TTE 526 – World Languages Methodology
(Teach Arizona – Fall Semester, 2016)

Course Time: Thursdays, 4:15-6:45pm
Course Location: College of Education, Room 102
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Office Hours: By appointment

Course Description

In this course, specific strategies, methodologies, assessment practices, and design approaches to teaching world language classes in diverse secondary classrooms are examined, discussed, and applied. You will extend your professional knowledge and develop the skills and dispositions necessary to meet some of the national standards for teachers:

- The Interstate Teacher Assessment and Support Consortium Standards (InTASC Standards)
- The International Society for Technology in Education Standards for Teachers (ISTE NETS-T Standards)

Course Objectives

The learner will be able to . . .	Standard
Investigate current research in World Languages (WL) education and draw conclusions regarding implications for teaching and learning in the WL classroom.	InTASC Standards: 4f, 4j, 4n, 4o ISTE NETS-T Standards: 4d
Explain how World-Readiness Standards for Learning Languages align with and support the Common Core State Standards.	InTASC Standards: 9a, 9b
Design thematic units and daily lessons that promote authentic communication and cultural competence.	InTASC Standards: 1b, 1d, 1e, 2e, 2g, 4m, 5b, 5e, 5n, 7a, 7c, 8c ISTE NETS-T Standards: 1b, 2a, 3a
Identify and use instructional strategies that promote student engagement and language acquisition.	InTASC Standards: 1g, 2a, 2c, 2i, 2k, 4d, 4e, 4g, 4h, 4l, 8a, 8d, 8e, 8h, 8n ISTE NETS-T Standards: 1b, 2a, 3a
Design and use proficiency-oriented, student-centered, authentic assessments in the WL classroom.	InTASC Standards: 1a, 4r, 6a, 6b, 6e, 6j, 6k, 6o, 6r ISTE NETS-T Standards: 1b, 2a, 3a
Investigate, evaluate and use effective classroom management strategies.	InTASC Standards: 3c, 3d, 3e, 3f, 3i, 3j, 3k, 3l, 3n, 3o, 3q, 3r
Use technology as a tool for professional development and to promote student learning.	InTASC Standards: 4f, 5l, 8a, 8e, 8g, 8n, 8r, 9d ISTE NETS-T Standards: 1a, 2a, 2c, 3d, 4d
Develop the ability to reflect on WL teaching and learning in order to refine his/her own classroom practice.	InTASC Standards: 9a, 9c, 9d, 9g, 9l, 9n, 10f, 10n, 10r ISTE NETS-T Standards: 5c

Common Core State Standards

All methods courses in the Teach Arizona program require our pre-service teachers to create unit/lesson plans, instructional activities and assessments that align to the Common Core State Standards (CCSS), as well as other relevant national, state, and district standards:

- The Common Core State Standards: http://www.corestandards.org
- The World-Readiness Standards for Learning Languages: https://www.actfl.org/publications/all/world-readiness-standards-learning-languages

Course Topics

Foundations of World Language Learning:
- o World-Readiness Standards for Learning Languages
- o American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines
- o Common Core State Standards
- o Communicatively-Based Language Teaching & Learning

Planning
- o Planning for Proficiency
- o Thematic Unit Development
- o Lesson Planning
- o Can-Do Statements

Instructional Practice:
- o Effective Strategies
- o Integrating Technology for Teaching & Learning
- o Integrating Culture into the World Languages Classroom
- o Classroom Observation as a Tool for Professional Growth

Assessment
- o Performance-Based Assessment
- o Rubric Scoring
- o Formative & Summative Assessment

Textbook

There is no assigned textbook for this class however required readings will be assigned. You will find all course materials on the TTE526 D2L platform.

Required Readings

The following required readings are posted on D2L:

- *World-Readiness Standards for Learning Languages*
- *Arizona K-12 World and Native Languages Standards (2015)*
- *ACTFL Proficiency Guidelines 2012*
- *Keeping in the TL* (Curtain & Dahlberg, 2005)
- *Keeping Instruction in the Target Language (Fairfax County Public Schools, Rev. 2010)*
- *The Keys to the Classroom (Paula Patrick) – "The First Year"*
- *Aligning CCSS Language Standards* (ACTFL Community)

- *Using Technology to Contextualize and Integrate Language Instruction*
- *Iceberg Cultural Model* (graphic) and *Iceberg Model of Culture* (more in-depth explanation of surface culture vs. deep culture)

