

University of Alaska Anchorage
School of Education
3211 Providence Drive
Anchorage, Alaska 99508-8269

ED 571.803
Alaskans for Language Acquisition (AFLA) Fall 2021 Conference

1 Credit, Graded A-F
Fall 2021

Course Sponsor: Anchorage School District World Languages Department

Instructor: Brandon Locke

Contact Information

Address: Anchorage School District, World Languages Program
5530 East Northern Lights Boulevard
Anchorage, AK 99504

Telephone: 907.742-4848

FAX: 907.742-4581

Email address: Locke_Brandon@asdk12.org

Course Meeting Information

Location: Virtual/Online

Start and End Date: September 24-26, 2021

Class Day(s) & Time(s): Friday, September 24, 2021, 6-8pm
Saturday, September 25, 2021 8-6pm

Final Paper Due: October 15, 2021

Course Description: This weekend workshop will provide second language educators as well as administrators, specialists, and ELL teachers from across the state the unique opportunities to learn from nationally recognized experts in the field of second language education. Participants will explore practical applications to support student achievement in the second language classroom.

Intended Audience: Second language educators

Enrollment Restrictions: None

Course Prerequisite/Co-requisites: None

Alignment with School of Education Vision, Mission, and Conceptual Framework:

We believe that the preparation and support of professional educators is the shared responsibility of the University of Alaska Anchorage and our partners, and that our programs must evolve dynamically in response to unique community needs, research, and continuous program assessment. This PACE course is designed to meet a professional development need in response to our partner school districts and professional organizations. The course fits

within the mission of the UAA School of Education as we encourage lifelong learning to meet the challenges of a rapidly changing world.

Link to Standards for Alaska Teachers:

This professional development effort is rooted in the fundamentals of the standards for Alaska Teachers. It is offered to encourage and support practicing educators in attaining, maintaining, or surpassing the standards that, as stated in Standards for Alaska’s Teachers, “define the skills and abilities our teachers and administrators need to possess to effectively prepare today’s students for successful lives and productive careers.” (Mike Hanley, <http://www.eed.state.ak.us/standards/pdf/teacher.pdf>)

Course Design:

- a. Requires 15 contact hours and an average of approximately 30 hours of engaged learning outside of class.
- b. Does not apply to any UAA certificate or degree program.
- c. No UAA lab and/or materials fees beyond standard charges.
- d. This course is based upon the collegial sharing, collaboration, and support of the participants and facilitator as a community of learners. Course activities will include common readings and group discussions, collective learning processes, peer coaching/mentoring, and reflective practices.

Instructional Goals and Defined Outcomes:

RESEARCH BASED THEORY/PRINCIPLES/PRACTICES/TRENDS (CONTENT)

- 1.0 Instructional Goal:
Explore the research-based principles and basic structure of the second language acquisition within a communicative framework that encompasses the building of community and culture through language and literacy.

Defined Outcome:

- 1.1 Participants will examine key elements of a student-centered, communication-based world language classroom.
- 1.2 Participants will describe the relevancy of the key elements to their experiences, classroom practices, and students’ needs.

THEORY INTO PRACTICE (APPLICATION)

- 2.0 Instructional Goal:
Provide a collaborative venue for participants to participate in collegial discussion, actively participate in hands-on workshops, and reflect on their current instructional practices.

Defined Outcome:

Participants will examine the strengths and challenges associated with world language instruction, and through a reflective lens, develop a plan to ensure that lessons are formed around the 5 C’s, focusing on communication and student engagement.

REFLECTION ON THEORY INTO PRACTICE (REFLECTION)

- 3.0 Instructional Goal:
Engage participants in “in-action” and “on-action” reflective examinations of the theories, their implemented practices, and the outcomes.

Defined Outcome:

Participants will analyze and reflect upon the principles and strategies of world language programs, their application in the classroom, the outcomes of the implementation, and the implication for future direction in the classroom, as well as professional learning needs.

RELATIONSHIP TO STANDARDS

4.0 Instructional Goal:

Familiarize participants with the district, state, and national standards addressed by the strategies and concepts presented.

Defined Outcome:

Participants will identify the standards met by implementing the strategies for world language classrooms.

Writing Style Requirements:

Participants' writing will reflect the clarity, conciseness, and creativity expected of post-baccalaureate certificated educators.

Attendance and Make-up Policy:

Participants are expected to actively and collegially participate in all classes as a contributing member of a learning community. Attendance at every session is, therefore, very important and make-up for missed classes will be approved by the instructor on an exception basis only.

Course Assignments, Assessment of Learning, and Grading System:

Course grading will be A-F based upon the following. Models and rubrics will be provided for each assignment.

a. Participation and Collegial Support 50%

Participants will be expected to actively and collegially participate in discussions, activities, and other process experiences during the seminars and group sessions

b. Reflective Paper 50%

Participants will submit a two-page reflection paper incorporating 2-3 key elements from the conference sharing how those elements may be utilized in the World Language classroom. Specific example should be included based upon active participation and attendance at the conference.

Quality of Work

Reflective Papers will be graded for quality as follows:

"A" work goes beyond the assignment in originality, scholarship or critical thinking; excellent in all aspects.

"B" work is complete, comprehensive, and well prepared; clearly indicates that considerable time and intellectual effort was expended in preparing the assignment.

"C" work is average; completed as requested, on time, and in appropriate format.

"D" work is below average; incomplete or chronically late; in inappropriate format; does not meet course standards, shows limited effort and understanding.

“F” indicates that the student has not met the guidelines for “A-D” work.

Abbreviated Course Calendar/Schedule:

Friday, September 24, 2021:

- Welcome Keynote, General Membership Meeting (6-8:30pm)

Saturday, September 25, 2021:

- Morning Sessions (Block A and B) (8-10am)
- Language Chats (10-11am)
- Workshop with Dr. Jacque VanHouten (11-12:30pm)
- Lunch (12:30-1:30pm)
- Afternoon Sessions (Block C and D) (1:30-3:30pm)
- Roundtable Discussions (3:30-4:20pm)
- Town Hall: Focus on Advocacy (4:30-5:00pm)
- Kahoot! With Etienne Langois (5-5:30pm)

Sunday, September 26, 2021:

- On-Demand Sessions (8-11am)

***Final paper/project due: October 15, 2021 (submit via email to Brandon Locke)**

Related Professional Organizations:

ACTFL - American Council on the Teaching of Foreign Languages (national organization)

PNCFL - Pacific Northwest Council for Languages (regional affiliate)

Course Texts, Readings, Handouts, and Library Reserve:

Content References:

Clementi, D. & Terrill, L. (2016). *The keys to planning for learning: Effective curriculum, unit, and lesson design*, Second Edition. Alexandria, VA: The American Council on the Teaching of Foreign Languages.

Curtain, H. & Dahlberg, C. A. (2015). *Languages and Learners: Making the match*, Fifth edition. Boston: Pearson.

Hamilton, H. E., Crane, C., & Bartoshesky, A. (2005). *Doing foreign language: Bringing Concordia Language Villages into language classrooms*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Shrum, J. L. & Glisan, E.W. (2016). *Teacher's handbook: Contextualized language instruction*, Fifth edition. Boston: Heinle & Heinle.

World-readiness standards for learning languages, 4th Edition. (2015). Alexandria, VA: American Council on the Teaching of Foreign Languages.

Standards References:

Alaska Native Knowledge Network. (1998). *Alaska standards for culturally responsive schools*. Fairbanks, AK: University of Alaska Press.

American Council on the Teaching of Foreign Languages. (2014). *World-readiness standards for learning languages, 4th Edition*. Alexandria, VA.

State of Alaska Department of Education and Early Development. (1997). *Standards for Alaska teachers*. Juneau, AK: Author.

State of Alaska Department of Education and Early Development. (2006). *Content standards for Alaska students*. Juneau, AK: Author.

State of Alaska Department of Education and Early Development. (1999). *Performance standards for Alaska students*. Juneau, AK: Author.

Course Policies:

Incomplete Grades

Due to the nature of this course, grades of incomplete will not be permitted.

ADA Policy

The provision of equal opportunities for students who experience disabilities is a campus-wide responsibility and commitment. Disabilities Support Services (DSS) is the designated UAA department responsible for coordinating academic support services for students who experience disabilities. To access support services, students must contact DSS (786-4530 or 786-4536 TTY) and provide current disability documentation that supports the requested services. Disability support services are mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Additional information may be accessed at the DSS Office in RH 105 or on-line at www.uaa.alaska.edu/dss.

Academic Dishonesty Policy

Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that are their own. Cheating plagiarism, and other forms of academic dishonesty are defined as the submission of materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Academic dishonesty is defined further in the "student Code of Conduct." In addition to any adverse academic action that may result from the academically dishonest behavior, the University specifically reserves the right to address and sanction the conduct involved through student judicial review procedures and the Academic Dispute Resolution Procedure specified in the University catalog.

Professional and Ethical Behavior

University of Alaska Anchorage School of Education students are expected to abide by the State of Alaska Code of Ethics of the Education Profession and professional teaching standards as they concern students, the public, and the profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A

violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of teaching certification.

Non-Discrimination Policy

The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at www.alaska.edu/nondiscrimination.

Technology Integration

University of Alaska Anchorage School of Education students are expected to (a) demonstrate sound understanding of technology operations and concepts; (b) plan and design effective learning environments and experiences supported by technology; (c) implement curriculum plans that include technology applications in methods and strategies to maximize student learning; (d) facilitate a variety of effective assessment and evaluation strategies; (e) use technology to enhance productivity and professional practice; and (f) understand the social, ethical, and human issues surrounding use of technology in PreK-12 schools and apply those principles in practice.