MOLLOYCOLLEGE
GRADUATE EDUCATION

**FLES METHODS – TEACHING
WORLD LANGUAGES TO CHILDREN**

EDU5251/ (3 credits)

Professor: Jackie Nenchin, PhD
OFFICE HOURS: online or in person by appointment

CATALOGUE DESCRIPTION:

This course addresses the needs of world language teachers interested in teaching foreign language in the elementary school (FLES), incorporating a FLES program, or improving their world language teaching using FLES methodologies. Participants investigate research in language acquisition and FLES instructional strategies and best practices. The creation and use of thematic units and appropriate materials for early language learners, as well as technological enhancement of language acquisition and the positive incorporation of performance assessments are explored. Readings are shared from a core text, ListServs such as FLTeach and Nandutí, and a variety of articles from professional journals such as *The Language Educator*, *NECTFL Reports*, and *Learning Languages*. Excerpts from the video collection: *Teaching Foreign Languages K-12: A Library of Classroom Practices* will be reviewed and discussed.

Field Component:
Observation of FLES classes will be required. Full-time teachers: an alternate assignment will be given if an observation cannot be arranged.

Shared Vision

The Molloy College Teacher Education faculty has derived its vision for the exemplary teacher from the College's mission statement, the four pillars of the Dominican tradition, comments and input from the Professional Education Unit's Advisory Board and degree candidates as well as numerous faculty discussions rooted in the department's knowledge base which undergirds the initial and advanced programs' curriculum, pedagogy, and values
The teaching professionals who complete Molloy's teacher preparation programs are distinguished by their ability to exemplify and promote core values in their own teaching.
These values include:
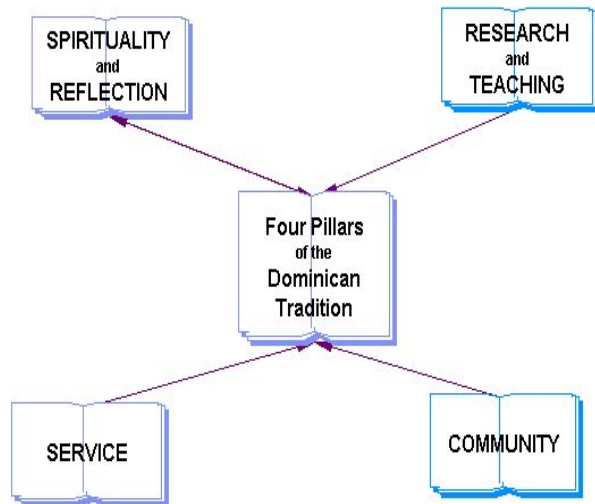
- o Belief that all children can learn
- o Learner centered and value-centered curriculum and pedagogy
- o Ethics and spirituality
- o Intellectual curiosity
- o Independence and risk taking, while promoting collective identity and responsibility
- o Diversity, multiculturalism and pluralism, including divergent thinking
- o Passion for teaching
- o Commitment to students and their communities
- o Civic responsibility through the promotion of social justice and
- o interdependence
- o Commitment to democracy

COURSE OBJECTIVES:

I. For Content-Based Instruction of FLES students
Teacher candidates will be able to:
- Become familiar with research-based theoretical frameworks for FLES instruction;
- Identify elements of successful FLES/world language teaching;
- Understand the purpose of learning a foreign/world language in the elementary grades and be able to articulate this importance to stakeholders in a school (i.e., parents, students, administrators, teachers, etc.);
- Identify and make use of authentic materials and technologies that are particularly effective in teaching languages to young students;
- Develop a standards-based thematic curriculum unit that incorporates language, culture and content.

II. For Assessment of FLES Students

Teacher candidates will:

- Understand how we assess students in the FLES classroom;

- Be able to design and develop effective integrated performance assessments – both formative and summative;

REQUIRED TEXT:
Curtain, H. & Dahlberg, C.A. (2010).(4th edition). *Languages and Children – Making the Match: New Languages for Young Learners, Grades K-8*. New York: Allyn and Bacon.
OR
Curtain, H. & Dahlberg, C.A. (2015). (5th edition). *Languages and Children – Making the Match: New Languages for Young Learners, Grades K-8*. New York: Allyn and Bacon.

COURSE REQUIREMENTS AND EVALUATION:See attached rubrics for all assignments.

The following assignments are required of all teacher candidates.

1. **Thematic Unit (50%)**: Develop a thematic unit that incorporates language, culture and content of at least five FLES lessons for your language in which you develop materials, design activities and lesson plans related to a culturally authentic topic as expressed through your essential question. (Unit plan grade: 30%). Design activities and include appropriate authentic assessment procedures according to the guidelines and rubrics provided. One of the five lessons must be in the Molloy Lesson Plan format. (Lesson plan grade: 15%) Prepare an oral presentation of your unit (5%). (Total: 50%)

2. **Create a FLES folio (30%)** on Prezi or Blogger or your own website that includes each of the following:

   A. Observation in a FLES Classroom: *60 minutes minimum* along with a recount of the lesson, your positive/negative observations, and critique.   (10%)
   B. Presentation of an argument in favor of establishing a FLES program with the audience being the school board, a parent group, teachers and administrators, etc.   (10%)
   C. Adaptation of an authentic reading source (i.e., a folktale, a newspaper article, a picturebook) for use in a FLES classroom (attach the original material, too)   (10%)

3. Online Component on CANVAS (20%)
   A. Review and analysis of selected Annenberg FLES videos   (10%)
   Choose from **two** of the following:

   From *Teaching Foreign Languages K-12: A Library of Classroom Practices* (available from Annenberg and online www.learner.org).