Online Resources

• Professional Organizations
American Council on the Teaching of Foreign Languages
    http://www.actfl.org/
Modern Language Association
    http://www.mla.org/
The American Association of Teachers of Spanish & Portuguese
    http://www.aatsp.org/
American Sign Language Teachers of America
    http://aslta.org
Chinese Language Teachers Association
    http://clta-us.org/

• Professional Development
Center for Educational Resources in Culture, Language and Literacy
    http://cercll.arizona.edu/
National Heritage Language Resource Center
    http://www.nhlrc.ucla.edu/nhlrc
Center for Applied Second Language Studies
    https://casls.uoregon.edu/
Teacher Effectiveness for Language Learning
    http://www.tellproject.org/
Annenberg Learner: Teaching Foreign Languages K-12, A Library of Classroom Practices
    http://www.learner.org/resources/series185.html?pop=yes&pid=2009
Common Core State Standards: A New Foundation for Student Success
    http://www.youtube.com/watch?v=jxefsLG2eps&feature=bf_prev&list=UUF0pa3nE3aZAfBMT8pqM5PA
Edutopia
    http://www.edutopia.org/
National Standards and Master ASL
    https://www.youtube.com/watch?v=NrdkB0JBJAg&list=PL9A4D6C4341E0FE14&index=1
Language-Specific Standards (including Standards for Learning American Sign Language, Standards for Chinese Language Learning, and Standards for Learning Spanish) are available for purchase at:
    https://www.actfl.org/publications/all/world-readiness-standards-learning-languages. The language-specific standards are highly recommended but are not required for this course.

• WL Forums
Foreign Language Teaching Forum
    http://web.cortland.edu/flteach/index.html
Revista Inter-Forum
    http://www.revistainterforum.com/
Word Reference Online Dictionaries & Language Forums
    http://www.wordreference.com/

• Technology

Kathy Schrock's Guide to Everything
http://www.schrockguide.net/
Technology Website
https://sites.google.com/a/cfsd16.org/technology/home
Language Magazine: The Web is Your Oyster
http://languagemagazine.com/?page_id=2954

Suggested Resources

The resources listed below are *not* required for TTE 526. However, as you begin to build your professional library, you may want to consider some of the following titles:

- Brandl, K. (2008). *Communicative language teaching in action: Putting principles to work.* Upper Saddle River, NJ: Pearson/Prentice Hall.
- Curtain, H. & Dahlberg, C. A. (2010). *Languages and children: Making the match, new languages for young learners, grades K-8*. Boston, MA: Pearson.
- Hadley, A. O. (2001). *Teaching language in context*. Boston, MA: Heinle.
- Horowitz, E. K. (2013). *Becoming a language teacher: A practical guide to second language learning and teaching.* NY, NY: Pearson.
- Lightbown, P. M. & Spada, N. (2012). *How languages are learned.* Oxford, UK: Oxford University Press.
- Patrick, P. (2007). *The keys to the classroom: A basic manual to help new language teachers find their way*. Alexandria, VA: ACTFL.
- Seelye, H. N. (1993). *Teaching culture: Strategies for intercultural communication*. Lincolnwood, IL: National Textbook Company.
- Shrum, J. L. & Glisan, E. W. (2010). *Teacher's handbook: Contextualized language instruction*. Boston, MA: Heinle.

Classroom Rules and Procedures

1. Please arrive on time.
2. Food and drinks are allowed in the classroom. Take restroom breaks as needed.
3. Turn off all cell phones and pagers prior to the start of class.
4. Late Work: Assignments turned in late will be reduced by one letter grade for each class period beyond the due date.
5. It is expected that all work will be professionally presented, including having been proofread for spelling and grammatical errors.
6. Regular attendance in class is required. Beginning with the second unexcused absence and for each unexcused absence thereafter, the course participation points will be reduced. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.
7. A grade of Incomplete will only be issued in accordance with UA policies.
8. Students are expected to adhere to the Code of Academic Integrity which addresses issues such as: cheating, fabrication, facilitating academic dishonesty, and plagiarism. The Code of Academic Integrity can be found at: http://deanofstudents.arizona.edu/codeofacademicintegrity
9. Students should be familiar with the UA Code of Conduct. The Dean of Students Office has developed information about policies, procedures, rights and responsibilities that are expected to be followed by students. The UA Code of Conduct can be found at: http://deanofstudents.arizona.edu/policiesandcodes.

