



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

**Department of Education
MATTC
EDUC286A (3 units)
World Language Methods
Tuesdays 5:00pm – 8:00pm
Fall 2017**

Instructor: Kristy L. Cross
Office Hours: by appointment
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Course Meeting: Tuesday 5pm-8pm
Classrooms: GH 153
Phone: (408) 691-8371

“To have another language is to possess a second soul.” – Charlemagne

“Learning another language is not only learning different words for the same things, but learning another way to think about things.” – Flora Lewis

Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. make student learning our central focus;
2. engage continuously in reflective and scholarly practice;
3. value diversity;
4. become leaders who model ethical conduct and a commitment to social justice; and
5. seek collaboration with others in reaching these goals.

MS/SS Teaching Credential Program Learning Goals (PLGs)

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring that credential candidates will begin their teaching career ready to:

1. maximize learning for every student;
2. teach for student understanding;
3. make evidence-based instructional decisions informed by student assessment data;
4. improve practice through critical reflection and collaboration;
5. create productive, supportive learning environments; and
6. apply ethical principles to professional decision-making.

The MS/SS teaching credential program course objectives are cross-referenced with the Program Learning Goals. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description

EDSC 286A is a highly interactive World Language Methods course in which students will examine the most effective past and present approaches, strategies, and techniques for teaching world languages as well as heritage speakers. Students demonstrate teaching strategies, develop lesson and unit planning skills, demonstrate knowledge of the application of basic concepts of phonology, syntax, and morphology, and evaluate world language and heritage speaker resources available in the field. Students will engage in cooperative learning, small group discussions, whole class discussions, peer feedback and analysis and evaluation of lessons based on criteria for success.

Course Objectives

<i>This course will develop students' knowledge of or skills with...</i>		<i>Standard/Goals Addressed</i>		
		<i>DG #</i>	<i>PLG #</i>	<i>TPE #</i>
1	Develop instructional activities, guided by CA State Standards that provide opportunities for students to gain access to the curriculum through use of instructional strategies (SDAIE, Accommodations) for all	3	1; 5	1.6; 3.1
2	Monitor student learning and adjust instruction to maintain students engaged in learning, including student self-assessment and reflection of their own learning goals	1	2	1.8; 5.3; 2.5
3	Adapt instructional materials to support the acquisition of academic register of target languages	1	2; 5	3.4
4	Utilizing student funds of knowledge and cultural/linguistic knowledge to make learning meaningful and engaging for students	1; 3	1; 5	1.1; 3.1
5	Creating a classroom environment that is conducive to student learning, including maintaining high expectations of all students through use of traditional, blended and online formats	3	5	1.3; 2.2
6	Understand, develop and apply multiple assessments types (Diagnostic, Informal Formative) to inform instruction and track student learning, particularly through use of rubrics	1	2	5.1
7	Acquire skills to critically reflect on own practice with the goal of improving learning for all students, particularly, English Learners and students with identified disabilities	2; 3	6	6.1
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard				

Required Texts

Hall Haley, M. & Austin, T. Y. (2014). 2nd edition. Content-based second language teaching and learning. Boston: Pearson.

Required TPRS Materials

Visit www.fluencymatters.com for your teacher text in Spanish, French, English or Chinese as well as for supplemental texts and resources in your target language.

Recommended Readings and On-line Resources

Clementi, D., & Terrill, L. (2013). *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design*. Alexandria, VA: ACTFL.

Adair-Hauck, B., Glisan, E., & Troyan, F. (2013). *Implementing Integrated Performance Assessment*. Alexandria, VA: ACTFL.

National Standards in Foreign Language Education Project (NSFLEP). (2006). *Standards for foreign language learning in the 21st century*. Lawrence, KS: Allen Press.

Blaz, D. (2001). *A collection of performance tasks and rubrics: Foreign languages*. Larchmont, NY: Eye on Education.

Blaz, D. (2006). *Differentiated instruction: A guide for foreign language teachers*. Larchmont, NY: Eye on Education.