   Chicken Pox – French (Kindergarten)
   In this lesson, students demonstrate their knowledge of body parts. They begin by talking about the chicken pox and reading Marc Brown's story, *Arthur a la varicelle* (Arthur has the chicken pox). Then they sing a song about the chicken pox that names different parts of the body. Finally, students do a cut-and-paste activity, labeling a drawing of a person with words for body parts that they had practiced in the song. Standards Addressed: Communication (Interpersonal) and Connections

   Mapping Planet Earth – French (Grade 2)
   In this lesson, students practice vocabulary for the continents and oceans. They begin by reviewing vocabulary for the solar system, then narrow their focus to planet Earth. Finally, as a class and in pairs, students practice the continents and oceans vocabulary using Total Physical Response and maps. Standards Addressed: Connections

   Holidays and Seasons – German (Grade 3)

In this lesson, students review the months, seasons, and German holidays. They practice vocabulary and develop oral and written comprehension while singing songs, solving riddles, and participating in other activities. They also use a Venn diagram to compare the German holiday *Fasching* with Halloween. Standards Addressed: Communication (Interpersonal); Cultures (Practices, Products); Connections and Cultural Comparisons

Fruits of the Americas – Spanish (Grade 4)
In this lesson, students learn vocabulary for fruits grown in Latin America. Using iMovie and PowerPoint technologies to illustrate the fruits, Ms. Rodriguez introduces the vocabulary, then has students practice the new words in full-class and pairs activities. Next, the students taste the fruits and discuss whether they are sweet or sour and whether they like them. In a culminating activity, the students make and eat a big fruit salad. Standards Addressed: Communication (Interpersonal), Cultures (Products), Connections.

Daily Routines – Japanese (Grade 5)
In this lesson, students practice vocabulary related to daily routines in Japan and in the U.S. First, Ms. Dyer uses Total Physical Response and authentic materials to introduce the vocabulary. Next, the class places pictures of daily activities in sequential order, and continues reviewing the vocabulary and reflecting on Japanese culture depicted in large photo panels. Then, in pairs, students use props and drawings to talk about their personal routines. Finally, students compare the daily routines of students living in Japan and in the U.S., using a Venn diagram and a game of charades. Standards Addressed: Communication (Interpersonal); Cultures (Practices, Products) and Cultural Comparisons

B. Online participation in discussion board responses to reading and writing assignments in all four modules. (10%)

COURSE OUTLINE TOPICS: 4 Modules

1. **Module 1 (Week 1): Introduction to Course, FLES, and Second Language Acquisition**
   a. Description of course requirements
   b. ACTFL and NY State Standards and Rubrics
   c. Different Types of Programs
   d. Immersion: What is it and what makes it work?
   e. FLES vs. FLEX

   Learning Languages for the Young Learner
   f. Second Language Acquisition
   g. Cognitive Characteristics of Young Learners
   h. Developmental Characteristics of Young Learners

   Creating an Environment for Communication
   i. Teaching in the Target Language
        i. What is comprehensible input?
        ii. Meaningfulness and Context

      j. The Three Communication Modes
- i. The Interpretive Mode
- ii. The Interpersonal Mode
- iii. The Presentational Mode

2. **Module 2: Thematic Unit, Essential Question, and Lesson Design**
   a. Thematic Planning for K-8 Classrooms
   b. Building Background
   c. Planning for the Daily Lesson
   d. Importance of Assessing Student Performance
   e. Grading
   f. ACTFL Performance Guidelines for K-12 Learners

   Cultures: Standards 2.1 and 2.2
   g. Experiencing Culture in the Classroom
   h. Comparing Cultures: Standard 4.2
   i. Indentifying Resources for Integrating Culture
   j. Fantasy Experiences
   k. Education for Global and Multicultural Awareness

   The Connections Standard
   l. Making Connections Between Language and Content
   m. Curricular Areas with Potential for Content-Related Instruction
   n. Standard 3.2 – Insight that is Only Available Through the Target Language

3. **Module 3: Activities, Materials, and Resources for the 21st Century FLES classroom**
   a. Supplies, Materials and Equipment
   b. Realia
   c. Picture Visuals
   d. Teacher-Produced Materials
   e. Choosing a Textbook and other Curriculum Materials

   f. Choosing and Creating Classroom Games and Activities
   g. Puppets and Toys
   h. Songs and Music
   i. Craft Activities

   j. Choosing and Creating Classroom Games and Activities
   k. Computer-Assisted Projects
   l. Web-based Games and Activities
   m. Electronic Portfolio

4. **Module 4: Making the Case for FLES: Rationale and Advocacy; Unit Presentations**
   a. Where to Look for a Rationale for Foreign Languages
   b. Advocacy for Early Language Learning

SELECT BIBLIOGRAPHY:

American Council on the Teaching of Foreign Languages. (2016). *Future language educator resources.* https://www.actfl.org/sites/default/files/membership/FutureLangEducators.pdf

American Council on the Teaching of Foreign Languages. (2017). *The Language Educator*. Retrieved from https://www.actfl.org/publications/all/the-language-educator

Byrnes, H., Weger-Guntharp, H. D., & Sprang, K. (Eds.) 2006). *Educating for advanced foreign language capacities*. Washington DC: Georgetown University Press.