10. The College of Education joins in the University of Arizona's commitment to an environment free of discrimination, harassment and retaliation based on race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or other protected characteristics. If you have questions or concerns about possible discrimination or harassment, please contact the University's Office of Institutional Equity, 520-621-9449, http://equity.arizona.edu.
http://drc.arizona.edu/instructors/syllabus-statement

11. It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources to establish reasonable accommodations (520-621-3268).

Note: Information contained in this syllabus with the exception of the attendance and grading policies may be subject to change with reasonable advanced notice, as deemed appropriate by the instructor.

Department of Teaching, Learning and Sociocultural Studies Position Statement on Social Justice:

The members of the TLSS community are committed to providing equal opportunity and nurturing an academic climate dedicated to social justice.

Injustice takes many forms. Oppressive acts are sometimes overt, but most are subtle, and are difficult to document. These hidden forms of discrimination are identified in the literature as microaggressions, often resulting from unexamined attitudes and beliefs. Macroaggressions are expressions of both the overt and systemic forms of injustice.

Our commitment to social justice reflects an orientation to our goals and practices in education and ultimately, an orientation to life that values a diversity and inclusion of viewpoints and experiences of all people as valuable contributors to the experience of schooling and society. This stance recognizes that individuals bring a variety of linguistic, social, and cognitive strengths from their families and communities into the classroom; we view these strengths as assets.

*We value and honor human diversity.
*We recognize that all relationships include dynamics of power. We are committed to relating to each other with conscious awareness and sensitivity to these power dynamics.
*We pledge to contribute to expanding the linguistic and cognitive strengths that learners possess and bring with them to the classroom.
*We understand that systemic policies, traditions, and laws along with personal beliefs, experiences and attitudes affect personal relationships and equitable treatment and opportunity for all.
*We strive to provide a context where we all have the venue, the opportunity, and the confidence to express our experiences and that these experiences will be heard constructively, critically, and with sensitivity.
*Hence, we are not color blind. We will not erase who someone is in the name of equality, nor deny the historical, material and emotional impacts of racialized and gendered identities, and colonial legacies.

We stand alongside and speak out with our colleagues, staff, students, and community members when any of us or others experience micro- or macroaggressions.

We recognize that those of us who enjoy privileged status due to our racialized, gendered, heteronormative, or otherwise privileged aspects of our identities may be unaware of the ways this privileged status marginalizes others. We pledge to listen to our colleagues, students, staff, and community members when any of us or others make efforts to remain diligent in maintaining awareness of micro, macro aggressions, and raise our awareness around issues of invisibility, marginalization, normativity, power, and privilege.

We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one another and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social worlds.

Grading Scale

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Below 60%

Course Assignments & Assessments

This course aligns to the 6-unit morning field internship (TTE 593). The Lesson Plan, Videotaped Lesson and Reflection, and Demonstration Lesson will be designed for your school site classroom.

1. **Class Participation** *(10% of course grade)*
   During this class, you will be asked to participate in group/individual presentations, activities, and class discussions regarding the course topics, required readings, and assigned observations. You will receive a class participation grade based upon your preparedness for and participation in these activities.
   InTASC Standards: 9, 10

2. **Lesson Plan** *(10% of course grade; see course calendar for due date)*
   You will create a written lesson plan for a 50-minute class period. The lesson plan must include: content standards addressed, objective(s) written in "can-do" format, activator, scaffolded learning activities, summarizer, and other pertinent information. You must indicate how you will check for understanding during the lesson and assess students' progress toward the stated objective(s). You will create and attach the instructional materials you will use to teach the lesson. Your plan must incorporate a technological component. This assignment will be assessed using the Lesson Plan Rubric.
   InTASC Standards: 1, 2, 3, 4, 5, 6, 7, 8
   ISTE NETS-T Standards: 2, 3, 5

