

**METHODS FOR TEACHING AND ASSESSMENT  
IN WORLD LANGUAGE**

**05:300:438:01**

**15:253:538:01**

**Spring 2021 3 credits**

**Wednesday's 4:30 – 7:30pm**

**Virtual**

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Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

**Course Description**

**Course catalog description:**

The main focus of the course is methodological. We will learn how to teach world languages to learners across the K-12 grade span. Course topics include the design and impact of unit plans using the CCC Standards, NJ and national standards and frameworks, planning and delivery of instruction, integrating culture into the curriculum, assessment, technology in the classroom, literacy, and teaching WL to students with special needs.

The course is designed to promote knowledge co-construction gained through exposure to scholarship, while making connections to the learning experiences of students in our local school communities. The course also focuses on developing graduate-level academic writing and presentational skills. Throughout the course, participants will be given many opportunities to reflect upon and develop their personal theory and methods of teaching World Languages, which they will use as a foundation for their practice as they encounter or will teach WL to foster success for all students.

**Texts:**

**(1) Journal articles and book chapters:** Available on Canvas (for purchase via [ACTFL](#))

*Words and Actions: Teaching Languages Through the Lens of Social Justice* By: Cassandra Glynn, Pamela Wesely, and Beth Wassell

*Implementing Integrated Performance Assessment* By: Bonnie Adair-Hauck, Eileen W. Glisan, and Francis J. Troyan  
Publisher: ACTFL

*The Keys to Assessing Language Performance: Teacher's Manual* By: Paul Sandrock  
Publisher: ACTFL

*The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design* By: Donna Clementi and Laura Terrill  
Publisher: ACTFL, 2013

*The Keys to the Classroom* By: Paula Patrick Publisher: ACTFL

Lightfoot, S. L. (2004). *The essential conversation: What parents and teachers can learn from each other*. Ballantine Books. **Selected excerpts**

Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press. **Selected excerpts**

**(2) Standards Documents:** Print via web (see links)

NJCCS (New Jersey Core Curriculum Content Standards) <http://www.state.nj.us/education/cccs/>

NJ World Languages Core Curriculum Content Standards <http://www.nj.gov/education/cccs/standards/7/> ACTFL

National Standards for FL Education <http://www.actfl.org/publications/all/national-standards-foreign-language-education>

### **Grading policy:**

Evaluation of Written Work:

These qualities will be valued in your work:

- Responsiveness to the task or question: *Are you fulfilling the requirements of the assignment?*
- Clarity and organization of writing.
- Conciseness – try to write in a non-repetitious way.
- Completeness and depth – Present the necessary amount of detail to support your points. Write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.
- Independent judgment – Go beyond the information presented by others. Be critical, seeing both strengths and weaknesses and support opinions with your own reasons.
- Relevance – Make explicit connections with your other courses.
- APA format – Papers should be typed or word-processed and follow APA format.

<http://owl.english.purdue.edu/owl/resource/560/01/>. Please use Times New Roman 12pt font, 1-inch margins, and double space all of your assignments.

- Late assignments -- If you need an extension of time on an assignment please contact me before the date when the paper is due. If you do not contact me, your grade on the assignment will be dropped one letter grade for every class period it is late.

### **Academic Integrity Policy:**

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

### **Course Requirements**

#### **Attendance Policy**

You are expected to attend all synchronous sessions. If there are circumstances which prevent this, please follow the syllabus and reach out to the instructor immediately to ensure you have what you need to be successful.

*Asynchronous Weeks:* Dates: 1/27; 2/10; 2/24; 3/10; 3/31; 4/14;4/28

*Synchronous Weeks:* Dates: 1/20; 2/3; 2/17; 3/3; 3/24; 4/7; 4/21

#### **Course Assignments**

##### **(1) Attendance & Asynchronous Peer Lessons (15%)**

Students are expected to attend and participate in classes. Participation in class means participating & contributing to discussions, completing all in-class assignments and working with peers/instructor

throughout the semester. If students are unable to attend, they should notify the instructor in advance and complete any necessary make up assignments. Please reference the above **Attendance Policy**.

