

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

**FLED 3510
Foreign Language Learning in the Elementary School
Classroom Laboratory
1 SEMESTER HOUR**

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

Prerequisites: FLED 2999

FLED 3510: Foreign Language Learning in the Elementary School Classroom Laboratory is designed to provide students with graduate-level opportunities to observe P-8 foreign language teachers within a variety of classroom settings. Students are encouraged to work with classroom teachers to actively participate in the classroom experience and interact with other teachers to learn about the many factors that affect teaching and learning experiences at these levels.

Students will also develop and teach a unit plan 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 advanced-level classroom laboratory course is designed to integrate the knowledge and understanding of subject matter content with the teaching of the subject matter. This laboratory

experience links pedagogical theory and practice as well as previous field experiences to advanced clinical practice or internship experiences, which require that students assume full responsibility for planning, implementing, and evaluating instruction in an educational setting.

COURSE OBJECTIVES

The teacher candidate will:

1. Demonstrate competency in planning a curriculum that will provide for the development of performance skills in a target language appropriate to FLEX, FLES, and Immersion programs in the P-8 classroom, including the use of developmentally appropriate technological tools for presentation and/or student use. (InTASC S1, S2, S3, S4, S5, S6, S7, S8; TL_{3.3}, TL_{3a})
2. Develop and utilize communicative/functional activities that promote skills in all three modes (interpersonal, presentational, interpretative) for the target language appropriate FLEX, FLES, and Immersion programs in the P-8 classroom. (InTASC S1, S2, S4, S5, S6, S7, S8, TL_{1.1})
3. Develop and utilize activities that promote an understanding of the target language(s) and culture(s) and to model the “global perspectives, attitudes, and values” they expect their students to display with respect to the target culture, school culture, and all other cultures (InTASC S1, S2, S3, S4, S5, S8; FL_{3a}, DL_{2.2}, CPL_{2.2})
4. Develop and justify sequential planning, assessment, and instruction modules using relevant research and theory including the three communicative modes in the target language, as well as appropriate technological elements in the target language, knowledge of the target language grammar, culture(s), vocabulary, pronunciation, and pedagogical knowledge in the target language. (InTASC S6, S8, S9; TL_{2a})
5. Understand and use effective means of evaluating student performance to determine curriculum and lesson planning as well as individual student assessment and development. (InTASC S6, S7, S8; AL_{2.3}, EDL_{3.1})
6. Demonstrate knowledge of a variety of approaches and techniques for teaching IN the target language to create a positive, interactive environment for learning through personal field experiences and expert teacher observations as well as their reflections on each. (InTASC S1, S2, S3, S4, S5, S7, S8, S9, FL_{2.1}, FL_{2.2})

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 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	20
2. Unit Plan <i>TL_{3a}</i> * <i>These are required Key Course Assessments and should not be modified or removed from this course without the approval of the program faculty.</i>	30
3. World Languages Assessment Commentary (<i>edTPA Assessment Handbook</i>).	30
4. Observations of Unit Plan lessons. <i>TL_{2a}, FL_{3a}</i> * <i>These are required Key Course Assessments and should not be modified or removed from this course without the approval of the program faculty.</i>	20
Total Percentage	100

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS: FLED 3510

Modified edTPA Task 3 Assessing Students' Learning (Unit Plan):

Candidates will plan and implement a sequence of 5-8 learning segments. The following assignments will be used to practice edTPA Task 3 requirements and will not be submitted for official scoring. Further information will be discussed during class sessions and is available on BlazeVIEW.

- a. Provide context information using the form located in the *edTPA Assessment Handbook* and online.
- b. Develop 5-8 world languages lesson plans in a sequence and implement these in your practicum field experience class. This lesson plan sequence will be entered into LiveText.
- c. Incorporate technology into each lesson and use it to (a) model safe usage of information and technology and (b) provide learners with feedback on their own learning. **This is a required Key Course Assessment (TL_{3a}) and should not be modified or removed from this course without the approval of the program faculty.*
- d. Develop and implement formative assessments to analyze student work following guidelines located in the *edTPA Assessment Handbook*.
- e. Identify a targeted objective based on analysis of student work samples and design and implement a re-engagement lesson that will be used to evaluate the effectiveness and impact on student learning.
- f. Develop and implement a summative assessment for the lesson sequence that is based on the content as well as previous analyses of student work samples.

Modified edTPA Task 3 World Languages Assessment Commentary

- a. Use the prompts located in the *edTPA Assessment Handbook* to complete an analysis of student learning of the whole class and 2 focus students.
- b. Focus students must be identified by the second week of instruction.
- c. See BlazeVIEW materials for formatting of documents and guidelines.

Observation of Unit Plan lessons

- a. Lessons taught during the Unit Plan will be observed by your instructor and feedback will be given based on rubrics used by edTPA as well as CAPS so that students can effectively adjust their instruction, commentaries, and reflections.
- b. Individual and group meetings will also be held to review lesson plans and brainstorm possible revisions or additional ideas. ***TL_{2a}, FL_{3a} *These are required Key Course Assessments and should not be modified or removed from this course without the approval of the program faculty.***

Portfolio: Students will be required to post all required materials on LiveText. Structuring and support for this requirement will be provided in class and by request.

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 advanced-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.

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: Maggie Viverette, Director of the Office of Social Equity, titleix@valdosta.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