3. **Videotaped Lesson Reflection** *(20% of course grade; see course calendar for due date)*
   You will videotape yourself teaching a 20-minute lesson. The lesson must include *active* teaching and learning time. You will view the videotape, reflect on the management and instructional decisions you made, and write a detailed reflection on the lesson. Required elements include:
   - Release form signed by you and release forms signed by students (and their parents) for students whose faces appear in the video. Consult with your cooperating teacher re: site-based procedures that you must follow. <u>You will keep all release forms in your files; do not submit them to your instructor</u>. Although student faces do not need to be visible throughout the video, it must be clear that there are students in the room during the videotaped lesson;
   - Your video showing a 20-minute segment of instructional time *(Submit the recording of your lesson to D2L one week <u>before</u> the due date for this assignment)*;
   - Typewritten copy of your lesson plan on the lesson plan template provided by your instructor;
   - Typewritten analysis of your instruction focusing on key elements including student engagement, clarity of instructions and modeling, matching of instructional strategies to learning goals, checks for understanding, classroom management, transitions, use of target language by teacher/students, closure, etc. You will provide specific evidence from the recorded lesson to support your analysis. Your analysis will include reference to current research addressed in class as well as your own investigations outside of class.

- Required <u>minimum</u> length of typewritten analysis is two (2) pages double-spaced (12-point font).
InTASC Standards: 1, 2, 3, 4, 5, 6, 7, 8

4. **<u>Classroom Observation Summaries</u>** *(20% of course grade; see course calendar for due dates)*
You will use the "Classroom Observation Protocol" to provide a written summary of practices observed in eight (8) different WL classrooms in your school and local area. Each of your summaries will include a post-observation reflection component. You will scan and upload your written summaries to D2L. The majority of your written summaries will also be discussed orally in class (as a part of the "Class Participation" requirements) based on your field notes. See the course calendar for due dates.
InTASC Standards: 9, 10
ISTE NETS-T Standards: 1

5. **<u>Article Review</u>** *(5% of course grade; see course calendar for due date)*
Select one article from those posted in D2L. After reading your selected article/chapter, you will prepare a written summary which will be shared electronically with your classmates. You will also share your findings orally with your classmates.

Your written presentation must include:
- Summary of the main points of the article/chapter;
- Explanation of how the information gleaned from the article/chapter will impact your practice (i.e., How might you use or adapt what you've learned in your WL classroom? Why will you adopt or not adopt the practices that were presented in the article? How might what you've learned impact your current or future students?)
- Required <u>minimum</u> length of typewritten summary and explanation is one (1) page double-spaced (12-point font).
InTASC Standards: 1, 2, 3, 4, 5, 6, 7, 8

6. **<u>Quizzes</u>** *(5% of course grade)*

7. **<u>Lesson Plan & Demo Lesson</u>** *(30% of course grade.)* ***This is a benchmark assignment for the course. You must pass this assignment to pass TTE 526. A passing grade is defined as an average rubric score of "2" or more (across all categories) on the grading rubric.***

Your lesson should reflect comprehension of planning strategies and effective teaching techniques studied throughout the semester. See the Demonstration Lesson Guidelines below. This assignment will be assessed using the Demonstration Lesson Rubric.
InTASC Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9
ISTE NETS-T Standards: 1, 2, 4

Demonstration Lesson
Assignment Guidelines

Each student will select a single lesson from his/her unit plan and teach the lesson to his/her peers. The lesson will be evaluated using the attached Demonstration Lesson Rubric. **Please note that this is the Benchmark Assignment for this course and students must receive a passing grade on this assignment to pass the course.** Each student must submit a lesson plan for the demonstration lesson that follows the lesson plan format presented previously in class. Alternately, a student may use the lesson plan format mandated by his/her host school district if the district requires a specific planning model. The lesson plan will be evaluated using the Demonstration Lesson Rubric.

Lesson Plan Requirements:
- Content objective(s)
- Language objective(s)
- Standards alignment
- Task analysis including sub-objectives, Bloom's Level and time allotted
- Teaching strategies used for each sub-objective (must be varied) that include checks for understanding requiring overt student active participation
- Comprehensive list of all materials required to teach the lesson

Demonstration Lesson Requirements
- Teach "bell to bell"
- Begin with an engagement activity or anticipatory set that taps into students' prior knowledge
- The lesson must address important content and the teacher must demonstrate content mastery
- The lesson must include the use of some technology
- The students must be actively engaged
- Use questioning and/or other strategies effectively to check for understanding
- Include a closure activity

Reflective Essay Requirements:
- Describe elements of the lesson that were particularly effective and explain why they were effective
- Describe elements of the lesson that needed improvement and explain what made that part of the lesson less effective than desired
- Provide specific revisions to the lesson that you intend to make in order to improve the lesson.

Demonstration Lesson Rubric

Planning:

Criteria	4 points	3 points	2 points	1 point
Terminal Objective InTASC: 7	Provides a Terminal Objective that is appropriate for curriculum goals and content standards. The objective specifies both content and behavior.	Provides a Terminal Objective that is appropriate for curriculum goals and content standards. The Objective specifies either content or behavior but not both.	Provides a Terminal Objective with questionable alignment with curriculum goals and content standards. The Objective specifies either content or behavior but not both.	The Terminal Objective does not appear to be aligned with curriculum goals and content standards. The Objective lacks specificity.
Language Objective InTASC: 2, 7	The plan explicitly provides tools of language development including strategies for making content accessible to ELLs. The language objective is clearly stated.	The plan implies tools of language development including strategies for making content accessible to ELLs. The language objective is clearly stated.	The language objective is clearly stated but tools of language development are not evident.	The language objective is unclear or missing. Tools of language development are not evident.
Task Analysis InTASC: 7	The plan includes a series of sub-objectives that appropriately sequence learning experiences, demonstrates a variation in Bloom's level and matches the final sub-objective to the terminal objective.	The sub-objectives may not provide appropriately sequence learning experiences, or demonstrates a variation in Bloom's level. The final sub-objective may not match the terminal objective.	The sub-objectives may not provide appropriately sequence learning experiences. Reference to Blooms level may be inaccurate or missing. The final sub-objective may not match the terminal objective.	The sub-objectives does not provide appropriately sequence learning experiences. Reference to Blooms level is inaccurate or missing. The final sub-objective does not match the terminal objective.
Teaching Strategies & Checks for Understanding InTASC: 7, 8	The plan provides teaching strategies and checks for understanding that include one strategy per sub-objective, varied strategies, one check for understanding per sub-objective and opportunities for overt active student participation.	The plan provides teaching strategies and checks for understanding that include one strategy per sub-objective. Strategies may not be varied. There is one check for understanding per sub-objective. Student active participation is implied.	The plan provides teaching strategies and checks for understanding that include one strategy per sub-objective. Strategies are not varied. There is one check for understanding per sub-objective. There is little evidence of opportunities for student active participation	The plan contains less than one strategy and/or one check for understanding per sub-objective. There is little or no evidence of opportunities for student active participation.
Lesson Materials InTASC: 3	The plan provides a comprehensive list of materials necessary and all listed materials are attached.	The materials are listed but not all listed materials are attached.	The list of materials is incomplete and or not all listed materials are attached.	The list of materials is incomplete or missing and few if any listed materials are attached.

Teaching:

Criteria	4 points	3 points	2 points	1 point
The instructional strategies and activities addressed participants' prior knowledge. InTASC 2	The student asks questions specifically designed to elicit participants' prior knowledge or engages students in an activity specifically designed to elicit prior knowledge throughout the lesson.	The student asks questions specifically designed to elicit participants' prior knowledge or engages students in an activity specifically designed to elicit prior knowledge at some point within the lesson.	The student appears to make some attempt to elicit prior knowledge but the method used is not specifically designed to do so.	No participant prior knowledge was elicited
The lesson involved fundamental concepts of the subject and was at an appropriate level for the students. InTASC 1, 4, 5	The entire lesson covered content essential to mastery of the subject and was at an appropriate level for the students.	A majority of the lesson covered content essential to mastery of the subject and was at an appropriate level for the students..	Some of the lesson content was essential for mastery of the subject and/or the level was slightly higher or lower than an appropriate level for the students.	The lesson content was not essential for mastery of the subject and/or the level was not appropriate for the students
The lesson promoted strongly coherent conceptual understanding. InTASC 2, 4, 5	The entire lesson was designed and implemented in a way that targeted a strong understanding of broad concepts rather than discreet facts or minutiae.	A significant portion of the lesson was designed and implemented in a way that targeted a strong understanding of broad concepts rather than discreet facts or minutiae.	Some of the lesson addressed the broad concepts but the majority of the lesson addressed acquisition of discreet facts with little connection to the big ideas.	There was little meaningful content covered and few if any connections to the big ideas were made.
The student had a solid grasp of the subject matter content inherent in the lesson. InTASC 4, 5	The student demonstrated complete understanding of every aspect of the content covered and exuded confidence in content knowledge.	The student demonstrated strong understanding of the content and/or exhibited only minor lapses in confidence in content knowledge.	The student demonstrated adequate content knowledge and/or exhibited a significant lack of confidence in content knowledge.	The student demonstrated serious gaps in content knowledge and/or demonstrated a profound lack of confidence in content knowledge.
Participants were actively engaged in thought-provoking activity that often involved the critical assessment of ideas.	The participants were completely engaged throughout the lesson and were involved in thoughtful discussion involving analysis of the lesson material and or metacognition.	The participants were actively engaged for a majority of the lesson and spent some time reflecting on their learning	The participants were engaged for a portion of the lesson and spent little if any time reflecting on their learning.	There was minimal if any active participation or reflection on the part of participants.

InTASC 3, 5, 6, 8				
The teacher used questioning strategies effectively. InTASC 2, 3, 8	The student used instructional questions effectively throughout the lesson to engage students, check for understanding and guide student learning. The student used questions to elicit additional questions from participants and guided participants toward answering their own questions.	The student used instructional questions effectively at times during the lesson to engage students, check for understanding and guide student learning. The student was the primary source of the questions instead of the participants.	The student occasionally used instructional questions effectively but spent a significant amount of time "telling" rather than "asking."	The student asked few instructional questions and utilized lecture or "telling" as the primary means of instruction
Classroom discourse was focused on the lesson topic and much of the discussion was between and among participants. InTASC 3	Participants were engaged in meaningful dialog about the lesson content throughout the lesson.	Participants were engaged in meaningful dialogue about the lesson content for much of the lesson.	Participants were engaged in meaningful dialogue about the lesson content for a portion of the lesson.	There was little dialog among students or most of the student dialog was unrelated to the lesson content.
There was a climate of respect for what others had to say. InTASC 3	Dialog was respectful and respected. Participants listened attentively to each other and responded respectfully at all times. There was evidence that the ideas of others were heard and valued.	Participants listened attentively to each other and responded respectfully most of the time. Only occasionally did participants interrupt one another or show minor disrespect.	"Side bar" conversations and other distractions occurred frequently while participants were speaking. Participants were openly critical of comments made by others.	Few rules governing classroom discussion were evident. Participants were often inattentive or rude to classmates.
Active participation of participants was encouraged and valued. InTASC 2, 4, 5, 8	Participants were encouraged to engage with the material and ask questions. Their enthusiasm was rewarded and opportunities for them to explore further or dig deeper were encouraged.	Participants were encouraged to engage with the material and ask questions. Opportunities for students to explore on their own or dig deeper were not encouraged.	Participants' opportunities to actively engage with the material were limited. Activities were very restrictive and did not allow for deeper exploration by participants.	Participants had minimal opportunity to engage with material. Their role was primarily that of spectator.
The teacher acted as a resource person, working to support and enhance	The teacher could best be described as "the guide on the side" by assuming the role of facilitator and helping participants work through the material for themselves. The teacher served as a resource	The teacher provided many opportunities for participants to make discoveries and draw conclusions for themselves, but occasionally provided information that the	The teacher provided much of the information and answers to participants even though the participants could have found this information out for themselves.	Participants were rarely given opportunities to provide input in the learning process.

| participants' learning.

InTASC 3, 5	rather than a purveyor of information. The teacher welcomed participants' questions.	participants could have determined for themselves.		
The lesson included the effective use of technology.

InTASC 3, 9
ISTE.NETS 1, 2, 4 | The teacher used technology extensively and effectively to engage students and promote student learning. Both the teacher and the students used technology in a legal and ethical manner. | The teacher and students used some technology effectively to engage students and promote student learning. Both the teacher and the students used technology in a legal and ethical manner. | The teacher used some technology effectively. The teacher used technology in a legal and ethical manner. | Little or no technology was used or the technology was used in an inappropriate way. |

Reflection:

Criteria	4 points	3 points	2 points	1 point
The student provided a thoughtful reflection regarding the lesson.

InTASC 9 | The student provided a detailed, thoughtful reflection to evaluate the outcomes of his/her teaching, to improve planning and practice, and develop relevant learning experiences. | The student provided a somewhat detailed reflection to evaluate the outcomes of his/her teaching and to improve his/her practice. | The student provided a somewhat detailed reflection to evaluate the outcomes of his/her teaching but strategies for improving practice were unclear. | The students reflection lacked depth of thought and/or did not provide strategies for improving practice. |