In groups of no more than 3, you will sign up and select **one** asynchronous topic upon which to present via upload. Presentations should be no longer than 15mins and provide your colleagues an alternative means to learn the content from that week. Everyone is responsible to complete all readings/review all materials and leave feedback for the team who uploads their presentation during the asynchronous week. 10% of your grade will be your presentation, while 5% will be your feedback and participation throughout the duration of the course.

**(2) Unit Plan Assessment & Revision (10%)**

In pairs, you will reflect upon a unit plan created for World Language instruction. You will assess it for soundness, effectiveness and coherence using the frameworks we study in class (IPA and UbD). You will then revise in its existing format (using track changes or a similar feature) and submit a one-page commentary explaining your assessment and revision. Suggested division of labor: Collective revision, person 1 writes ½ page commentary on assessment of original unit, person 2 writes ½ page commentary on revision justification.

**CHECKLIST** – Available on Canvas

**(2) Clinical Teaching Work Sample 1 (20%)**

You must plan, teach, and assess a lesson with PK-12 students on-site during your Clinical Phase 2 Experience. Based on this lesson, you are required to submit written responses to the Commentary questions in each of the three areas: Planning, Instruction, and Assessment using the LiveText platform.

*\* If you are a dual-certificate candidate, you may execute this in your ESL methods course, and micro-teach in the World Language methods course. In this case, you are only responsible for the lesson plan and commentaries (planning, instruction and assessment), but not the video or the student samples.*

**RUBRIC** – See EdTPA World Languages Handbook

**(3) Peer Review (20%)**

We will work in class to provide quality feedback on one of our colleague's CTWS tasks. You will be responsible for documenting this meaningful feedback and support using the Danielson Framework for Evaluation. The template and directions are available on Canvas.

**RUBRIC** – (Danielson Framework) Available on Canvas

**(4) Lesson Plan Revision & Reflection (30%)**

Individually, you will reflect upon your CTWS 1 submission. Drawing from your score(s) and feedback, you will assess it for soundness, effectiveness and coherence using the appropriate rubrics (EdTPA and Danielson). You will then revise in its existing format (using track changes or a similar feature), and submit a two page commentary explaining your assessment and revision supported by research & theory.

**RUBRIC** – Available on Canvas

### Summary of Required Assignments

<b>Assignments</b>	<b>Due Date</b>	<b>Weight</b>
Attendance/Asynchronous Peer Lessons	ongoing	15%
Unit Plan Revision & Assessment	February 3	10%
Clinical Teaching Work Sample 1	*March 25-Apr.7	20%
Peer review	Feb. 17-Apr. 21	20%
EdM Poster Session Reflection	TBD	5%
Lesson Plan Revision & Reflection	May 5	30%

*\*CTWS 1 Task 3 (assessment) due April 7*

### **Language Education Content Domain Rubric**

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Language as a System	<p>Candidates are inaccurate in their understanding of language, including phonology, morphology, syntax, pragmatics and semantics.</p> <p>Candidates are not aware of gaps in their own target language knowledge.</p>	<p>Candidates are aware of language as a dynamic system, including phonology, morphology, syntax, pragmatics and semantics.</p> <p>Candidates are aware of gaps in their own target language knowledge.</p>	<p>Candidates can describe language as a dynamic system, including phonology, morphology, syntax, pragmatics and semantics.</p> <p>Candidates are aware of and accommodate for gaps in their own target language knowledge by learning as recommended to them.</p>	<p>Candidates demonstrate understanding of language as a dynamic system, including phonology, morphology, syntax, pragmatics and semantics.</p> <p>Candidates are aware of and accommodate for gaps in their own target language knowledge by learning on their own.</p>
Culture	<p>Candidates are inaccurate in their knowledge and use of major theories and research related to the nature and role of culture in their instruction.</p> <p>Candidates do not demonstrate understanding of how culture and individual cultural identities affect language learning and</p>	<p>Candidates are aware of the major theories and research related to the nature and role of culture in their instruction.</p> <p>Candidates are aware of how culture and individual cultural identities affect language learning and school achievement.</p>	<p>Candidates know and understand major theories and research related to the nature and role of culture in their instruction.</p> <p>Candidates can describe how culture and individual cultural identities affect language learning and school</p>	<p>Candidates know, understand, and apply major theories and research related to the nature and role of culture in their instruction.</p> <p>Candidates demonstrate understanding of how culture and individual cultural identities affect language learning and school achievement.</p>

