

TLL 1593/2252: Teaching and Learning in PK-12 World and Heritage Languages 1

Course information

Meeting time: MW 3:00-4:15

Location: 5201 Posvar Hall

Instructor information

Instructor: Heather Hendry

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Core Text

- Glisan, E.W., & Donato, R. (2016). *Enacting the work of language instruction: High-leverage teaching practices, Volume 1*. Alexandria, VA: ACTFL.

What is this course about?

The purpose of this course is to introduce students to critical pedagogical practices that are essential for effective world language teaching. To enhance the development of praxis (theory enacted in practice/practice informed by theory), a practice-based approach is utilized. Through this approach, students enhance their knowledge of praxis by discussing second language acquisition theories; and deconstructing, co-planning, and rehearsing strategies supported by theories that foster equitable development of students' target language and cultural proficiency.

Because of its goals to connect theory and practice, this course is very similar to a *Laboratory* where students learn about, try, and reflect on two core critical pedagogical practices, or High Leverage Teaching Practices (HLTPs), that every language teacher needs to know to provide equitable instruction for all students. These two HLTPs are: a) Interaction and Target Language Comprehensibility (ITLC); and b) eliciting Interpersonal Communication (IC) by facilitating a Discourse Community. These practices are complex, learnable, and essential for accomplished, equitable teaching of *all* languages of *all* levels of instruction and of *all* developmental levels (PK-adult).

These two HLTPs are considered critical pedagogies. They enact social justice education by providing teachers with clear, specific, actionable practices that are rooted in second language acquisition research and connected with program pillars: a) centering care and relationality; b) inviting and honoring diverse ways of knowing, and c) seeking to unsettle and remake unjust systems, structures, practices, and norms. These specific language teaching practices: a) ensure that the target language used in the classroom is accessible, comprehensible, and produced by *all* learners in a class, b) foster a discourse community that cultivates care-based, meaningful relationships and situates learning through the dialog *between* teachers and students (disrupting traditional teacher-fronted lecture that situates teachers as the sole disseminators of the learning), c) allow students agency in what and how they learn, d) encourage students to think critically and inquire about content, and e) invites and honors students' home languages and cultures, learning preferences, oral contributions, individual identities, and multiple ways of knowing.

What are our goals?

In this laboratory-style course, students will first deconstruct each HLTP and discuss theories that explain why these practices are critical pedagogies and essential for successful language teaching. Then, students will work in teams, like laboratory partners, to co-plan, rehearse, enact, and reflect on each lesson (one for each HTLP).

The class will function as a *discourse community*, using a shared language to help and support each other's learning; showing kindness to each other when giving feedback, reactions, and advice; and being responsible and helpful to group-members. Each class participant will grow individually from the positive and critical feedback that is provided to each other.

The class will meet therefore, as a community of practice. "A community of practice is a group of individuals who share a concern and a passion for something they do. Together the group learns how to improve performance as they support and interact with each other regularly" (Wenger, 2010).

Communities of practice **apply teaching knowledge to teaching actions**. Communities of practice are about DOING and IMPROVING what they do, not just memorizing and displaying knowledge of facts. Communities of practice are action-oriented.

A second goal of the course is to elicit discussions about school contexts. These discussions will help us determine how to adapt HLTPs to be effective and culturally responsive to different teaching contexts (e.g. urban, suburban, rural, public, private, grades K-5, 6-8, 9-12 etc.) with different district, school and student assets, resources, needs, and profiles. Specific aspects of supporting school contexts such as establishing a safe and collaborative classroom community, responding and honoring students' cultural identities, understanding district demographics and resources, identifying student profiles, promoting equity, and identifying and addressing unjust systems, structures, and practices will be discussed.

What are High-leverage teaching practices (HLTPs)?

High-leverage teaching practices (HLTPs) are the instructional actions/moves that are essential for skillful teaching and that all world language teachers need to understand and implement in their classrooms. HLTPs apply to ALL languages and can be adapted to ALL levels of instruction.

HLTPs are based on current theory of how languages are learned and on research findings on the learning of additional languages (sometimes referred to as foreign languages, world languages, second languages, community languages, or L2).

Essential Questions

The course:

- Who are we? Why are we here?
- What is a community of practice and how will it support our learning?
- What are high leverage teaching practices? What are high leverage teaching practices in WHLE? How are these practices critical pedagogies?
- How do I co-plan, enact, and reflect on my enactment of HLTPs?

HLTP 1:

- What is I-TLC? What theories support I-TLC? Why is I-TLC a critical pedagogy? Why is I-TLC an HLTP?
- What strategies are associated with I-TLC? How do I co-plan and enact TLC strategies through storytelling? What reflections do I have on my practice of enacting I-TLC?

HLTP 2:

- What is a Discourse Community and why is it important in a language classroom? What theories support the importance of Building a Discourse Community? Why is Building a Discourse Community a critical pedagogy? Why is Building a Discourse Community an HLTP?
- What strategies help build a discourse community in a language classroom that effectively supports interpersonal communication in the target language? How do I co-plan and enact a lesson that incorporates interpersonal communication through fostering a strong discourse community? What reflections do I have on my practice of Building a Discourse Community?

Assignments

Evaluation:

HLTP 1:

ITLC video observation and analysis	20 pts
ITLC story-telling lesson planning template and script	20 pts
ITLC lesson video (MAT) OR presentation of revisions (UG)	20 pts
ITLC story-telling lesson self-analysis	20 pts

HLTP 2:

Building a Discourse Community quotation cafe video observation and analysis	20 pts
Building a Discourse Community quotation cafe planning template and script	20 pts
Building a Discourse Community quotation cafe video (MAT) OR presentation (UG)	20 pts
Building a Discourse Community quotation cafe self-analysis	20 pts

Coaching session and first day reflection (MAT) OR 2 Coaching sessions (UG)	40 pts
2 Coaching sessions	
Homework assignments	60 pts
Participation	75 pts

Total 335 pts

HLTP lesson planning templates and videos: For both HLTPs, each student will co-plan, rehearse, and analyze mini lessons. However, our work will be differentiated for **Master students (MATs)** and **Undergraduate students (UGs)**. We will all use class time to co-plan, rehearse, analyze, and constructively critique lessons. Thus, these lessons will not be the unique property of the individual, but the property of our community of practice.

Master students (MATs) will rehearse and receive coaching for one of these HLTP lessons in class, however they will teach both HLTPs in their field site and videotape them. In addition, the University Coach will observe these HLTPs. In sum, ALL MAT

students will complete BOTH lessons and be observed, but only ONE of each will be practiced and shown in class.

Undergraduate students (UGs) will rehearse and receive coaching for **BOTH** of these HLTP lessons in class, however they will not be required to teach them in a field site and videotape them. Instead, they will prepare a presentation of what they changed in their lesson based on the coaching feedback.

Self-analysis: For each HLTP (ITLC and Building a DC), students will turn in a 2-page written analysis addressing the feedback you receive on your lesson from the class discussion and the completed checklist. There will be a template for this assignment.

Homework: Throughout the semester you will be assigned homework. The purpose of the homework assignments is to get acquainted with our internship sites and to assist with understanding school contexts. It is imperative that all students complete these assignments to participate during class. Homework completion will total 60 points.

By the end of the course, students should demonstrate the following PDE competencies:

IIA: Performances: Management of the instructional environment

IIB: Performances: Planned Instruction

IIC: Performances: Implementation of Instruction

IID: Performances: Evaluation of Instruction

IIIE: Professionalism: Recognizing the importance of life-long professional development

IA: Development, Cognition, and Learning: Child Development Theory

IB: Development, Cognition, and Learning: Early Childhood Theory

IC: Development, Cognition, and Learning: Adolescent development

ID: Development, Cognition, and Learning: Organizational structure of Schools

Week	Focus & Essential Questions	Readings	Assignments
Week 1: Aug. 26 & 28	Introduction to Course <ul style="list-style-type: none"> Who are we? Why are we here? What is a community of practice and how will it support our learning? What are high leverage teaching practices? What are high leverage teaching practices in WHLE? How are these practices critical pedagogies? What are you noticing and wondering at your internship sites? 	Glisan & Donato (2016) Preliminary Chapter	Noticing and Wondering: Upload an Image of effective language teacher (<i>Due Wednesday before class</i>)
Week 2: Sept. 2	LABOR DAY	NO CLASS	
Week 2: Sept. 4	My internship school district and community <ul style="list-style-type: none"> How do I describe my internship school, district, and community? What are the features of my school, district, and community? What are the challenges? What are the assets and resources? Are there structures in place that could prohibit or enhance student success? 		Noticing and Wondering: <i>Due Sunday night on discussion board</i> Homework 1 due: Getting to know my district, school, community context assignment (MAT and UG paired assignment)
Week 3: Sept. 9 & 11	I-TLC Deconstruction <ul style="list-style-type: none"> What is I-TLC? What strategies are associated with I-TLC? Why is it an HLTP? Why is it a critical practice? My classroom <ul style="list-style-type: none"> How is my classroom set up? What are the routines? How does the set-up of my classroom relate to the classroom routines? What are some classroom management strategies that I can incorporate to provide a safe environment? How does (or could) the physical classroom contribute building a strong discourse community? 	Glisan and Donato (2016) Chapter 1 "Facilitating Target Language Comprehensibility"	Noticing and Wondering <i>Due Sunday night on discussion board</i> Homework 2 Due: Getting to know my classroom mapping assignment (MAT and UG paired assignment)
Week 4: Sept. 16 & 18	I-TLC deconstruction and observation		Noticing and Wondering: <i>Due Sunday night on discussion board</i>

	<ul style="list-style-type: none"> What does I-TLC look like in a classroom? What strategies are associated with I-TLC? <p>My Students</p> <ul style="list-style-type: none"> Who are my students? What are their interests, strengths and cultural backgrounds? What are their challenges? Are there structures in place that could prohibit or enhance the students' success? 		<p>ITLC video and analysis due</p> <p>Start thinking about your I-TLC lesson and talk to your mentor about scheduling this lesson</p> <p>Bring an image for 5 related vocabulary words (the vocabulary could be nouns, adjectives, verb phrases or expressions). Preferably the selected vocabulary should be something you would like to teach between October 12 and October 25</p>
Week 5: Sept. 23 & 25	<p>I-TLC co-planning</p> <ul style="list-style-type: none"> How do I co-plan and enact I-TLC strategies through storytelling? 		<p>Noticing and Wondering: <i>Due Sunday night on discussion board</i></p> <p>Homework 3 Due: Getting to know my students (MAT and UG paired assignment)</p> <p>Video release forms due (MATs)</p>
Week 6: Sept. 30 & Oct. 2	<p>I-TLC coaching</p> <ul style="list-style-type: none"> How do I co-plan and enact I-TLC strategies through storytelling? 		<p>Noticing and Wondering <i>Due Sunday night on discussion board</i></p> <p>ITLC story-telling lesson planning template and script due</p> <p>Prepare for coaching sessions</p>
Week 7: Oct. 7 & 9	<p>I-TLC coaching</p> <ul style="list-style-type: none"> How do I co-plan and enact I-TLC strategies through storytelling? 		<p>Noticing and Wondering <i>Due Sunday night on discussion board</i></p> <p>Video lessons at sites (MATs)</p>
Week 8: Oct. 14 & 16	<p>I-TLC video critiques</p> <ul style="list-style-type: none"> How is I-TLC enacted in different K-12 contexts? What are the strengths of our I-ITLC 		<p>Noticing and Wondering <i>Due Sunday night on discussion board</i></p>

	lessons? How can we improve upon our I-TLC enactment?		Video lessons at sites (MATs) MATs: First few days of teaching reflection and analysis due
Week 9: Oct. 21 & 23	I-TLC video critiques <ul style="list-style-type: none"> • How is I-TLC enacted in different K-12 contexts? • What are the strengths of our I-TLC lessons? • How can we improve upon our I-TLC enactment? • What goals do we have to continue our development of enacting I-TLC? 		Noticing and Wondering: interpersonal communication <i>Due Sunday night on discussion board</i> I-TLC lesson video checklist uploaded (MATs) I-TLC presentation of lesson revisions (UGs)
Week 10: Oct. 28 & 30	Building a DC Deconstruction and observation <ul style="list-style-type: none"> • What is a Discourse Community and why is it important in a language classroom? • What theories support the importance of Building a Discourse Community? • Why is Building a Discourse Community a critical pedagogy? • What are strategies that help develop a discourse community? • What does interpersonal communication look like in a classroom? Discuss video observations using the checklist	Glisan and Donato (2016) Chapter 2 "Building a Classroom Discourse Community"	Noticing and Wondering: <i>Due Sunday night on discussion board</i> Preliminary plans for lessons, prepare to co-plan together I-TLC story-telling lesson self-analysis due
Week 11: Nov. 4 & 6	Building a DC Co-planning <ul style="list-style-type: none"> • How do I co-plan and enact a text-based lesson that builds a discourse community? • How do I plan to support my students' proficiency in interpersonal communication? 	Callier "Simulated Immersion Environment Engages Students in Language Use" Crouse "Going for 90% Plus: How to Stay in the Target Language"	Noticing and Wondering: interpersonal communication Teacher-Student <i>Due Sunday night on discussion board</i> Prepare to practice interpersonal communication lesson together Building DC video analysis task

			Building a DC through quotation cafe planning template and script Due Prepare to for coaching sessions
Week 12: Nov. 11 & 13	Building a DC Coaching <ul style="list-style-type: none"> How do I foster interpersonal communication in my classroom? 		Noticing and Wondering: interpersonal communication student-student <i>Due Sunday night on discussion board</i>
Week 13: Nov. 18 & 20	Building a DC Coaching <ul style="list-style-type: none"> How do I foster interpersonal communication in my classroom? 		Noticing and Wondering: interpersonal communication accountability <i>Due Sunday night on discussion board</i> Video lessons
Week 14	THANKSGIVING BREAK	NO CLASS	
Week 15: Dec. 2 & 4	Building a DC Video critiques <ul style="list-style-type: none"> How do we build a discourse community in different K-12 contexts? What are the strengths of our Building a DC lessons? How can we improve upon our ability to build a DC and support our students' proficiency in interpersonal communication? 		Building a DC presentation of lesson revisions (UGs) Building a DC through quotation cafe lesson video checklist A and B uploaded (MATs)
Week 16: Dec. 9 & 11	Building a DC Video critiques <ul style="list-style-type: none"> How do we build a discourse community in different K-12 contexts? What are the strengths of our Building a DC lessons? How can we improve upon our ability to build a DC and support our students' proficiency in interpersonal communication? Wrap up and final reflections <ul style="list-style-type: none"> What did we learn? What questions do we have? 		Building a DC through quotation cafe lesson self-analysis Due

	What goals do we have to continue our development of enacting HLTPs?		
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Disabilities:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 216 William Pitt Union, (412) 648-7890 or (412) 383-7355 (TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Academic Integrity: Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Statement on Classroom Recording: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

TLL Departmental Grievance Procedures: The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in TLL believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow this procedure:

1. The student should talk directly to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant program coordinator.
3. If the matter remains unresolved, the student should talk to the associate chair of TLL (currently Dr. Tinuwka Boulder).
4. If needed, the student should next talk to the SOE Associate Dean of Students
5. If the matter still remains unresolved, the student should file a written statement of charges with the Dean's designated Academic Integrity Administrative Officer

Class Policies:

- **Assignments:** All assignments are due on the date listed on the syllabus and should be uploaded to Canvas by midnight. *If you should need an extension on an assignment, please email me in advance.*
- **Class time:** The time before, after, and during this class is dedicated to content relating to **THIS** course. Please do not use the time before, after, and during class to ask questions regarding other issues such as student teaching,

assignments, and academic advising. I would be **HAPPY** to discuss these other issues during my office hours.

University of Pittsburgh Teacher Education Attendance Policy

The teacher education faculty at the University of Pittsburgh view our courses as communities of practice. This means that we gather for collective critical inquiry and reflection that is focused on building shared knowledge over time. To be an active member of our community of practice, it is important to attend face to face courses prepared to engage with the course instructor, course colleagues, and course materials. While we believe course attendance adds value to the community of practice, we also know there may be times when students must miss class to attend to other needs. In these cases, you are afforded up to one absence per course hour. This means that if your course meets three times per week for 50 minutes each session, you are permitted three absences. If your course meets two times per week for an hour and fifteen minutes each session, you are permitted two absences. If your class meets once per week for two hours and thirty minutes, you are permitted one absence. Absences should be reserved for illness or unavoidable personal conflicts. Please see individual course syllabi, course instructors, and your program coordinator for additional information regarding attendance or absences that extend beyond this policy.

University of Pittsburgh Teacher Education Course Grade Requirement

You must earn a minimum of a C in all teacher education major coursework. You must complete all coursework in order to pass each course. Pennsylvania Department of Education requires that you must enter a teacher education program with and maintain an overall 3.0 GPA. If you do not maintain a 3.0 GPA, you will be prohibited from student teaching or earning certification.

Grading scale:

94-100% = A

90-93 = A-

87-89% = B+

83-86% = B

80-82% = B-

74-79% = C

69-73% = D