Patrick, P. (2007). *The keys to the classroom: A basic manual to help new language teachers find their way*. Alexandria, VA: ACTFL

ACTFL Performance Guidelines for K-12 Learners

Ben Slavic TPRS – www.benslavic.com

Course Requirements/Assignments

- Grading for all assignments will be weighed; you will receive a grade based on the quality of your work and participation according to criteria outlined in this syllabus and in class, rather than how your work compares to that of your classmates.
- Distribution of points and percentage of total grade across assignments are as follows:

Course/Requirements/Assignments		Points	TPE
1	Class Attendance, Participation, Course Evaluation	100 (10%)	6.1
2	Low-inference observation of mentor teacher in script format with lesson analysis and reflection	50 (10%)	6.1, 6.2
3	Lesson plan and teaching demonstration #1	50 (20%)	1.3, 1.4, 1.5, 1.7, 1.8, 2.5, 2.6, 3.1, 3.3, 3.6, 4.4, 4.8, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3
4	Lesson Plan and teaching demonstration #2	50 (20%)	1.3, 1.4, 1.5, 1.7, 1.8, 2.5, 2.6, 3.1, 3.3, 3.6, 4.4, 4.8, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3
5	Unit plan with accompanying lessons with peer and self-evaluation SIGNATURE ASSIGNMENT	100 (40%)	1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.3, 2.5, 2.6, 3.1, 3.3, 3.6, 4.4, 4.8, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3

1.) Assignment 1:

CLASS ATTENDANCE & PARTICIPATION	(100 points)	10%
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Attendance and **participation** are critical to your understanding of course material. You will earn 10 attendance/participation points for each of our 10 meetings (100 pts.). If you are ill, ask a “study partner” to turn in your homework assignments and take notes for you; you are responsible for any information you miss because of absence. Please do not request assignments or notes from the instructor. **Participation** points are earned by attention to lectures and participation in group activities, i.e., no cell phones, texting, email, *Googling*, *tweeting*, *blogging*, *Wiki-ing*, *YouTubing*, etc. during class. You will also receive participation points for completing the course evaluations.

2.) Assignment 2:

LOW-INFERENCE OBSERVATION OF MENTOR/VETERAN TEACHER IN SCRIPT FORMAT WITH LESSON ANALYSIS AND REFLECTION	(50 points)	10%
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After our session on how to script and analyze literal notes, you will do a low-inference, evidence-based observation of your mentor teacher or of another veteran teacher. You will bring your script, your analysis of the salient events from the script and a reflection of the lesson with strengths and recommendations/suggestions to class.

3.) Assignment 3:

LESSON PLAN AND TEACHING DEMO #1	(50 points)	20%
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Each of you will plan and teach a mini-lesson during Session 5 utilizing the gradual release model that you will learn in Session 2. You will demonstrate your ability to plan and teach vocabulary and grammatical structures in context in the target language utilizing CI methodologies such as TPR and TPRS. You will further demonstrate that you can plan frequent and effective formative assessments that are aligned with Webb’s Depth of Knowledge matrix and that ask students to gradually progress from lower-order to higher-order thinking.

4.) Assignment 4:

LESSON PLAN AND TEACHING DEMO #2	(50 points)	20%
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Each of you will plan and teach a mini-lesson during Session 7 utilizing the gradual release model that you will learn in Session 2. You will demonstrate your ability to plan and teach a 15-20 minute TPRS-based lesson beginning with teaching the target vocabulary and grammatical structures using CI Methodologies, guiding the students through PQA (Personal questions and answers) with the target structures and giving the class a reading that recycles that target structures and that is 100% comprehensible.

5.) Assignment 5: SIGNATURE ASSIGNMENT

INSTRUCTIONAL UNIT PLAN WITH DAILY LESSON PLANS AND PEER LESSON EVALUATION	(100 points)	40%
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This assignment provides candidates with a real-life opportunity to plan a week-long unit with daily lesson plans that are backwards planned with the intention of guiding and supporting students toward mastery of the daily learning goals and ultimately, the unit learning goals. Candidates will do a peer evaluation (see attached evaluation questions) and self-evaluation of their plans utilizing the criteria for success in the attached rubric.

Signature Assignment

Instructional Unit Plan with Daily Lesson Plans and Peer Lesson Evaluation (100 points)

This assignment provides candidates with a real-life opportunity to plan a week-long unit with daily lesson plans that are backwards planned with the intention of guiding and supporting students toward mastery of the daily learning goals and ultimately, the unit learning goals. Candidates will do a peer evaluation (see attached evaluation questions) and self-evaluation of their plans utilizing the criteria for success in the attached rubric. DUE 11/28

For this assignment, you will:

Step 1: Backwards plan a week-long unit with mastery unit learning goals that students will be able to demonstrate by the end of the unit in the areas of speaking, reading, writing and listening that is grounded in practical, real-world application.