	<p>school achievement.</p> <p>Candidates do not understand the connections among the perspectives of a culture and its practices and products.</p>	<p>Candidates understand the connections among the perspectives of a culture and its practices and products.</p>	<p>achievement.</p> <p>Candidates understand the connections among the perspectives of a culture and its practices and products, and they aim to integrate the cultural framework for language standards into their instructional practices.</p>	<p>Candidates understand and apply the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for language standards into their instructional practices.</p>
Language Acquisition and Development	<p>Candidates do not demonstrate an understanding of language acquisition at various developmental levels nor use this knowledge to create a supportive classroom learning environment.</p> <p>Candidates do not use comprehensible target language input often, nor do they offer opportunities for negotiation of meaning, nor meaningful interaction to support language and literacy development.</p>	<p>Candidates are aware of language acquisition at various developmental levels, but do not use this knowledge to create a supportive classroom learning environment.</p> <p>About half of the time, candidates use comprehensible target language input, offer opportunities for negotiation of meaning and meaningful interaction to support language and literacy development.</p>	<p>Candidates can describe an understanding of language acquisition at various developmental levels and how this knowledge can be used to create a supportive classroom learning environment .</p> <p>The majority of the time, candidates use comprehensible target language input, offer opportunities for negotiation of meaning, and meaningful interaction to support language and literacy development.</p>	<p>Candidates demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment .</p> <p>At all times, candidates use comprehensible target language, offer opportunities for negotiation of meaning, and meaningful interaction to support language and literacy development.</p>
Cross Disciplinary Concepts	<p>Candidates do not integrate knowledge of other disciplinary areas into their language instruction, or disciplinary content is inaccurate.</p>	<p>Candidates are aware of the need to integrate knowledge of other disciplinary areas into language instruction and support learners as they acquire language and literacy in order to achieve in the content areas.</p>	<p>Candidates integrate knowledge of other disciplinary areas into language instruction and support learners as they acquire language and literacy in order to achieve in the content areas with accuracy.</p>	<p>Candidates fully integrate knowledge of other disciplinary areas into language instruction and support learners as they acquire language and literacy in order to achieve in the content areas with accuracy.</p>

