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

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

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

Field Experience Requirements

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

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the Performance Based Assessments (PBAs). Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here:

<https://cehd.gmu.edu/endorse/ferf> You will check the box indicating that: *“I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.”* The deadline to submit your field experience placement is September 15 (Fall) or **February 15 (Spring)**. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. **If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form**

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

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

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

Honor Code & Integrity of Work

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<http://oai.gmu.edu/honor-code/>). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
4. You may also not “reuse” fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

Late Work Policy

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

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

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

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- * Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- * Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- * Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- * Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- * Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- * Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- * The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).

* The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).

* The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources.

Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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

Students will be expected to...

1. Attend all class sessions, **arriving on time**, and actively participate during large and small group discussions and activities. **Three or more absences and/or tardies will result in a grade reduction. You are to refrain from checking email and/or texting during class.**
2. Complete all assignments on time.
3. Come to every class with access to all course materials.

Inclement Weather/Emergency Policy

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

Collaboration:

Collaboration is a cornerstone for this course. **Many of the class sessions utilize a workshop format. In advance you must locate materials, complete readings, and be prepared to discuss and share instructional resources in class.** Careful record is maintained by the instructor of your attendance and participation in collaborative activities. Students are expected to participate in a lively, professional, punctual, and equitable manner in all collaborative work.

CLASS SCHEDULE

EDCI 684 – Advanced Methods of Teaching Foreign/World Languages

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

24 Jan: Week # 1 -- Orientation. Review Course Outline. Discuss Portfolios, Philosophy of Education, and Impact on Student Learning Assessment Project requirements. Bios collected. Readings' partners selected. *Professionalism* (ACTFL/CAEP Standard 6): Professional organizations, journals, and conferences. Professional development portfolio discussed.

Assignments for next class:

- (1) Read <http://www.cal.org/resources/digest/peyton02.html>
- (2) Go to: <http://www.actfl.org/i4a/pages/index.cfm?pageid=5226>
- (3) 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.
- (4) Go online and read more about membership in the National organization, ACTFL.
- (5) Search online for information about FLAVA and GWATFL.
- (6) What are the names of the language specific organizations which will be of particular interest to you?
- (7) Identify the names of at least three professional foreign language journals.
- (8) Read Sandrock, Chapters 1, 2, 3
- (9) Domain A of Philosophy of Teaching Paper

31 Jan: 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

Discuss this week's assignments on "Professionalism."

Assignments for next class:

- (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! Come prepared to share your plan and discuss how and why your decisions were made in the planning process. Must be typed!
- (2) Read Glanz, Chapter 7
- (3) Read Sandrock, Chapters 4, 5, 6

Feb 7: 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.

Possible Guest Presenter: Noriko Otsuka (Immersion & FLES Education)

Assignments for next class:

- (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 and bring them to next class.
- (4) Domain B of Philosophy of Teaching Paper

Feb 14: Week # 4 – *Textbook Analysis and Evaluation* (ACTFL/CAEP Standard 4 – Integration of Standards into Curriculum and Instruction). Examination of current textbooks and ancillaries including online/distance learning media. Designing rubrics to analyze and evaluate texts. Utilizing authentic texts and realia. ISLA Project & Portfolio
Reflection # 1 is due!

Assignments for next class:

- (1) Read Blaz, Chapter 7
- (2) Search online for a textbook evaluation rubric
- (3) Bring a laptop or tablet to begin construction of Professional Dev Portfolio
- (4) Domain C of Philosophy of Teaching Paper

Feb 21: Week # 5 – *Professional Development Portfolio* Construct Professional Development Portfolio

Time permitting: Visit to textbook repository in Johnson Center. Simulated textbook evaluation/analysis exercise. ISLA & Portfolio.

Assignments for next class:

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

Feb 28: Week # 6 – *Classroom Management and Discipline* (INTASC Standard 5 – Motivation and Management). Seating, forming groups, centers, bulletin boards, students' papers, keeping track of homework, managing multi-level classrooms, daily routines, establishing routines.