Step 2: Create daily lesson plans that each contain the following elements:

- **Expectations for Learning.** You establish daily mastery-focused learning goals which you communicate to students. You describe how the daily learning goal will further student mastery of the unit learning goals. **(TPE 1)**
- **Engaging Students in Content-Specific Higher Order Thinking.** Explain your rationale for choosing specific tasks/activities/instructional strategies (e.g. resources, materials, tools, and/or educational technology), label the level of DOK to which they are aligned and how they provide access and engage students in challenging, real-life-based, content-specific learning. Be sure to include Inquiry processes, problem solving, teacher and student discussions that advance understanding of the content, analysis of ideas, connecting ideas, peer-to-peer interactions, critique of student work, guided small group work, collaborative learning activities, opportunities to be creative, **(TPE 1, TPE 3)**
- **Creating a Positive Learning Environment.** Explain the routines, procedures and strategies you will use to establish a positive and safe learning environment. **(TPE 2)**
- **Indicated specific language acquisition strategies** for how you will maximize student learning and acquisition of the target language (i.e. Comprehensible input, TPR, TPRS) **(TPE 3, TPE 4)**
- **Gradual release of responsibility throughout the lesson** – your lesson should clearly represent that you are gradually transferring the cognitive load and target skills from you to the students as you effectively support student learning. **(TPE 3, TPE 4)**
- **Monitoring Student Understanding.** Explain your assessment practices and how you checked for understanding (equitably) of the content-specific objectives of the lesson. Each lesson should end with a closure, a final checking for understanding, to determine whether or not 80% of your students can demonstrate your daily learning goal(s). Include any assessment that you plan to give. **(TPE 5)**

Step 3: Evaluate a peer's *Signature Assignment* with the Evidence-Based Evaluation of Peer Lesson Plans (form attached).

Step 4: Do a self evaluation of your daily lessons plans based on the criteria for success detailed in the assessment rubric.

Evidence-based Peer Evaluation of Lesson Plans

Lesson structure and organization

1. Is the lesson organized, and written in a manner that gives you a clear and detailed picture of how the teacher plans to deliver a high-quality, backwards-planned lesson to students? What is your evidence?

Mastery Focused Learning Objectives and Planning

2. Are the learning goals measurable and focused on student mastery of skills? What is your evidence?
3. Is the lesson is completely aligned with the learning goals and will it gradually ask students to demonstrate the learning goals through the process of gradual release of responsibility? What is your evidence?

Learning Environment

4. Is there is a clear picture of how the teacher sets up the learning environment to be safe and in a way that promotes clarity and established routines, procedures and expectations? What is your evidence?

Depth of Knowledge/Higher-order thinking

5. Is the Depth of Knowledge (DOK) correctly identified and does the lesson ask students to gradually progress in levels of cognition from lower-order thinking to higher-order thinking? What is your evidence?

Formative assessment strategies/Checking for understanding

6. Did the teacher indicate in their plan how they plan to check for understanding consistently and in a variety of ways with the implementation of an equity system? What is your evidence?

Content-based CI strategies

7. Did the teacher plan to effectively apply specific CI/language acquisition strategies that promote and facilitate student practical application of the target language? What is your evidence?

8. Do you have recommendations for modifications the teacher can make to their lesson to make it stronger in the target areas?