**Course Schedule by Week**  
(Subject to Revision as the Course Progresses)

Week	Date	Discussion Topic	Required Readings/Assignments
<i>Performance Assessment and Design</i>			
1	Jan 20	<p>Syllabus review: Assignments and Sign ups</p> <p><b>Goal-setting and Reflecting:</b> <i>What goals do we have as educators? How can we use self-reflection &amp; feedback to improve our practice? How did you learn the languages that you now know?</i></p> <p><b>Unit Design:</b> <i>How can thematic units reflect real-world language use?</i></p>	<p>-Review/Print (as necessary): NJ World Language Standards / ACTFL Danielson Framework / EdTPA</p> <p>Read: -Adair-Hauck, B., Glisan, E. W., Koda, K., Swender, E. B., &amp; Sandrock, P. (2006). <i>The Integrated Performance Assessment (IPA): Connecting assessment to instruction and learning.</i> -Wiggins, G., Wiggins, G. P., &amp; McTighe, J. (2005). <i>Understanding by design.</i> Ascd. <b>*Chapter 1*</b></p> <p>Assignment: -Select a model NJ DOE curriculum unit, print, highlight/annotate key aspects and bring for Jan 27. Available for download in PDF or Word from <a href="http://www.state.nj.us/education/modelcurriculum/wl/">http://www.state.nj.us/education/modelcurriculum/wl/</a></p>
2	Jan 27	<p><b>IPA, Backwards Planning and Assessment Theory:</b> <i>What expectations do we have for our students and ourselves? What is the purpose of assessment?</i></p> <p>-Reviewing units -Democratic assessment -Assessment philosophy</p> <p><i>Model Unit Revision in Class</i></p>	<p>Read: -Shohamy, E. (2001). Democratic assessment as an alternative. <i>Language testing</i>, 18(4), 373-391. - Keys to Planning for Learning: Chapter 2</p> <p>Assignment: Revise your selected unit and write a one-page reflection justifying your changes. You may work in pairs. <a href="#">RUBRIC</a></p>
3	Feb 3	<p><b>Criticality &amp; Culture:</b> <i>What makes language learning meaningful?</i></p> <p>-Language forms &amp; functions -Task-based instruction</p>	<p>Read: -Willis, J., &amp; Willis, D. (2009). Task-based language teaching: Some questions and answers. <i>The Language Teacher</i>, 33(8), 3-8. -Miscositas "Keeping It Real" <a href="#">presentation</a></p> <p><b>Unit Plan Revision Due in Class</b></p>
<i>Getting Critical &amp; The Arc of Instruction</i>			
4	Feb 10	<p><b>Assessment Driven Learning:</b> <i>How do assessments determine lesson design and execution?</i></p> <p>-Unpacking our implicit bias (Zaretta Hammond reflection) -Authentic artifact presentation -Instruction through the lens of Danielson</p>	<p>Read: -Lightfoot, S. L. (2004). <i>The essential conversation: What parents and teachers can learn from each other.</i> Ballantine Books. <b>Ghosts in the Classroom</b> - Fisher, D. (2008). Effective use of the gradual release of responsibility model. <i>Author Monographs</i>, 1-4</p>

5	Feb 17	<p><b>Exploring Modes and Competencies:</b> <i>How does purposeful communication produce linguistic accuracy?</i></p> <p>-EdTPA lesson template review -Interpretive, interpersonal &amp; presentational</p>	<p>Read: -Swain, M. (2001). Integrating language and content teaching through collaborative tasks. <i>Canadian Modern Language Review</i>, 58(1), 44-63.</p> <p><a href="#">Peer Reviews</a></p>
6	Feb 24	<p><b>Backwards Planning – Lesson Design:</b> <i>What expectations do we have for our students and ourselves?</i></p>	<p>Read: Keys to Planning Chapter 3</p> <p><a href="#">Peer Reviews</a></p>
7	Mar 3	<p><b>Lesson Design:</b> <i>How do we center the value of the communities that practice the languages we teach? What global access is available to those who are multilingual/cultural?</i></p> <p>-EdTPA lesson plan draft upload</p>	<p>Read: - Dörnyei, Z. (2010). Researching motivation: From integrativeness to the ideal L2 self. <i>Introducing applied linguistics: Concepts and skills</i>, 3(5), 74-83</p> <p><b>ALL CTWS 1 DUE (Task 1: Planning)</b></p>
<i>Engagement, Feedback &amp; Teacher Identity</i>			
8	Mar 10	<p><b>Lesson Design:</b> <i>Can we break down the different elements of an effective lesson?</i></p> <p>-Peeling back the onion protocol -Thinking about Syncing <a href="#">website</a></p>	<p>Read: -Hattie, J., &amp; Timperley, H. (2007). The power of feedback. <i>Review of educational research</i>, 77(1), 81-112.</p> <p>View: - Select a lesson of interest to view/video from The Teaching Channel. Do you identify with this teaching style? Why/not? What do you notice about the assessment? Feedback? How does this effectively scaffold language?</p>
<b>SPRING BREAK WEEK OF 3/15-3/19</b>			
9	Mar 24	<p><b>Microteaching</b></p> <p><b>The Art of Feedback:</b> <i>When and how should students receive feedback? From whom?</i></p> <p>-Unpacking Danielson</p>	<p>In class lesson (portion) simulations &amp; feedback *Note – If you are completing your CTWS 1 in your World Language placement, you do not need to also micro-teach.</p> <p>View: - Select a lesson of interest to view/video from the Annenberg Series. Do you identify with this teaching style? Why/not? What do you notice about the assessment? Feedback? How does this effectively scaffold language?</p> <p><b>ALL CTWS 1 DUE (Task 2: Instruction)</b></p>
10	Mar 31	<p><b>Attend EdM Poster Session (TBD)</b></p>	<p>Read: - Moeller, Aleidine Kramer, and Kristen Nugent. "Building intercultural competence in the language classroom." (2014).</p> <p>Write EdM Poster Session reflection Continue preparing your Assessment Commentary for the CTWS 1 Task 3</p>
11	Apr 7	<p><b>Lesson Design:</b></p>	<p>-Select and view Teaching Channel Video(s) -Revisit Thinking about Syncing <a href="#">website</a></p>