Reflection # 2 is due!

Assignments for next class:

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

March 7: Week # 7 – Classroom Discipline: Guest presenter (master teacher). Case studies that illustrate effective discipline strategies. Curwin & Mendler book, Discipline with Dignity. Gordon's Imessages. Fred Jones – Preferred Activity Time (PAT). Kounin's Withitness.

Assignment for next class:

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 14 – NO CLASS SPRING BREAK

March 21: Week # 8 - Integrated Performance Assessment. Technology and Social Mediated Forms of Language Learning. (INTASC Standard 7 – Planning). Smartboard, Blackboard, wikis, blogs, picasa, prezi, toondoo, jing, extranormal, wikispace, animoto, voxopop, druple, wordle, audacity, flip cameras, photostory, mimio, flickr. Technology as a tool for teaching across the curriculum. Portfolio with reflections is due!

Mid-Term Projects Due! (Philosophy of Teaching Paper – uploaded to Task Stream). **Guest Presenter: Chia-Chi Hsiung**

Assignment for next class:

- (1) Read IPA book Chapters 5, 6, 7

Mar 28: Week # 9 –Teaching Demonstrations # 1

Assignment for next class:

- (1) Work on ISLA

April 4: Week # 10 – *Assessment* (ACTFL/CAEP Standard 5 – Assessment of languages and cultures). Examination of ACTFL performance guidelines. MOPI and SOPI. Integrated Performance Assessment (IPA). *Interactive Teaching Using Kagan Structures*.

Teaching Demonstrations # 2

Assignment for next class:

- (1) Work on ISLA

April 11 – NO CLASS

April 18: Week # 11 – Assessment: Impact on Student Learning Project. Review the assessment instruments. *Project-Based Instruction*.
Teaching Demonstrations # 3

Assignment for next class:

- (1) Bring draft of final ISLA report
- (2) Reflection # 3

April 25: Week # 12 - Teachers as Researchers and Reflective Practitioners (ACTFL/CAEP Standard 6 – Professional Development, Advocacy, and Ethics). Re-cap review of ISLA projects. Progress reports. Reflection # 3 is due. Teacher Action Research as a useful tool in professional development. Creating communities of practice.
Teaching Demonstrations # 4 (if needed)

Assignment for next class:

- (1) View the Webinar workshop on Heritage Language Learners:
http://startalk.nhlrc.ucla.edu/Default_startalk.aspx

May 2: Week # 13 - 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 9: Week # 14 – Final Projects (Impact on Student Learning) presented in class.

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 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 2017
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 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 SIMULATIONS

10%

Task: Each pre- and in-service teacher will do an in-class 30-minute (maximum) teaching simulation. The simulation is to be done in the target language and will align with the Standards and provide evidence of the students' understanding of teaching in the WL setting. You should prepare a brief handout that summarizes the lesson chosen. There will be a follow-up discussion during which the class will provide written and oral feedback. Creativity, visuals, and teacher-made materials are strongly encouraged. NOTE: If desired, you may work in 2 person teams, and this simulation may connect to the teacher's field-based teaching project, thus providing a "dry run" or practice teaching prior to presentation to students in the K-12 setting.

ACTFL/CAEP Standards 1a, 1b,2c, 3a,3b, 4a, 4b, 4c, 6b

1. Prepare a lesson plan (to be distributed in class) using the template provided. A Critical Reflection on the lesson is to be completed after your teaching simulation and submitted to Dr. Cabrero the following week, incorporating the feedback from your colleagues from class.

2. You must work individually for your teaching demonstration. You have **30 minutes**. *Please plan your time carefully.* The majority of your time should be spent teaching. You may take 2-3 minutes to provide background information about the theme and the class will take 5 minutes at the end of your demonstration to give you feedback and ask questions.