Caccavale, T. (2007). The Correlation between Early Second Language and Native Language Skill Development. *Learning Languages*, 13(1), pp. 30-32.

Gilzow, D. & Branaman, L. (2000). *Lessons Learned: Model Early Foreign Language Programs - Professional Practice Series*. Washington, DC: Center for Applied Linguistics.

Langer de Ramirez, L. (2001). "They're taking me to Marrakesh! - A 7th grade French class' fantasy trip to Morocco. *The French Review*.

Langer de Ramirez, L. &. Quintyne, L. S (2004.) "Speak up! The importance of target language use in the world language classroom. *Language Magazine*, *3*(8).

Langer de Ramirez, L. (2003). Two teachers and their tests – language assessments and their effects on students' affective filter. *Language Magazine*, *2*(16).

Langer de Ramirez, L. (2006). ¡Viva Colombia/Colombia Viva! – A fantasy trip for the five senses*. Learning Languages, Volume 11, No. 2*

Met, M., ed. (1998). *Critical issues in early second language learning: Building for our children's future*. Glenview, IL: Scott Foresman Addison Wesley.

Redmond, M. and E. Lorenz, Eds. (1999). *Teacher to Teacher: Model Lessons for K-8 Foreign Language*. Lincolnwood, IL: National Textbook Co.

Taylor-Ward, C. (2003). *The Relationship between elementary school foreign language study in grades three through five and academic achievement on the Iowa Tests of Basic Skills (ITBS) and the fourth-grade Louisiana Educational Assessment Program for the 21st century (LEAP 21) Tes*t. Retrieved from http://etd.lsu.edu/docs/available/etd-1103103-111054/unrestricted/Taylor-Ward_dis.pdf.

RECOMMENDED WEBSITES:

American Council on the Teaching of Foreign Languages
http://www.actfl.org

Anacleta (resource for lesson and activity ideas)
http://www.anacleta.com

Benefits of Early Language Learning (a collection of articles)
http://www.cal.org/earlylang/benefits/index.html

CASLS InterCOM (sign up for the weekly digital newsletter)
http://casls.uoregon.edu/intercom.php

"Culture Club" (great resources for target culture activities)
http://nclrc.org/cultureclub/collection.html

FLES Curricula: An Annotated Collection
http://www.cal.org/resources/faqs/RGOs/flescurricula.html

FLES Program Site of Montgomery County, MD Public Schools
http://www.fles.org/

Foreign Language Teacher's Guide to Learning Disabilities http://www.fln.vcu.edu/ld/ld.html

Glastonbury CT Foreign Language Curricula and Resources
http://www.foreignlanguage.org/

International Children's Digital Library
http://www.childrenslibrary.org/

Languages Online (games in French, German, Indonesian & Italian)
http://www.education.vic.gov.au/languagesonline/
MisCositas.com (videos, thematic units, "virtual picturebooks" in Spanish, French, Italian, Indonesian, German, Chinese, Thai)
http://www.miscositas.com

National Network for Early Language Learning
http://www.nnell.org

Teaching Foreign Languages K-12 Videos (best practices)
http://www.learner.org/resources/series201.html

RECOMMENDED JOURNALS:

Foreign Language Annals (ACTFL)
Language Magazine
Learning Languages (NNELL)
The Language Educator (ACTFL)

Important links:

Languages Other Than English (LOTE) Homepage:
http://www.emsc.nysed.gov/ciai/lote/

NYS LOTE Standards:
http://www.emsc.nysed.gov/ciai/lote/lotestands/lotestand.html

ACTFL Standards:
http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf

Center for Applied Linguistics – K-12 Foreign Language:
http://www.cal.org/topics/fl/preK12.html

FL Teach (K-12 Language Teacher ListServ)
http://www.cortland.edu/flteach/

Foreign Language Assessment Directory:
http://www.cal.org/projects/fldirectory.html

National Foreign LanguageResourceCenter (NFLRC):
http://nflrc.iastate.edu/

NationalCapitalLanguageResourceCenter (NCLRC)
http://www.nclrc.org/

Nandutí (K-8/FLES Teacher ListServ)
http://www.cal.org/earlylang/

SOPA and ELLOPA FLES Assessments
http://www.cal.org/topics/fl/sopaellopa.html

NYS Standards
http://www.emsc.nysed.gov/ciai/pub/standards.pdf

ACADEMIC INTEGRITY STATEMENT:

The college maintains and affirms a strong policy of academic honesty. Every member of the academic community has a duty neither to cheat nor to condone cheating, fabrication, plagiarism, or facilitation of academic dishonesty. Academic infractions are subject to disciplinary action as described in the Graduate Education Student Handbook and the Molloy College Graduate Handbook and Calendar.

Plagiarism is claiming the words, ideas, concepts, outlines, handouts, and drafts of works-in-progress of another as your own without giving credit where it is due. As a component of academic integrity, plagiarism is prohibited at MolloyCollege. To prevent even the suggestion of plagiarism, quotation marks must be used to indicate the exact words of another author. Additionally, each time you paraphrase another author [*i.e.,* summarize a passage or rearrange the order of a sentence and change some of the words], you will need to credit the source in your text.

Adapted from Principle 6.22 of the *Publication Manual of the American Psychological Association* (6th ed.).

APA MANUSCRIPT STYLE:

All manuscripts in the field of education are written in the style format of the American Psychological Association.

Candidates in the Graduate Education Programs are required to purchase the Publication Manual of the American Psychological Association (6th ed.). (2010). Washington, DC: American Psychological Association.

ATTENDANCE POLICY:

Since the classroom experience consists of an exchange of ideas and discussion that cannot be repeated, students are expected to attend <u>all</u> classes punctually and regularly. Attendance and class participation represent 10% of a student's final grade in all graduate education courses. Students who are absent more than THREE times during the course of a <u>semester</u> will be assigned an Incomplete grade until the missed time and work is completed. It is the student's responsibility to contact the professor if there are any problems.

As stated in the Molloy College Catalogue:
The grade of "I" is earned in a course when the student has not completed all course requirements.
It is a substitute grade given only with the approval of the instructor and Graduate Program Director at the specific request of the student prior to the end of the course.
Approval is granted only when the student demonstrates circumstances beyond his/her control that temporarily prevents completion of the course work. All incompletes must be resolved by the dates indicated in the Academic Calendar for each semester. Any extension beyond the published dates of the Academic Calendar requires written approval of both the instructor and the Director of the Graduate Program.

Any grade of "I" which is not converted to a letter grade within the time allotted automatically becomes an "F."

DISABILITIES STATEMENT:

Candidates with documented disabilities who believe they may need accommodations in this class are encouraged to contact the Director of the Disabilities Support Service Office, CaseyBuilding, Room 11. The telephone number is 678-5000, extension x6381.

DIVERSITY STATEMENT:

Diversity Will Be Highlighted In This Course In The Following Ways:

1. A variety of teaching methodologies will be examined. Course participants will incorporate these strategies for differentiation of instruction in lesson presentations.
2. Participants will explore different learning styles as well as ways in which differentiation of curriculum might be enacted in the FLES classroom.
3. Participants will read and critique current research on instructional issues related to culturally diverse students:
   - Race and Ethnicity
   - Learning Styles
   - Socioeconomic Status
   - Sexual Orientation
   - Religious Beliefs
   - Linguistic Diversity
   - Gender and Gender Roles
   - Learning (Dis)Abilities and Special Needs
   - Physical Abilities
4. Curricular materials representative of diverse target language cultures will be evaluated and used in lesson presentations.

E-MAIL POLICY:

It is mandatory that every candidate have a MolloyCollege e-mail account and check it daily. Information re: the programs as well as communication from course professors utilize this media. This Molloy e-mail account must be activated immediately. If not utilized within 30 days, the account becomes defunct and needs to be reinstated.

E-Portfolio Account:

All Molloy teacher candidates **must purchasean e-portfolio account through the Molloy bookstore.** All benchmark assignments must now be submitted electronically through e-portfolio as part of our assessment system. Teacher candidates must keep an up-to-date portfolio, which will be used during each advisement session.

INFORMATION LITERACY STATEMENT:

Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices--in their academic studies, in the workplace, and in their personal lives. Information is available through libraries, community resources, special interest organizations, media, and the Internet--and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. In addition, information is available through multiple media, including graphical, aural, and textual, and these pose new challenges for individuals in evaluating and understanding it. The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively.

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:
   o Determine the extent of information needed;
   o Access the needed information effectively and efficiently;
   o Evaluate information and its sources critically;
   o Incorporate selected information into one's knowledge base;
   o Use information effectively to accomplish a specific purpose; and
   o Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

American Library Association. *Presidential Committee on Information Literacy. Final Report*.
(Chicago: American Library Association, 1989.)

This course will address Information Literacy in the following ways:
   1. Develop an interdisciplinary thematic unit in which materials are developed, activities and lesson plans are designed.
   2. Participants will explore authentic materials available on the World Wide Web and determine their appropriateness for use in the FLES classroom.
   3. Construct an end-of-unit Integrated Performance Assessment that reflects ACTFL and NYS LOTE Standards.
   4. Adapt and modify Standards-aligned content-area curriculum and assessments when planning thematic units for instruction of FLES students.
   5. Participate in classroom discussions, in which they assess and critique materials, strategies, tests and lesson plans.
   6. Adapt content-area instructional materials to respond to the lower levels of proficiency in the FLES classroom.
   7. Cite sources in APA style.
   8. Use websites in the public domain.

PROGRAM HANDBOOKS:

All teacher candidates will be held responsible for meeting the requirements stated in their respective Program Handbooks. The handbooks are available at http://www.molloy.edu/ncate/handbooks.htm

TECHNOLOGY STATEMENT:

Technology Will Be Highlighted In This Course In The Following Ways:

1. Websites representing authentic reading and listening resources from the target cultures will be accessed as sources of information for lesson plans, teaching strategies and curricular material development.
2. Electronic journal articles will be used for research assignments.
3. Blogs, wikis and podcasts will be explored as means of supporting the development of students' reading, writing, speaking and listening skills

WORKSHOP POLICY:

Attendance At Professional Workshops And Conferences:
Participation in professional workshops and conferences is an integral part of being a well-informed teacher. All teacher candidates are required to attend one MolloyCollege sponsored workshop/conference each semester. These conferences are presented by Nassau Reading Council, Phi Delta Kappa, Molloy Chapter of KappaDelta Pi, etc.

Workshops and Conferences which teachers are required to attend as part of their teaching contractual obligations (such as Superintendent's Conference Days and district sponsored conferences) may not be considered to fulfill this Molloy College Professional Workshop/Conference requirement. Workshops in Training in the Identification and Reporting of Child Abuse and Neglect, Principles of Chemical Dependency and School Violence Prevention and Intervention required by New York State Education Department for teacher certification do not fulfill this Molloy College requirement.

WRITING ACROSS THE CURRICULUM:

Communicating Across the Curriculum Requirements are satisfied by:

- **Folio 30%**

- **Thematic Unit 50%**

- **Online Discussions and Assignments 20%**

MOLLOY LESSON PLAN RUBRIC Revised September 2016

TAG TO CAEP	TAG TO InTASC	TAG TO SPA	ELEMENTS	Level 1 – EMERGING	Level 2 – DEVELOPING	Level 3 – MEETING EXPECTATIONS	Level 4 – EXCEEDING EXPECTATIONS
			INSTRUCTIONAL PLANNING				
1.1	7(a)	ACEI 3.1 CEC 7 CEC 5.5 NCSS 1.4a NCTE 2.5 NCTE 4.1.1 NCTM 3a NSTA 2a TESOL 3.1	1. INSTRUCTIONAL OBJECTIVES	Candidate develops rudimentary knowledge in an attempt to address some of the components (conditions, performances, product, and criterion) of the Molloy Lesson Plan Objective.	Candidate shows growing confidence but does not yet demonstrate the ability to address all four components (conditions, performances, product, and criterion) of the Molloy Lesson Plan Objective.	Candidate consistently and independently demonstrates the ability to address all four components (conditions, performances, product, and criterion) of the Molloy Lesson Plan Objective and the lesson is designed to engage learners in the activities.	Candidate consistently exceeds expectations when addressing all four components (conditions, performances, product, and criterion) of the Molloy Lesson Plan Objective and the lesson is designed to engage learners in the activities.
1.4	4(a)	ACEI 3.1 CEC 7 CEC 5.5 NCSS 6 NCTE 1 NCTE 4.1.4 NCTM 3a NSTA 1c TESOL 3.1	2. STANDARDS AND INDICATORS	Candidate demonstrates rudimentary knowledge of the NY State and Common Core Standards and appropriate indicators.	Candidate shows growing confidence and in-depth understanding but does not yet demonstrate the ability to address the NY State & Common Core Standards and appropriate indicators.	Candidate consistently and independently demonstrates the ability to address the NY State and Common Core Standards and appropriate indicators.	Candidate consistently exceeds expectations when addressing the NY State and Common Core Standards and appropriate indicators.
1.1	8(g) 4(f)	ACEI 3.5 CEC 7 CEC 5.2 NCSS 3.1b NCTE 4.3 NCTE 4.1.1 NCTM 6c, 4e NSTA 3a TESOL 3.3	3. INSTRUCTIONAL RESOURCES	Candidate demonstrates rudimentary planning for use of instructional resources with heavy reliance on textbook. Technology is used inappropriately or not at all.	Candidate demonstrates basic plans for use of resources to support learning. Technology is used but makes little contribution to learning.	Candidate consistently plans to use appropriate resources to implement instruction and support student learning. Technology is used appropriately to enhance learning. Most resources are aligned with learning goals.	Candidate consistently exceeds expectations in using a variety of appropriate resources to implement instruction and support student learning. Technology is used appropriately to enhance learning. Resources are aligned with learning goals and contribute to active inquiry and collaboration.
1.1	3(d)	ACEI 3.4 CEC 5 CEC 2.2 NCSS 6.4 NCTE 2.1 NCTE 4.1.4 NCTM 4c NSTA 3a TESOL 3.1	4. MOTIVATION	Candidate demonstrates rudimentary knowledge of creating a supportive learning environment, which establishes a positive mental set toward achieving the proposed objective.	Candidate shows growing confidence but does not yet demonstrate the ability to create a supportive learning environment, which establishes a positive mental set toward achieving the proposed objective.	Candidate consistently and independently demonstrates the ability to create a supportive learning environment which establishes a positive mental set toward achieving the proposed objective; it is indicative of the candidate's in-depth understanding of the concept.	Candidate's procedure clearly and consistently establishes a positive mental set toward achieving the proposed objective, and, in so doing, is indicative of mastery of the concept.

TAG TO CAEP	TAG TO InTASC	TAG TO SPA	ELEMENTS	Level 1 – EMERGING	Level 2 – DEVELOPING	Level 3 – MEETING EXPECTATIONS	Level 4 – EXCEEDING EXPECTATIONS
			INSTRUCTIONAL PLANNING				
1.1	1(b)	ACEI 1 CEC 2 CEC 5.1 NCSS 6.1, 6.6 NCTE 2.4 NCTE 2.1.1 NCTM 4b NSTA 2a, 5c TESOL 3.2	5. DEVELOPMENTAL PROCEDURES	Candidate demonstrates rudimentary knowledge in identifying the appropriate procedures, structure, scope and sequence along with key questions related to this lesson.	Candidate shows growing confidence but does not yet demonstrate the capability to identify the appropriate procedure, structure, scope and sequence along with key questions related to this lesson; additional work is needed to design content-appropriate activities related to the instructional objective[s].	Candidate consistently and independently demonstrates capability when identifying the appropriate procedures, structure, scope and sequence along with key questions related to this lesson. Additionally, they suggest that the candidate has learned to apply concepts to real-life instructional activities which reinforce student learning and promote engagement.	Candidate consistently exceeds expectations and demonstrates capability when identifying the appropriate procedures, structures, scope and sequence along with key questions tied to this lesson. Additionally, they suggest that the candidate has mastered the ability to apply concepts to real-life instructional activities which reinforce student learning and promote engagement.
1.1	8(a)	ACEI 3.3 CEC 7 CEC 5.7 NCSS 3.1b, 6.3 NCTE 4.3 NCTE 4.1.4 NCTM 3c, 3b NSTA 3a TESOL 3.2	6. INSTRUCTIONAL STRATEGIES	Candidate demonstrates rudimentary planning of instructional strategies that are evidenced in the developmental procedures of the lesson. Candidate plans for strategies that do not promote students' development of critical thinking, problem, solving, and performance skills.	Candidate demonstrates a basic understanding of instructional strategies that are evidenced in the developmental procedures of the lesson. Candidate plans for some instructional strategies to promote students' development of critical thinking, problem, solving, and performance skills.	Candidate consistently demonstrates understanding of instructional strategies that are evidenced in the developmental procedures of the lesson. Candidate plans to use effective instructional strategies to promote students' development of critical thinking, problem, solving, and performance skills.	Candidate consistently exceeds expectations in planning instructional strategies that are evidenced in the developmental procedures of the lesson. Candidate uses a variety of effective instructional strategies to promote diverse students' development of critical thinking, problem, solving, and performance skills.
1.1	2(a)	ACEI 3.2 CEC 7 CEC 5.1 NCSS 3.1b, 6.6 NCTE 2.1 NCTE 4.1.2 NCTM 3c NSTA 2a TESOL 3.1	7. ADAPTATIONS	Candidate demonstrates rudimentary knowledge when adapting for the specific needs of unique learners to further support the understanding the concept and application of adaptations.	Candidate shows growing confidence but does not yet demonstrate the capability when adapting for the specific needs of unique learners to support further need for assistance.	Candidate consistently and independently demonstrates capability when adapting for the specific needs of unique learners. Plans are, therefore, indicative of an in-depth understanding of the concept and application of adaptations.	The adaptations provided by the candidate demonstrate mastery of the concept of adaptations while concurrently demonstrating a high level of ability to analyze, apply, and assess appropriate adaptations.

TAG TO CAEP	TAG TO InTASC	TAG TO SPA	ELEMENTS	Level 1 – EMERGING	Level 2 – DEVELOPING	Level 3 – MEETING EXPECTATIONS	Level 4 – EXCEEDING EXPECTATIONS
			INSTRUCTIONAL PLANNING				
1.1	7(b)	ACEI 3.1 CEC 3 CEC 1.2 NCSS 3.1b, 6.6 NCTE 2.1 NCTE 4.1.3 NCTM 3c NSTA 2a TESOL 3.1	**8. DIFFERENTIATION OF INSTRUCTION**	Candidate demonstrates rudimentary knowledge of differentiation of instruction based on individual learners and their needs. It is minimally evident and does not meet the needs of all learners.	Candidate demonstrates a basic understanding for differentiation of instruction and individual learners and their needs. Differentiation of instruction is generally evident and somewhat meets the needs of all learners.	Candidate consistently provides appropriate differentiation of instruction based on knowledge of individual learners and their needs. Differentiation of instruction is realistic and appropriate and meets the needs of all learners.	Candidate provides thoughtful and appropriate differentiation of instruction based on knowledge of individual learners and their needs. Differentiation of instruction is realistic, appropriate and effective, and meets the needs of all learners.
1.1	6(a)	ACEI 4 CEC 8 CEC 4.1 NCSS 6.7 NCTE 4.10 NCTE 2.1.2 NCTM 5c, 3f NSTA 3c TESOL 4.1, 4.3	**9. ASSESSMENT ALIGNED WITH OBJECTIVES**	Candidate demonstrates rudimentary knowledge of appropriate assessments that match the lesson's objective(s) and standards.	Candidate shows growing confidence but does not yet demonstrate the ability to use the appropriate assessments that match the lesson's objective(s) and standards.	Candidate consistently and independently demonstrates the ability to use appropriate assessments that match the lesson's objective(s) and standards.	Candidate consistently exceeds expectations when using appropriate assessments that match the lesson's objective(s) and standards.
1.1	1(a) 7(d)	ACEI 4 CEC 8 CEC 4.1 NCSS 6.7 NCTE 4.10 NCTM 3f NSTA 3c	**10. ASSESSMENT STRATEGIES**	Candidate demonstrates rudimentary use of diagnostic, formative, and summative assessment strategies into lesson planning,	Candidate demonstrates a basic use of diagnostic, formative, and summative assessment strategies, into lesson planning.	Candidate consistently incorporates forms of diagnostic, formative, and summative assessment strategies into lesson planning.	Candidate consistently exceeds expectations in incorporating forms of diagnostic, formative, and summative assessment strategies into lesson planning.
1.1	3(b)	ACEI 2.1 CEC 5 CEC 2.1 NCSS 6.4 NCTE 4.8, 2.4 NCTE 2.1.1 NCTM 3c NSTA 3a TESOL 3.1	**11. INDEPENDENT PRACTICE**	Candidate demonstrates rudimentary knowledge when identifying appropriate activities for independent practice.	Candidate shows growing confidence but does not yet demonstrate the ability to identify appropriate activities for independent practice.	Candidate consistently and independently demonstrates the ability to identify appropriate activities for independent practice.	Candidate consistently exceeds expectations and demonstrates the ability to identify appropriate activities for independent practice.
1.1		ACEI CEC 5 CEC 2.2 NCSS 7 NCTE 4.5 NCTE 4.1.4 NCTM 3c NSTA 3a TESOL 3.2	**12. FOLLOW UP: ACADEMIC INTERVENTION & ACADEMIC ENRICHMENT**	Candidate demonstrates rudimentary knowledge by selecting appropriate strategies for intervention and enrichment.	Candidate shows growing confidence in selecting appropriate strategies for intervention and enrichment.	Candidate consistently and independently demonstrates the ability to select appropriate strategies for intervention and enrichment.	Candidate consistently exceeds expectations and demonstrates the ability to select appropriate strategies for intervention and enrichment.

TAG TO CAEP	TAG TO InTASC	TAG TO SPA	ELEMENTS	Level 1 – EMERGING	Level 2 – DEVELOPING	Level 3 – MEETING EXPECTATIONS	Level 4 – EXCEEDING EXPECTATIONS
			INSTRUCTIONAL PLANNING				
1.1		ACEI 2.1 CEC 6 CEC 5.4 NCSS NCTE 1.2.2 NCTM NSTA TESOL	13. MOLLOY LESSON PLAN FORMAT. APA-STYLE REFERENCES	The candidate's heading and/or APA-style references are missing, incomplete, or incorrect; hence, they are indicative of a need to develop a stronger understanding of the requirements of APA conventions.	The candidate's heading and/or APA-style references are generally correct; hence, they are indicative of a developing understanding of the requirements of the APA conventions.	The candidate's heading and/or APA-style references are correct; hence, they are indicative of a strong understanding of the requirements of the APA conventions.	The candidate's lesson plan adheres to the requirements of the APA Style Manual and is indicative of an exceptionally high level of understanding of the requirements of the APA conventions.
1.1	8(h)	ACEI 2.1 CEC 6 CEC 5.4 NCSS 6.5 NCTE 3.2 NCTE 1.2.2 NCTM 2d NSTA TESOL	14. LANGUAGE USE AND CONVENTIONS	Candidate demonstrates a rudimentary knowledge base and use of English language conventions and tools and presents multiple errors in mechanics, usage, spelling, grammar, punctuation, capitalization, and sentence structure.	Candidate demonstrates a basic understanding of English language conventions and tools and presents minimal errors in mechanics, usage, spelling, grammar, punctuation, capitalization, and sentence structure.	Candidate consistently demonstrates knowledge and use of English language conventions and tools in mechanics, usage, spelling, grammar, punctuation, capitalization, and sentence structure.	Candidate consistently exceeds expectations and use of English language conventions and tools and presents full control of inherent skills in mechanics, usage, spelling, grammar, punctuation, capitalization, and sentence structure.

- * CAEP – Council for the Accreditation of Educator Preparation; InTASC – Interstate Teacher Assessment and Support Consortium; SPA – Specialized Professional Associations
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- **Performance Scale:**
- **Level 1 – Emerging:** Candidate meets minimum program criteria
- **Level 2 – Developing:** Candidate meets some program criteria
- **Level 3 – Meeting Expectations:** Candidate meets program criteria with competency
- **Level 4 – Exceeding Expectations:** Candidate meets program criteria with a high level of competency or exceeds expectations
- **Level 0 – Not Addressed:** Candidate did not address the element at the time of assessment
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Unit Plan (25%)   Name _____

Molloy Unit Plan Rubric

Dimensions	Level 4 Exceeding Expectations	Level 3 Meeting Expectations	Level 2 Developing	Level 1 Emerging
Goals	Exceeds expectations in articulating learning goals, expectations, and outcomes aligned with NYS and professional association standards	Clearly articulates learning goals, expectations, and outcomes aligned with NYS and professional association standards	Partially articulates learning goals, expectations, and outcomes aligned with NYS and professional association standards	Minimally articulates learning goals, expectations, and outcomes; often not aligned with NYS and professional association standards
Content	Exceeds expectations in including information beyond the traditional text; shows evidence of new ideas and understandings on the topic; aligns with NYS standards and core curriculum	Includes information beyond the traditional text; shows evidence of new ideas and understandings on the topic; aligns with NYS standards and core curriculum	Displays some content knowledge and makes limited connections between content and other disciplines; aligns with NYS standards and core curriculum	Displays basic content knowledge with little evidence of initiative to research content; does not align with NYS standards or core curriculum
Purposeful Learning Activities	Exceeds expectations in developing learning activities that follow a well-organized progression and consistently match students' needs	Develops learning activities that follow a well-organized progression and match students' needs	Learning activities mostly relate to students' needs and match instructional goals	Learning activities minimally match student needs.
Interdisciplinary Approach to Teaching Content (Connections to literature, writing, science, math, etc.)	Exceeds expectations in incorporating interdisciplinary content on a regular basis to enhance student language learning	Superior evidence of incorporation of interdisciplinary content on a regular basis to enhance student learning	Evidence of incorporation of interdisciplinary content on a regular basis to enhance student learning	Minimal evidence of incorporation of interdisciplinary content to enhance student learning
Assessment	Exceeds expectations in developing assessments that are varied and ongoing and determine the next steps in instruction for individuals, small groups, and the whole class	Assessments are varied and on-going and determine the next steps in instruction for individuals, small groups, and the whole class	Assessments are varied and generally attempt to adjust plans for individuals and small groups	Assessments minimally measure whether or not the objectives have been met for the whole class
Technology Integration	Exceeds expectations in use of technology to enhance student learning	Selected technology consistently enhances student learning	Selected technology addresses the needs of student learners	Selected technology minimally addresses the needs of student learners

Lesson Plans	Exceeds expectations in developing lesson plans that address the needs of diverse learners and are sequenced in a coherent and logical manner	Lessons plans consistently address the needs of diverse learners and are sequenced in a coherent and logical manner	Lesson plans address the needs of diverse learners and are sequenced to indicate a logical progression	Lesson plans address the needs of diverse learners and are minimally sequenced to indicate a logical progression
Sources/Resources	Exceed expectations in providing of numerous and varied resources that meet the needs of diverse learners	Evidence of numerous and varied resources that meet the needs of diverse learners	Some evidence of varied resources that meet the needs of diverse learners	Minimal evidence of resources that meet the needs of the diverse learner
APA Conventions and Writing Style	Exceeds expectations in use of APA conventions and writing stle	Components of APA writing style are consistently evident	Components of APA style are addressed with minimal errors	Components of APA style are used inconsistently

Presentation of Thematic Unit (5%)   Name _____

Criteria	3	2	1
Preparation and Planning	Clearly identifies two overall objectives (Language and Content). Information is organized in a clear and appropriate manner. Adheres to time limit.	Both objectives are not clearly identified. Organized in an appropriate manner although lacking clarity and consistency. Slightly over time limit.	Objectives are vague and not thoroughly identified. Information is poorly organized, scrambled or difficult to understand. Disregards time limit.
Knowledge of Content	Content of presentation reflects Molloy lesson plan and communicative approach. Connects activities to ACTFL/NYS Standards.	Content of presentation lacks information pertaining to Molloy lesson plan and the communicative approach. Activities loosely connected to Standards.	Content of presentation lacks most information pertaining to Molloy lesson plan and the communicative approach. Standards minimally addressed.
Visual Aids and Handouts	Use of visual aids and handouts enhance presentation effectively.	Use of visual aids and handouts does not effectively enhance presentation.	No use of visual aids and handouts.
Professionalism	Maintains an excellent model for fellow teacher candidates. Speech is clear, succinct and grammatically correct.	Maintains a good professional demeanor. Speech lacks clarity and has minor grammatical errors.	Lacks professionalism. Speech is jumbled and grammatical errors occur frequently.

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FLES Folio (30%)   Name _____

Components	3	2	1
Observation of FLES Classroom	Report is complete with examples of positive /negative feedback and opinions. Hourly requirements are met or exceeded	Report is acceptable, observation hours are fulfilled	Report is incomplete, observation hours are not fulfilled
Advocacy Presentation	Presentation is convincing and rooted in firm research; visuals help convey the message effectively	Presentation is somewhat convincing and rooted in some good research; visuals help convey the message somewhat	Presentation is minimally convincing and rooted in little good research; visuals do not help to convey the message
Authentic Reading Adaptation	Chosen reading is interesting and relevant for K-8 students; Adaptation fits the proficiency level of the students; appropriate scaffolding is included to help students to understand the reading	Chosen reading is somewhat interesting and relevant for K-8 students; Adaptation somewhat fits the proficiency level of the students; some scaffolding is included to help students to understand the reading	Chosen reading is minimally interesting/ relevant for K-8 students; Adaptation minimally fits the proficiency level of the students; little scaffolding is included to help students to understand the reading

ONLINE ATTENDANCE AND PARTICIPATION (10%)

Each module is worth 2.5 points. Candidate completes all online discussion and other assignments in:

Module 1 ___

Module 2 ___

Module 3 ___

Module 4 ___

TOTAL _____

HOMEWORK ASSIGNMENTS AND RELATED INSTRUCTIONAL ACTIVITIES:

To complete the requirements of this course, there are at least 4,500 minutes of related homework assignments and 440 minutes of additional related activities.

Teacher candidates, please note: these are estimates of total time needed to complete the assignments; some candidates may require more time than indicated in this review.0

Assignment:	Description(s):	Estimated Time [Mins/Hrs]: (Minimum: 4,500 Mins)
Reading Assignments	Reading assignments from text and outside sources related to FLES Instruction and Assessment	1440/24
Thematic Unit	Developing an interdisciplinary thematic unit of at least five FLES lessons and appropriate authentic assessment procedures	1440/24
Thematic Unit Presentation	Preparing a presentation based on the Thematic Unit	360/6
Assessment Folio	Compiling an Assessment Folio	1440/24
	SUBTOTAL:	4680/78
Additional Related Activities:	Description(s):	Estimated Time [Mins/Hrs] (Minimum: 440 Mins)
FLES Strategies	Practicing and modeling FLES strategies based on assigned readings.	300/5
Manipulatives	Creating hands-on learning devices, tools and manipulatives to support the Thematic Unit	180/3
	SUBTOTAL:	480/8
	TOTAL	5160/86