		<i>How can we meaningfully incorporate technology into our teaching? How do intercultural interactions promote language learner growth?</i>	Peer Reviews <b>ALL CTWS 1 DUE (Task 3: Assessment)</b> <b>EdM Poster Session Reflection Due (TBD)</b>
12	Apr 14	<b>Reflecting on Teaching:</b> <i>How has your lesson planning, execution and reflection demonstrated your teacher identity? Is it congruent? What are the implications for your future studies?</i>  -In class reviews of teaching artifacts -Conferencing	Read: -Lightfoot, S. L. (2004). <i>The essential conversation: What parents and teachers can learn from each other</i> . Ballantine Books. <b><i>The Child is the Bridge</i></b> - Words and Actions Chapter 2 - Review Appendix A (Words & Actions)
13	April 21	<b>Reflecting on Teaching:</b> <i>How has your lesson planning, execution and reflection demonstrated your teacher identity? Is it congruent? What are the implications for your future studies?</i>  -In class reviews of teaching artifacts -Conferencing	Read: - Words and Actions Chapter 3  <b>PEER REVIEWS DUE</b>
14	April 28	<b>Reflecting on Teaching:</b> <i>How has your lesson planning, execution and reflection demonstrated your teacher identity? Is it congruent? What are the implications for your future studies?</i>  -In class reviews of teaching artifacts -Conferencing	Read: - Words and Actions Chapters 4 & 5
15	May 5	<b>Self Reflection:</b> <i>How does your continued growth as a professional support student learning?</i> Wrapping Up: what have you learned this semester and how do you imagine applying your learning to your teaching?	Final Due: May 5 <sup>th</sup> by 5pm  <b>LESSON PLAN REVISION &amp; Reflection DUE</b>

### Standards targeted in this course:

**ACTFL STANDARD 2**: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language.

**ACTFL STANDARD 3**: Language Acquisition Theories and Knowledge of Students and Their Needs Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs.



**ACTFL STANDARD 4**: Integration of Standards in Planning and Instruction. Candidates in foreign language teacher preparation programs understand and use the national Standards for Foreign Language Learning in the 21st Century (2006) or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards to make instructional decisions. Candidates demonstrate an understanding of the standards and integrate them into their curricular planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms.

**ACTFL STANDARD 5**: Assessment of Languages and Cultures – Impact on Student Learning. Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students’ ability to communicate in the instructed language in interpretive, interpersonal, and presentational modes; and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders.

**ACTFL STANDARD 6**: Professional Development, Advocacy, and Ethics. Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students to interact successfully in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.

## **New Jersey Professional Standards for Teachers (2017)**

### *The Learner and Learning*

**Standard 3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### *Content*

**Standard 5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### *Instructional Practice*

**Standard 8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

## **InTASC**

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

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways

### **CAEP Standards**

<http://caepnet.org/~media/Files/caep/standards/caep-standards-one-pager-0219.pdf?la=en>

Standard 1. Content and Pedagogical Knowledge The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards. Candidate Knowledge, Skills, and Professional Dispositions