**Dewar College of Education and Human Services**
**Valdosta State University**
**Department of Modern and Classical Languages**

**FLED 7010/4510**
**Secondary Classroom Laboratory**
**1 SEMESTER HOUR**

## Guiding Principles (DEPOSITS)
**(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)**

**D**ispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

**E**quity Principle: All learners deserve high expectations and support.

**P**rocess Principle: Learning is a lifelong process of development and growth.

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

**S**upport Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

**I**mpact Principle: Effective practice yields evidence of learning.

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

**S**tandards Principle: Evidence-based standards systematically guide professional preparation and development.

## InTASC Model Core Teacher Standards*

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

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.

*Positively Impacting Learning Through Evidence-Based Practices*          1

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

World Languages & TESOL Secondary Laboratory (FLED 7010/4510) is a course designed specifically to prepare pre-service teachers for the secondary (middle and high school) word language or ESOL classroom. The course will focus on various second language teaching methods and approaches, their theoretical underpinnings, theories of second language acquisition, instructional strategies and materials, types of assessment, lesson planning, technology tools and resources, and pro fessional development.

The main objective of the course is to provide students with the knowledge, skills, dispositions, understandings and other attributes that are associated with accomplished teaching.

## REQUIRED TEXTBOOKS / RESOURCE MATERIALS

*An Introduction to Foreign Language Learning and Teaching (Second Edition)* by Keith Johnson (2008). ISBN: 978-1-4058-3617-3

-*Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching (Second Edition)* by Elaine Kolker Horwitz (2013). ISBN: 978-0-13-248998-0

-*The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design* by Donna Clementi and Laura Terrill (2014). ISBN: 978-0-98-965322-0

-Students are **required** to access Blazeview: http://www.valdosta.edu/blazeview/

Weekly access is compulsory, as the site will be used as an interactive tool where instructions and announcements will be posted.

**COURSE OBJECTIVES** (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

1. To develop a personal teaching methodology for teaching a second language based on an understanding of historical and contemporary methods of teaching language and the knowledge of current trends in second language teaching using the American Council on the Teaching of Foreign Languages (ACTFL), the Teaching of English to Speakers of Other Languages (TESOL), the Interstate New Teacher Assessment and Support Consortium (InTASC), the

Georgia Performance Standards (GPS) and the WIDA ELP standards for all students. (InTASC S1, S2, S4, S5, S8, CPL1.1)

2. To design and utilize communicative/functional activities that promote performance skills in second language (L2) listening, speaking, reading, and writing at all levels of language instruction, including adapting lesson plans for differentiated learners. (InTASC S1, S2, S3, S4, S5, S7, S8, DL2.2, CPL2.2)

3. To develop and utilize activities that promote an understanding of the L2 culture(s) and to expect their students to demonstrate respect for the target culture(s), school culture, and all other cultures. (InTASC S1, S2, S3, S4, S5, S7, S8, DL2.1, DL2.2)

4. To evaluate and select classroom materials and resources. (InTASC S1, S2, S3, S4, S5, S7, TL2.1, TL2.2, FL2.1)

5. To recognize and employ effective strategies for classroom management and assessment. (InTASC S6, S8, AL2.1)

6. To identify and use effective means of evaluating student performance and knowledge (including communication skills in L2, knowledge of L2 grammar, vocabulary, pronunciation, and general L2 competence). For ESOL teacher candidates, this includes knowledge of monitoring ELs based on ACCESS scores. (InTASC S6, AL2.1)

7. To become involved in appropriate professional organizations and to maintain knowledge of current developments in second language acquisition. (InTASC S9, S10, TL 1.3, EDL1.1, EDL2.1)

8. To demonstrate reflective practice, engaging in continuous self-evaluation, and to develop a personal teaching philosophy. (InTASC S1, S2, S4, S5, S8, S9, EDL2.2)

9. To evaluate and design lesson plans based upon current secondary school textbooks.(InTASC S1, S2, S3, S4, S5, S7, S8, FL2.1, FL2.2)

10. To demonstrate knowledge of a variety of approaches and techniques for teaching in the target language in order to create a non-threatening, interactive environment for learning. (InTASC S1, S2, S3, S4, S5, S7, S8, FL2.1, FL2.2)

11. To plan for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest and to apply interventions, modifications, and accommodations based on IEPs, IFSPs, 504s, ACCESS scores, and other legal requirements, seeking advice and support from specialized support staff. (InTASC S1, S2, S6, S9, S10, FL3.1, FL3.2)

12. To model and provide opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning and to articulate explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work, including purposeful routines that support these norms. (InTASC S3, S4, S5, FL 3.4, FL3.5)

**COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

GRADE COMPONENTS FLED 7010:

1.    **Field Experience / Teaching Practicum (50%):** FLED 7010/4510 teacher candidates will be placed with a local high school teacher for a five-week period (six hours per week). The teacher candidate will observe the mentor teacher's class as well as assist with grading, planning, and classroom management over a five-week period. During the fourth week, the candidate will teach or co-teach the class under the mentor teacher's guidance. Note: FLED 7010/4510 teacher candidates are <u>NOT</u> required to be present at the school the entire day. Rather, they will select a class period that fits in with their current academic schedule. Of the required six hours each week, three hours will be spent observing, teaching, or co-teaching a specific class (e.g., First period Spanish II at Lowndes High School) and three hours per week will be spent working with and helping the mentor teacher. This may occur before school, after school, or during the mentor teacher's planning period. During the fourth week of the field experience, the professor will visit for a formal observation. Teacher candidates will be evaluated using the COEHS CAPS rubric, which is posted on BlazeVIEW in the "Clinical Practice" module. Key elements of this assessment include the following: instructional planning, application of instructional supports, modeling of and opportunities for student use of academic language, articulation of expectations, professional knowledge, instructional strategies, differentiated instruction, assessment strategies, academically challenging learning environment, and communication. Complete instructions for this assignment are posted on BlazeVIEW. FL3a\* *This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.* (CO 2, 3, 4, 5, 6, 9, 10, 11, 12)

2.    **Observation Reports (30%):** Teacher candidates will complete the FLED observation guide and field experience log. FLED 7010/4510 students will note <u>ALL</u> hours spent in a middle or high school setting this semester on the field experience log**.** This includes hours spent at the school planning, observing, participating in after school activities (e.g., tutoring or clubs), and all instructional hours. The log must be signed by the mentor teacher. In addition, FLED 7010/4510 teacher candidates will fill out an observation guide and reflection for at least FIVE classes that are observed during the field experience. <u>Note: FLED 7010 students' reflections must be at least two pages per observation report and FLE D 4510 students' reflections must be at least one page per observation report.</u> The observation report and field experience log are posted on BlazeVIEW in the field experience module. (CO 1, 7, 8)

3.    **Membership in Professional Organization (15%):** Teacher candidates must provide evidence of membership in at least one professional organization that supports the instruction of world languages or TESOL during FLED 7010/4510 (membership must be current through the end of the course). Examples of professional organizations are: The American Council on the Teaching of Foreign Languages (ACTFL), Teachers of English to Speakers of Other Languages (TESOL), the American Association of Teachers of Spanish and Portuguese (AATSP), Georgia Teachers of English to Speakers of Other Languages (GATESOL), and the Foreign Language Association of Georgia (FLAG). Evidence of professional membership must be turned in and uploaded to LiveText by the due date. (CO 7)

4.    **LiveText (5%):** Key course assignments (unit plan, OPI score, evidence of membership in a professional organization, teaching philosophy, and final exam reflection) will be posted to LiveText**.** (CO 7)

# COURSE EVALUATION

FLED 7000/4500 – 2 credits        FLED 7010/4510 – 1 credit

| | | | |
|---|---|---|---|
| OPI | 5% | Field Experience & | 50% |
| Discussion Board | 15% | CAPS evaluation | |
| Teaching Philosophy | 5% |   Observation Reports | 30% |
| Exams | 30% |   Professional Membership | 15% |
| Model Teaching | 10% | LiveText | 5% |
| Unit Plan | 35% | | |

GRADING SCALE:

| | |
|---|---|
| 90 – 100 | A |
| 80 – 89 | B |
| 70 – 70 | C |
| 60 – 69 | D |
| 59 or below | F |

## ATTENDANCE POLICY

Work (including exams) may only be made up under extraordinary circumstances that are documented (e.g., medical or family emergency). Make-ups must be done within one week of the absence (otherwise the student receives a zero). If a student misses more than 20% of the class, per Valdosta State University guidelines, he/she may fail the course. **Each unexcused absence from the field experience will result in the deduction of 5 points off the final course grade in FLED 7010/4510.**

## OTHER POLICIES:

The instructor reserves the right to deny entrance to any student arriving more than 15 minutes late or whom the instructor deems as disruptive. Keep all cell phones turned off during class. Teacher candidates are expected to stay on task at all times and to actively participate during each class.

## PROFESSIONALISM

Maintenance of an affirming and positive classroom environment is a top priority, as is individual participation in this environment. Students are expected to: (a) arrive to class on time, (b) prepare for class by reading the assigned material, (c) participate in class discussions, (d) turn in work on time, (e) obtain notes and materials from their peers in the event of an absence, (f) take responsibility for their own learning, and (g) seek assistance from the professor outside of class if needed.

## DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

> Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to

do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).
The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignme nt, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml).    The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).    According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."
   *http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php*

**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.

**STUDENT OPINION OF INSTRUCTION**

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 (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses 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 at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

This course is a prerequisite to the student-teaching experience (FLED 6790/4790). Before released for student teaching, students must show strong evidence of:

➢ effective lesson planning, including implementation of assessment
➢ classroom management appropriate to grade level and school "culture"
➢ content knowledge
➢ proficiency in the target language
➢ proficiency in English
➢ use of methods and strategies appropriate to the grade level and school environment
➢ self-assessment of effectiveness
➢ use of appropriate technology and documentation that the student has incorporated technology into lesson planning at the secondary level
➢ professionalism in attendance, punctuality, appearance, and behavior
➢ receptiveness to feedback and suggestions for improvement