3. The demonstration/handout may include:

- Background information about the theme
- The type of class your particular demonstration is intended for, e.g., level of proficiency, grade level, type of class, etc.
- Skills you are teaching and basic objectives of the lesson
- Special teacher-made materials; props and realia are strongly encouraged
- Possible follow-up activities to the lesson you have presented
- How you might conduct assessment of the lesson you have presented, if appropriate
- Others you can think of...

3. **BE CREATIVE!**

4. Try to spend less time talking about your lesson, and more time teaching. You may decide to introduce your lesson by discussing the theme first or you may wish to immerse us in the experience and explain after the demonstration.
5. We will be your students. You may assign us whatever roles and ages you wish.

6. Prepare a handout for the class AND your lesson plan for the instructor. It can be short. It might be a summary of some points you have made or it might be sharing something from the lesson you have developed that class members might like to use in their own teaching.

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
- Handout

Topics/Themes/Program Models/Methods: You must select one!

FLES classroom	Computer Assisted Language Learning
FLEX classroom	Special Needs Learners
Immersion Classroom	Total Physical Response
AP Classroom	Content-based Instruction
Mixed levels Classroom	Direct Method
Differentiated Instruction	Information Gap/Jigsaw/Interactive Activity
Alternative Assessment	Cooperative Learning

**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 BLACKBOARD (SEPARATELY)

(1) Impact on Student Learning Assessment Project (25%)

And

(1) VIDEO ANALYSIS ASSESSMENT TASK (20%)

INSTRUCTOR: Dr. Magda Cabrero

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

Instructions to Candidates

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

According to CAEP Guidelines, the four elements that should be included in this assessment are that the candidate:

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

The work sample that you prepare for this assessment will provide evidence of your teaching and impact on student learning through 1) planning instruction; 2) using best practices that provide opportunities for pupil success; 3) using assessment to inform practice and the continuous development of students; and 4) evaluating the effects of

your actions and reflecting on how you can adapt instruction based upon assessment and reflection. Placement will be made for you with a mentor teacher, or you may make your own arrangements.

Field Experience

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

Steps Along The Way

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

Required Components for the Performance Assessment

A. Title Page

Title of Lesson Taught _____

Your Name _____

Date _____

School Site _____

Grade/Level and Subject _____

Description of the Learners and Learning Context

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

Please use pseudonyms for both school and students/teachers to ensure confidentiality of all parties.

B. Language Acquisition Theories and Knowledge of Student Needs: Planning for Instruction

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

In your pre-teaching phase, think about the project areas and the classroom context as you observe your mentor teacher to prepare for this activity:

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

C. Integration of Standards in Planning and Instruction

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

D. Assessment: Implementing Instruction and Assessment of Student Learning

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

E. Reflection on Assessment & Impact on Student Learning to Improve Instruction

This is a key component of this project. Reflect on the effectiveness of your instruction and plan for modifications of future instruction to better meet pupils’ needs. Please include the following:

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

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

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

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

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

Assessment Objectives

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

Research Base

According to John Dewey (1933) reflection is an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions to which it tends. Critical reflection delves even more deeply. Critical reflection allows candidates to make teaching decisions on the basis of a conscious awareness and careful consideration of the assumptions on which the decisions are based, and the technical, educational, and ethical consequences of those decisions. The end result of critical reflection for the individual is cognitive change (Yost et al., 2011).

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

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

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

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

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

Video Analysis Assessment Task

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

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

You will submit:

- **A Lesson Plan for the Recorded Lesson**
Develop a lesson plan using the standard lesson plan format for your program and/or school placement. Make arrangements to videotape the lesson for use in analyzing a “critical incident.” Teach the lesson. (After reflecting on the lesson you will be asked to identify a “critical incident” in the lesson and highlight that section of the lesson before submitting it for this assignment.)
- **Holistic Reflection of the Lesson**
After teaching the lesson, write a reflective statement about the teaching episode that includes each of the following levels of reflection: technical, practical, and critical.
- **Critical Incident Video Clip and Analysis**
After reflecting on the lesson, select a segment of the lesson video (~5-10 minutes in length) that contains a critical incident. Highlight the section of the lesson plan that you select as your critical incident.

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

- a. Provide a brief description of what is happening in the selected clip.
- b. Explain why this particular segment was selected.
- c. Briefly describe what went well and what aspects of the lesson you would like to revise.

- d. Propose alternative ways of handling the critical incident. You should draw upon your readings, knowledge of best practice, observations, and course work for support.
- e. Summarize what was learned and how it will impact your future teaching.

How to Submit this Assessment - Must be uploaded to BlackBoard

ASSIGNMENT RUBRICS

Video Analysis Project Rubric

CRITERIA	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Lesson Plan and Teaching				
<p>The candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning.</p> <p><i>InTASC 1(b)</i></p>	<p>The candidate's instruction does not take into account individual learners' strengths, interests, and needs and does not enable learners to advance and accelerate his/her learning.</p>	<p>The candidate creates instruction that takes into account some students' strengths, interests, and needs and that enables some learners to advance and accelerate his/her learning.</p>	<p>The candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p>	<p>The candidate creates student-centered instruction that is developmentally appropriate and takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p>
<p>The candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p> <p><i>InTASC 2(a)</i></p>	<p>The candidate does not design, adapt, or deliver instruction to address each student's diverse learning strengths and needs and did not create opportunities for students to demonstrate their learning in different ways.</p>	<p>The candidate designs, adapts, and delivers instruction to address some student's diverse learning strengths and needs and creates few opportunities for some students to demonstrate their learning in different ways.</p>	<p>The candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p>	<p>The candidate designs, adapts, and delivers student-centered instruction that addresses each student's diverse learning strengths and needs and creates multiple opportunities for students to demonstrate their learning in different ways.</p>

<p>The candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learner’s attention.</p> <p><i>InTASC 3(d)</i></p>	<p>The candidate does not plan ways to manage the learning environment to actively and/or equitably engage learners. The candidate does not show evidence of organizing, allocating, and coordinating the resources of time, space, and learner’s attention.</p>	<p>The candidate plans ways to marginally manage the learning environment to actively and equitably engage some learners by organizing, allocating, and coordinating the resources of time, space, and learner’s attention.</p>	<p>The candidate plans ways to effectively manage the learning environment to actively and equitably engage the majority of learners by organizing, allocating, and coordinating the resources of time, space, and learner’s attention.</p>	<p>The candidate plans ways to effectively manage the learning environment to actively and equitably engage all learners by creatively organizing, allocating, and coordinating the resources of time, space, and learner’s attention.</p>
<p>The candidate engages learners in applying methods of inquiry and standards of evidence used in the discipline.</p> <p><i>InTASC 4(c)</i></p>	<p>The candidate does not engage learners in applying methods of inquiry and standards of evidence used in the discipline.</p>	<p>The candidate engages learners in applying methods of inquiry but disregards the standards of evidence used in the discipline.</p>	<p>The candidate engages learners in applying methods of inquiry and the appropriate standards of evidence used in the discipline.</p>	<p>The candidate engages learners in applying multiple methods of inquiry and appropriate standards of evidence used in the discipline by implementing authentic tasks.</p>
<p>The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.</p> <p><i>InTASC 4(d)</i></p>	<p>The candidate does not stimulate learner reflection on prior content knowledge, does not link new concepts to familiar concepts, and does not make connections to learners’ experiences.</p>	<p>The candidate stimulates learner reflection on prior content knowledge, but neither links new concepts to familiar concepts nor makes connections to learners’ experiences.</p>	<p>The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.</p>	<p>The candidate creatively stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences using student-centered instruction.</p>

<p>The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p> <p><i>InTASC 8(a)</i></p>	<p>The candidate does not adapt instruction to the needs of individuals and groups of learners.</p>	<p>The candidate adapts instruction to the needs of some individuals and groups of learners but seldom incorporates appropriate strategies or resources.</p>	<p>The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p>	<p>The candidate uses appropriate and creative strategies and resources within authentic tasks to adapt instruction to the needs of individuals and groups of learners.</p>
<p>The candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p> <p><i>InTASC 8(b)</i></p>	<p>The candidate does not provide evidence of monitoring student learning, and/or does not engage learners in assessing their progress, and/or does not provide evidence of adjusting instruction in response to student learning needs.</p>	<p>The candidate provides minimal evidence of monitoring student learning and engaging learners in assessing their progress, but the candidate rarely adjusts instruction in response to student learning needs.</p>	<p>The candidate provides consistent evidence of monitoring student learning, engaging learners in assessing their progress, and adjusts instruction in response to student learning needs.</p>	<p>The candidate provides substantial evidence of continuously monitoring student learning, engaging learners in assessing their progress, and innovatively adjusts instruction in response to student learning needs.</p>
<p>The candidate varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners.</p> <p><i>InTASC 8(d)</i></p>	<p>The candidate does not vary his/her role in the instructional process (e.g. instructor, facilitator, coach, audience).</p>	<p>The candidate sometimes varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) but it is in relation to neither the content nor the purpose of instruction nor the needs of learners.</p>	<p>The candidate varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners.</p>	<p>The candidate consistently varies his/her role in engaging instructional processes (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners.</p>

<p>The candidate engages all learners in developing higher order questioning skills and metacognitive processes.</p> <p><i>InTASC 8(f)</i></p>	<p>The candidate does not engage learners in developing higher order questioning skills or metacognitive processes.</p>	<p>The candidate engages some learners in developing higher order questioning skills or metacognitive processes.</p>	<p>The candidate engages most learners in developing higher order questioning skills and metacognitive processes.</p>	<p>The candidate engages all learners in developing higher order questioning skills and metacognitive processes within authentic learning situations.</p>
<p>The candidate asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p> <p><i>InTASC 8(i)</i></p>	<p>The candidate does not asks questions to stimulate discussion.</p>	<p>The candidate asks questions to stimulate discussion but the purposes tend to be low level.</p>	<p>The candidate asks appropriate questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p>	<p>The candidate asks varied questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question) within authentic learning situations.</p>
<p>Holistic Reflection</p>				
<p>The candidate engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the</p>	<p>The candidate does not take responsibility for promoting the learners' growth and development in a reflective statement. The statement does not specifically the critical levels of</p>	<p>The candidate takes responsibility for promoting the learners' growth and development in a reflective statement, but does not address all of the levels of critical reflections.</p>	<p>The candidate takes responsibility for promoting the learners' growth and development in a reflective statement that includes all of the levels of critical reflection.</p>	<p>The candidate takes responsibility for promoting the learners' growth and development in a well-written and insightful reflective statement that includes all of the</p>

learners, school, and system. <i>InTASC 9(b)</i>	reflections.			levels of critical reflection.
The candidate uses a variety of data to evaluate the outcomes of teaching and learning and adapts planning and practice. <i>InTASC 9(c)</i>	The candidate does not use a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice.	The candidate uses a variety of data to evaluate the outcomes of teaching and learning but does not provide strategies to adapt planning and/or practice.	The candidate uses a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice.	The candidate effectively uses a variety of data to evaluate the outcomes of teaching and learning and to appropriately adapt planning and practice.
The candidate uses ongoing analysis and reflection to improve planning and practice. <i>InTASC 9(l)</i>	There was no evidence that the candidate used ongoing analysis and/or reflection to improve planning and practice.	The candidate uses marginal analysis and reflection strategies to improve planning and practice.	The candidate uses ongoing analysis and reflection to improve planning and practice.	The candidate effectively uses ongoing analysis and deep reflection to improve planning and practice.
Critical Incident Video Clip and Analysis				
The candidate uses technology to support analysis, reflection, and problem-solving strategies for instruction. <i>InTASC 9(d)</i>	The candidate does not use technology to support analysis, reflection, and problem-solving strategies for instruction.	The candidate ineffectively uses technology to support analysis, reflection, or problem-solving strategies for instruction.	The candidate uses technology to support analysis, reflection, and problem-solving strategies for instruction.	The candidate effectively uses technology to support a thorough use of analysis, reflection, and problem-solving strategies for instruction.
The candidate engages in ongoing learning opportunities to	There was no evidence that the candidate engages in ongoing	There was minimal evidence that the candidate engages in	There was evidence that the candidate effectively	There was extensive evidence that the candidate

<p>develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences.</p> <p><i>InTASC 9(a)</i></p>	<p>learning opportunities to plan to improve teaching and learning.</p>	<p>ongoing learning opportunities to plan to improve teaching and learning.</p>	<p>engages in ongoing learning opportunities to plan to improve teaching and learning.</p>	<p>effectively engages in ongoing learning opportunities to plan to improve teaching and learning.</p>
<p>The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences.</p> <p><i>InTASC 9(e)</i></p>	<p>There is no evidence that the candidate reflects on his/her personal biases. The candidate did not access resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences.</p>	<p>The candidate provides evidence that he/she reflects on his/her personal biases and accesses resources to deepen his/her own understanding of limited individual differences to build relationships and create relevant learning experiences.</p>	<p>The candidate provides evidence that he/she reflects on personal biases and accesses appropriate resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences.</p>	<p>The candidate provides evidence that he/she effectively reflects on personal biases and accesses multiple resources to deepen his/her own understanding of a variety of individual differences to build relationships and create engaging, relevant learning experiences.</p>

**GMU FOREIGN LANGUAGE TEACHER PROGRAM
INDIVIDUAL TEACHER PROFESSIONAL DEVELOPMENT PLAN
TEMPLATE**

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

-I- Areas Identified for Development of Professional Practice

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

-II- Professional Learning Goals and Activities

Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities	Estimated Hours	Completion Date
1					
2					
3					
4					

-III- District and School PDP Support

District/School Administrator Activities

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

Teacher Signature: _____

Date: _____

Supervisor Signature: _____

Title _____ **Date** _____

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

Presenter(s) _____ Topic/Theme _____ Date _____

5=Excellent 1=Poor	Unacceptable Minimum Evidence (1)	Unacceptable Approaches Standard (2)	Acceptable Meets Standard (3)	Target Exceeds Standard (4)	Comments
Target Language Proficiency <small>Appropriate for age and level of learners</small>					
Language Acquisition Theories & Knowledge of Students & their Needs <small>Demonstrates an understanding of language acquisition and creates a linguistically & culturally rich learning environment</small>					
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					

EDCI 684 – Student’s Name: _____

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	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

<p>Standard 3b 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>by providing opportunities for students to work 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 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>Candidate did not design and describe a formative assessment to maximize student performance. There is no evidence of a candidate-made assessment that measures students’ ability to negotiate meaning; for interpretation of texts that contain a variety of response types, and presentational tasks, using analytical or holistic scoring.</p>	<p>Candidate designed but did not describe a formative assessment to maximize student performance. There is minimal evidence of a candidate-made assessment that measures students’ ability to negotiate meaning; for interpretation of texts that contain a variety of response types, and presentational tasks, using analytical or holistic scoring.</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 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>Candidate designed and described a formative assessment to maximize student performance. There is evidence of a candidate-made assessment that measures students’ ability to negotiate meaning; for interpretation of texts that contain a variety of response types, and presentational tasks, using analytical or holistic scoring. 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</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</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</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</p>

<p>Practice “Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.”</p>		<p>assessment.</p>	<p>learning.</p>	<p>propose improvement ideas for own teaching and student learning.</p>
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Materials Release Form for

EDCI 684

Spring 2017

Dr. Magda A. Cabrero

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

1. I, _____, give permission for

(please print your name)

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

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

YES NO

Signature

Date

Tel. No. _____ (Home or cell phone)

Email address _____

STUDENT BIOGRAPHICAL INFORMATION

Please Print clearly!

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:

