

**Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education**

**FLED 3500
Foreign Language Learning in the Elementary School
2 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards

The Interstate New Teacher Assessment and Support Consortium (InTASC), a program of the Council of Chief State School Officers, works to continually develop model standards for licensing new teachers. These standards represent a common core of teaching knowledge and skills that will help all students acquire 21st century knowledge and skills.

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.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

COURSE DESCRIPTION

Prerequisite: FLED 2999

FLED 3500: Foreign Language in the Elementary School is designed as a class that focuses on both theory and praxis for the P-8 Foreign Language classroom. Students will come to a deeper understanding of their discipline (French and/or Spanish) and the principles of foreign language pedagogy, they will understand the importance of reflection on practice and will apply these understandings to making instructional decisions that foster the success of all learners. Students will plan classes for P-8 learners using the American Council on the Teaching of Foreign Languages (ACTFL), the Interstate New Teacher Assessment and Support Consortium (INTASC) and Georgia Performance Standards (GPS, formerly QCC standards). They will also work with the Assessment sequence for edTPA to further understanding of how assessment is necessary for planning, reflection, differentiated instruction, and teaching strategies.

This course is designed to maximize the student's ability to convey pertinent subject matter in a creative and meaningful way through the use of technology and other important tools in the foreign language classroom. Cooperative learning will facilitate mastery of the educational

skills introduced. Along with methods of teaching foreign languages at the elementary and middle school levels, this course will review of theories of second language acquisition, instruction strategies, methods of evaluating proficiency and progress, assessment, technology, curriculum, and professional organizations and resources.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Curtain H., & C.A. Dahlberg. Languages and Children, Making the Match: New Languages for Young Learners, Grades K-8. 5th Edition.

Sabet Tavangar, H., & Mladic-Morales, B. (2014). The Global Education Toolkit for Elementary Learners. Corwin: Thousand Oaks, CA.

Other readings as indicated by the syllabus or provided by the instructor.

Regular access to BlazeVIEW (at least three [3] times per week), as the site will contain important information, announcements, and spaces for online interaction.

COURSE OBJECTIVES

The teacher candidate will:

1. Develop a personal teaching methodology for teaching a second language in FLEX, FLES, and Immersion programs in the P-8 classroom, based on an understanding of historical methods of teaching languages and a knowledge of current trends in second language teaching using the standards established by the American Council on the Teaching of Foreign Languages (ACTFL), the Interstate New Teacher Assessment and Support Consortium (InTASC) and the Georgia Performance Standards (GPS). (InTASC S1, S2, S4, S5, S8; CPL_{2.1})
2. Develop an understanding of the reflective process needed to build a curriculum that integrates both language and culture in a meaningful way—at every level or for any type of program—as well as promotes interdisciplinary connections for learners and adaptations of lessons for differentiated instruction. (InTASC S1, S2, S3, S4, S5, S7, S8; CPL_{3.1}, DL_{2.1})
3. Evaluate and justify the selection of classroom materials and resources based on appropriate instructional approaches and assessment strategies for FLEX, FLES, and Immersion programs. (InTASC S1, S2, S3, S4, S5, S7, S8; AL_{1.2})
4. Gain understanding of assessment as a continuous, reflective process utilizing multiple types of assessments to draw conclusions about student progress toward learning goals and make subsequent modifications of lesson plans to address individual learner needs and differences as well as maintain connections to appropriate standards. (InTASC S1, S2, S6, S9, AL_{2.2})
5. Establish involvement/connections with appropriate professional organizations to maintain a current knowledge of developments in second language pedagogy and acquisition. (InTASC S9, S10; EDL_{2.1})

6. Demonstrate an understanding of the cultural, linguistic, social, emotional, cognitive, and physical needs of the students in grades P-8, including the use of technology to connect and collaborate with other learners around the globe. (InTASC S1, S2, S3, S4; TL2.3)

COURSE EVALUATION

This class is part of your graduate professional preparation. Appropriate dispositions are expected and required. You may earn the maximum number of points for all assignments and activities, contingent upon the knowledge, originality, and quality demonstrated in your work. Demonstrated mastery of formal Standard English as well as the target language is required in all facets of the course. Therefore, evaluation of all written work will be made based upon both content and mechanics.

Each of the assignments listed below corresponds to the same assignment and course objectives listed in the Course Activities/Assignments/Requirements section. Values for all assessments are listed below.

Assignments	Percentage
1. Attendance & Participation	10
2. Reflection Blog	20
3. Educational Philosophy: Reflection of Affirmation and Change	15
4. Expert Teacher Observations	10
5. Membership/Involvement in professional organization	5
5. Other course activities and assignments	25
6. Final Exam	15
Total Percentage	100

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS: FLED 3500

Blogs: Each candidate will respond weekly to a course blog reflecting on course learning and their advanced-level field experiences. Note: candidates will not create their own blog, they will only be responding to the posts created by your instructor; each entry, however, must link course discussions with practical applications in an in-depth manner. The link to the blog and instructions on how to access it can be found on BlazeVIEW.

Educational Philosophy: Reflection of Affirmation and Change: Teacher candidates will either begin or review, revisit, and rewrite their Educational Philosophy and reflect upon it, using their academic experiences and related coursework. *The Reflection of Affirmation and Change must be entered into LiveText.* This will also be your last blog post for the semester; it is important to take notes about your experiences and your thoughts throughout the semester to fully complete this reflection.

Expert Teacher Field Experiences & Reports: Teacher candidates will perform ten (10) hours of field experience observing foreign language instruction at the preschool through eighth grade levels. At least one observation must be made in a grades 3-5 level classroom and one in the grades 6-8 level classroom. There are a variety of settings from which students can choose. Using 10 hours of observations, the student should ideally spread their observations between levels and

different settings. However, the most effective practice would be to diversify observations while also making sure to visit the same class subsequent times. Your instructor can help you to create an effective schedule if needed. Students will turn in the FLED Fieldwork Log with their completed observation guides and reflections. This Fieldwork Log is not valid without the signature and date of each teacher that the student observed.

Teacher candidates will complete the observation guide posted on BlazeVIEW and write a one-page reflection (at least) for EACH of the of the classroom observations that are performed throughout the semester. The observation guide and instructions for completing the one-page reflection are posted on BlazeVIEW. Although all observations are due near the end of the semester, students are encouraged to contact these teachers in the local community at the beginning of the semester to ensure availability and respectful attendance of their classrooms. Taking notes during your experiences as well as timely recording of your observation is strongly recommended—all observation documents should demonstrate candidate's active experiences as well as constructive comparisons between different programs, development of classroom environments for repeated classroom observations, and thoughts on connections between content material, students, teachers, and community. In addition, candidates should reflect on how their observations inform their own teaching experiences—now and possibly in the future. Teacher candidates cannot perform observations on test days.

Membership/Involvement with Professional Organizations: Candidates will be expected to establish involvement/connections with appropriate professional organizations to maintain a current knowledge of developments in second language pedagogy and acquisition for P-8 language learners. This will include membership to an appropriate organization, such as the Language Learning for Children Special Interest Group of ACTFL or the National Network for Early Language Learning (NNELL).

Other Class Activities and Assignments: Throughout the semester, candidates will be required to complete activities and assignments as part of their participation in the course. These will be announced as applicable during the semester and explained in class and on BlazeVIEW.

Engagement with International Experts in Foreign Language Pedagogy: Candidates will engage in discussions with international experts in foreign language pedagogy with the guidance of the instructor. Discussions about questions to be asked and analyzation of responses will be conducted during class.

Final Exam: You will have a cumulative final exam that will cover all areas of instruction in the course. Textbook readings, supplemental readings, collaborative experiences/assignments, and course discussions will all be covered in these exams, thus it is important to pay close attention and take careful notes in all portions of the course.

ATTENDANCE POLICY

From the University catalog: "The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination.... Instructors are required to maintain records of class attendance... It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by

their instructors and for the satisfactory make-up work missed by absences. When students are compelled for any reason to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course" (VSU Undergraduate Catalog 2013-2014, p. 77).

Attendance is very important and, therefore, mandatory. University policy requires that students attend classes on a regular basis. By enrolling in this class and receiving the syllabus you agree to abide by these rules. Any work missed due to absence is the responsibility of the student. Students are allowed to miss one (1) day of the course throughout the semester—SAVE that one (1) day for an emergency! For each absence after the first, ten (10) points will be deducted from your final grade.

Workload: As with any upper-level course, it is expected that students will spend a minimum of 3 hours per class hour studying and working on assignments in order to achieve an average grade of "C;" a higher grade, therefore, will require additional work (realistically 6-8 hours or more).

Make-up policies: There will be no excused or late work submissions unless the student presents official documentation for an excused absence. Students who anticipate missing ANY class commitment for University-related and approved absences, or for religious observances should notify the instructor as soon as possible with official documentation.

Please note: there is one class session for which attendance is mandatory.

Grade penalties will be strongly enforced unless documentation for University-related, approved absences, or religious observances is demonstrated.

You are expected to carefully complete the blog and reflection assignments that will help you to prepare for this conference and arrive ready to engage in a thoughtful conversation.

PROFESSIONALISM

As a candidate in a graduate-level education program, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators, which can be found at the following URL <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>. Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education and Human Services Professional Improvement Plan Process.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

STUDENT OPINION OF INSTRUCTION FORMS

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available. SOI responses are anonymous to instructors/administrators. Instructors will be able to view only a summary of all

responses three days after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the data until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. [Complete information about the SOIs](#), including how to access the survey and a timetable for this term is available.

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESS STATEMENT

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu