TLL 1593/2252/2722: Teaching and Learning in PK-12 World and Heritage Languages 1

Course information
Meeting time and location: MW 3:00-4:15; 5404 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 (DC). 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 provide teachers with clear, specific, actionable practices that are routed in second language acquisition research and connected with our Teacher Education program pillars:

These specialized language teaching practices meet the pillars by: a) ensuring that the target language used in the classroom is accessible, comprehensible, and produced by all learners in a class, b) fostering a discourse community that cultivates radical care, meaningful relationships, and learning through dialog *between* teachers and students (disrupting traditional teacher-fronted lecture that situates teachers as the sole disseminators of knowledge), c) allowing students agency in what and how they learn, d) encouraging students and teachers to think critically and reflect and inquire about content, and e) inviting and honoring 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 collaboratively, 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.) that contain 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 points
ITLC story-telling lesson planning template and script	20 points
ITLC lesson video (MAT) or presentation of revisions (UG/MED)	20 points
ITLC story-telling lesson self-analysis	20 points
HLTP 2:	
Building a DC quotation cafe video observation and analysis	20 points
Building a DC quotation cafe lesson planning template and script	20 points
Building a DC quotation cafe lesson video (MAT) or Presentation (UG/MED)	20 points
Building a DC quotation café self-analysis	20 points
Coaching session and assignment (MAT) or 2 coaching sessions (UG/MED)	40 points
Homework assignments	60 points
Participation	75 points
Total	335 points

HLTP lesson planning templates and videos: For each HLTP, each student will co-plan and rehearse mini lessons. However, our work will be differentiated for MATs, MEDs, and (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.

MATs will rehearse and receive coaching for one of the HLTP lessons in class, however they will teach both HLTPs in their field sites and videotape them. In addition, the Teacher Candidate 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.

MED and **UG** students 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 they receive on their lesson from the class discussion and the completed checklist. There will be a template for this assignment.

Homework: Throughout the semester students will be assigned homework. The purpose of the homework assignments is to get students acquainted with student teaching sites and to assist with understanding varied 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. 25 & 27	**Introduction to 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 pedagogy? • 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 (*Due Wednesday before class)*
Week 2: Sept. 3	**I-TLC Deconstruction** • What is I-TLC? What strategies are associated with I-TLC? Why is it an HLTP? Why is it a critical practice?	Glisan and Donato (2016) Chapter 1 "Facilitating Target Language Comprehensibility"	Noticing and Wondering: *Due Sunday night on discussion board*
Week 3: Sept. 8 & 10	**I-TLC deconstruction and observation** • What does I-TLC look like in a classroom? What strategies are associated with I-TLC? **My internship school district and community** • 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: *Due Sunday night on discussion board* **Homework 1 due: Getting to know district, school, community contexts assignment**
Week 4: Sept. 15 & 17	**I-TLC deconstruction and observation** • What does I-TLC look like in a classroom? What strategies are associated with I-TLC? **My classroom** • 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	Glisan and Donato (2016) Chapter 1 "Facilitating Target Language Comprehensibility"	Noticing and Wondering *Due Sunday night on discussion board* **Homework 2 Due: Getting to know the classroom mapping assignment** Start thinking about your I-TLC lesson and talk to your mentor about scheduling this lesson **Bring *an* image for 5 related vocabulary words**

	incorporate to provide a safe environment? • How does my classroom facilitate target language use? • How does (or could) the physical classroom contribute building a strong discourse community?		**(the vocabulary could be nouns, adjectives, verb phrases or expressions). Preferably the selected vocabulary should be something you would like to teach between Sept 29 and October 12**
Week 5: Sept. 22 & 24	**I-TLC co-planning** • How do I co-plan and enact I-TLC strategies through storytelling?		Noticing and Wondering: *Due Sunday night on discussion board* **Emma video analysis due**
Week 6: Sept. 29 & Oct. 1	**I-TLC coaching** • How do I co-plan and enact I-TLC strategies through storytelling?		Noticing and Wondering: *Due Sunday night on discussion board* **Video release forms due** Prepare for coaching sessions
Week 7: Oct. 6 & 8	**I-TLC coaching** How do I co-plan and enact I-TLC strategies through storytelling?		Noticing and Wondering *Due Sunday night on discussion board* **ITLC story-telling lesson planning template and script due** Prepare for coaching sessions
Week 8: Oct. 13 & 15	**I-TLC video critiques and lesson revisions** • How is I-TLC enacted in different K-12 contexts? What are the strengths of our I-ITLC lessons? How can we improve upon our I-TLC enactment?		Noticing and Wondering *Due Sunday night on discussion board* **Video lessons at sites**
Week 9: Oct. 20 & 22	**I-TLC video critiques and lesson revisions** • How is I-TLC enacted in different K-12 contexts? What are the strengths of our I-ITLC lessons? How can we improve upon our I-TLC enactment?		Noticing and Wondering *Due Sunday night on discussion board* **Video lessons at sites** **Homework 3 Due: Getting to know students**

	My Students • 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?		
Week 10: Oct. 27 & 29	**Building a DC Deconstruction and observation** • 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: *Due Sunday night on discussion board* Preliminary plans for lessons, prepare to co-plan together **I-TLC story-telling lesson self-analysis due** **I-TLC lesson video uploaded (MATs)** **I-TLC revisions uploaded (UGs and MEDs)**
Week 11: Nov. 3 & 5	**Building a DC Co-planning** • 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: *Due Sunday night on discussion board* Preliminary plans for lessons, prepare to co-plan together **DC video analysis task**
Week 12: Nov. 10 & 12	**Building a DC Coaching** • How do I foster interpersonal communication in my classroom?		Noticing and Wondering: *Due Sunday night on discussion board* **Building a Discourse Community planning template and script Due**
Week 13: Nov. 17 & 19	**Building a DC Coaching** • How do I foster interpersonal communication in my classroom?		Noticing and Wondering: *Due Sunday night on discussion board*

Week 14: Nov. 24 & 26	**THANKSGIVING BREAK**	**NO CLASS**	
Week 15: Dec. 1 & 3	**Building a DC Video critiques (MAT) and Lesson revisions (UG/MED)** • 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? • What goals do we have to continue our ability to build a discourse community?		Noticing and Wondering: *Due Sunday night on discussion board*
Week 16: Dec. 8 & 10	**Building a DC Video critiques (MAT) and Lesson revisions (UG/MED)** • 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? • What goals do we have to continue our ability to build a discourse community? **Wrap up any videos and final reflections** • What did we learn? • What questions do we have? • What goals do we have to continue our development of enacting HLTPs?	**Last week of classes for Graduate students/Final exam week for UG students** **We will meet during exam period**	**Building a Discourse Community through quotation cafe lesson self-analysis Due** **Building a Discourse Community through quotation cafe lesson video uploaded (MATs)** **Building a Discourse Community through quotation café lesson revisions uploaded (UGs and MEDs)**

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 Student Grievance Procedures The rights and responsibilities of faculty and students are described in the University's Academic Integrity Guidelines
at: https://www.provost.pitt.edu/academic-integrity-guidelines

The purpose of the guidelines 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 their 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 Dr. Sheila Conway, TLL Student Liaison.
4. If needed, the student should next talk to the SOE associate dean of students (currently Dr. Andrea Zito).
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 (currently Dr. Andrea Zito).

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 24 hours in advance of the due date.*
- **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