9. What did you learn from this process that will help make your lessons stronger?

10. Do you have any additional comments or assistance that you might need?

Signature Assignment Assessment Rubric

Instructor: _____ Lesson Topic: _____

Name: _____ Date: _____

		(4) Proficient	(3) Progressing	(2) Emerging
Lesson Basics	Mastery Focused Learning Objectives and Planning	Learning goals are measurable and focused on student mastery of skills. The lesson is completely aligned with the learning goals and will gradually ask students to demonstrate the learning goals through the process of gradual release of responsibility. (10 pts)	Most learning goals are measureable and focused on mastery with some learning goals being unmeasurable. Some aspects of gradual release of responsibility are clear but effective implementation is not evident. (8 pts)	Learning goals are mainly coverage-based, not consistently indicated and/or not measurable. Gradual release of responsibility is not evident. (6 pts)
	Learning Environment	There is a clear picture of how the teacher sets up the learning environment to be safe and in a way that promotes clarity and established routines, procedures and expectations. (10 pts)	There are certain elements that address a safe and productive learning environment but the picture is not clear as to how the teacher intends to maximize the routines, procedures and expectations. (8 pts.)	The learning environment is not addressed in the plan and/or the teacher has not effectively outlined how they intend to implement routines, procedures and expectation that will ensure a safe and productive learning environment. (6 pts.)
	Depth of Knowledge/Higher-order thinking	Depth of Knowledge (DOK) was correctly identified and lesson asked students to gradually progress in levels of cognition from lower-order thinking to higher-order thinking. (10 pts).	Selected DOK levels matched activities. The students did not effectively progress from lower-order to higher-order thinking throughout the lesson or unit. (8 pts)	DOK levels were not indicated or misidentified. Only DOK level 1 or 2 activities were included in the lesson. (6 pts)
	Formative assessment strategies/Checking for understanding	The teacher indicated in their plan how they planned to check for understanding consistently and in a variety of ways with the implementation of an equity system. (10 pts)	The teacher did not consistently indicate how formative assessment would be executed successfully. (8 pts)	Formative and summative assessment strategies were infrequent or ineffective. (6 pts)
	Content-based CI strategies	The teacher planned to effectively apply specific CI/language acquisition strategies that promote and facilitate student practical application of the target language (10 pts)	The teacher planned some CI/language acquisition strategies while also planning to utilize English for some of the period. (8 pts.)	The teacher did not plan CI/language acquisition strategies and mainly utilized English during instruction. (6 pts).

Assessments & Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.

2. *Please **adhere to due dates** so that you will have time to revise your work, if necessary, and earn the highest possible grade for each assignment. If your assignment is late, you forfeit this privilege. If you are ill, ask a “study partner” to turn in your homework assignment on time and to take notes for you when you are not in class. You are responsible for any information you miss because of absence. Please do not call the instructor for assignments or notes.

- Percentile grades (see below) will be assigned values from 1.0 – 4.0.
- Each value will be multiplied by the grading weight distribution, as indicated for each assignment.
- Your final grade will be based on a 4.0 scale.

A 4.0	94-100%	C+ 2.3	77-79%
A- 3.7	90-93%	C 2.0	74-76%
B+ 3.3	87-89%	C- 1.7	70-73%
B 3.0	84-86%	D+ 1.3	67-69%
B- 2.7	80-83%	D 1.0	63-66%

Canvas/Camino Course Management System

To access course materials, please be sure to review Canvas (Camino). Readings, outlines, and assignment descriptions will be made available through this on-line course management system. Access Canvas using your SCU username and password

Disabilities Resources *If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations. While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information, you may contact Disabilities Resources at 408-554-4109.*

Accommodations for Pregnancy and Parenting *In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.*

Discrimination and Sexual Misconduct (Title IX) *Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online*

through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

Academic Integrity *The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students who violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (ECP Graduate Bulletin, 2013-2014).*

TENTATIVE* COURSE SCHEDULE

***Course Plan Subject to Change**

Week/Date	Topic/Activity	Assignments/Readings due for class and/or to hand in
Session 1	<ul style="list-style-type: none"> ● Course overview and norms ● Theory of Learning & acquiring a second language ● Veteran Teacher Low-Inference Observation 	
Session 2	<ul style="list-style-type: none"> ● Teacher Practice, Engaging <i>all</i> students ● Gradual Release Lesson Planning ● Crafting a Mastery-based Objective ● Teaching video and activity (Focus on objectives and GRR) 	Assignment Due: Low Inference Observation
Session 3	<ul style="list-style-type: none"> ● Introducing vocabulary and grammar through CI (Comprehensible Input) ● Teaching Proficiency Through Reading and Storytelling (TPRS) 	Reading Due: _____
Session 4	<ul style="list-style-type: none"> ● Communicative activities to promote language acquisition ● Creating effective mastery-focused formative and summative assessments connection to the DOK framework 	Reading Due: _____
Session 5	<ul style="list-style-type: none"> ● Teaching AP World Language and Literature ● Teaching heritage speakers 	Assignment Due: Gradual Release Lesson Plan and teaching demo #1 (Teaching vocabulary and grammar structures in context with formative assessment and DOK)
Session 6	<ul style="list-style-type: none"> ● Assessment strategies ● Rubric Development 	

Session 7	<ul style="list-style-type: none"> • Leveraging Technology in the classroom to provide access to all students • Connecting World Language to Real-life Contexts • Signature Assignment 	Assignment Due: Gradual Release Lesson Plan and teaching demo #2 (TPRS lesson with PQA and Reading Comprehension)
Session 8	<ul style="list-style-type: none"> • Proficiency-based grading 	Reading Due: _____
Session 9	<ul style="list-style-type: none"> • Signature Assignment Review and Peer Evaluation 	Assignment Due: Signature Assignment
Session 10	Course Conclusion	