

GROUP THEORY LESSON (Total /16 Course weight: 15%)

Prepare and teach a short lesson for your colleagues about one theoretical topic related to second language teaching and learning. Read and synthesize the supporting documents provided, and add any other material or researched information which is pertinent. Design a lesson which imparts the "big ideas" of your topic, e.g., via a classroom simulation, overhead presentation of key points, role-play, exploration of related materials, combination of techniques, etc. Be creative and involve your colleagues as students!

Peer evaluation will be considered in group mark - equally distributed among group members.

Each bullet in this column =1 pt.

Each bullet = 2 pts.

Each bullet = 3 pts.

Each bullet = 4 pts.

Criteria	Level 1- Developing Not yet within expectations	Level 2 - Basic Meets expectations	Level 3 - Proficient Fully meets expectations	Level 4 - Strong Exceeds expectations
Design a lesson which imparts one theoretical topic related to 2nd lang. teaching and learning.	•understanding of the topic is evident but may not be clearly presented	•understanding of the topic is evident	•understanding of the topic is clearly demonstrated	•understanding of the topic is expertly demonstrated
Prepare and deliver lesson segment with attention to pacing, clarity, audience interest, progression and student involvement.	•evidence of preparation •lesson activities may lack some of stated elements	•evidence of practice and preparation •logical progression of lesson activities	•evidence of significant preparation & practice •effective compilation of lesson activities	•evidence of extensive preparation & practice •insightful compilation and seamless progression of lesson activities
Include at least 1 activity which allows colleagues to experience (& hopefully understand and remember) your topic.	•activity chosen shows effort to allow colleagues to experience an element of the topic	•activity chosen allows colleagues to experience an element of the topic	•activity chosen allows colleagues to experience an important element of the topic	•activity(ies) chosen allow(s) colleagues to fully experience an important element of the topic

ATTENDANCE/PARTICIPATION (Total /6 Course weight: 15%)

Attend and participate in all classes--barring extraordinary circumstances (discussed with instructor).

Each bullet in this column=1 pt.

Each in this column= 2 pts.

Each in this column= 3 pts.

	Level 1- Developing Not yet within expectations	Level 2 - Basic Meets expectations	Level 3 - Proficient Fully meets expectations
Attend classes.	•present in all but 2 of classes (with completion of make-up assignment) x 2	•present in all but one class x 2	•present in all classes (or miss 1 class due to an emergency <i>or</i> after providing advance notice about an unavoidable absence) x 2
Participate in class activities.	•participates in most class activities	•participates in all class activities	•participates fully in all class activities

DEMONSTRATION TEACHING LESSON (Total /32 Course weight: 25%)

Prepare and teach a short lesson highlighting one communicative second language teaching element from among those presented in the course, for example, using songs and chants, facilitating student-student interaction, use of authentic documents, incorporating action and mime, etc. The lesson should clearly demonstrate the value or application of the second language teaching element you have chosen. Your demo lesson will be 15 minutes long, so you will present only one part of the overall lesson plan.

Conduct the lesson segment as if the class members are the target student group, for example, grade 7 core French or gr. 11 Intro Spanish. Instructions or prompts should be given in the target language as much as possible. Comments for colleagues, e.g., lesson info., teaching ideas and other asides may be given in English.

Produce a lesson plan, comprising lesson objectives, target group info., materials, procedure, evaluation and extension ideas. It should be photocopied or e-mailed to class members -- ideally a class set for all on the day of your lesson. **Goal: teachers should be able to replicate your lesson.**

(I need a copy of your plan the day of your lesson.)

Each bullet in this column =1 pt.

Each bullet = 2 pts.

Each bullet = 3 pts.

Each bullet = 4 pts.

Criteria	Level 1- Developing Not yet within expectations	Level 2 - Basic Meets expectations	Level 3 - Proficient Fully meets expectations	Level 4 - Strong Exceeds expectations
Design a lesson to demonstrate one communicative language teaching element or strategy	•element / strategy is evident but may not be clearly presented	•element / strategy is evident	•element / strategy is clearly demonstrated	•element / strategy is expertly demonstrated
Include necessary lesson plan elements: objectives, teaching notes/procedure. (Only part of lesson pre-sented in the demo lesson.)	•most lesson components included in plan	•all lesson components included in plan	• all lesson components included with some extra details and/or planning	•all lesson components included, with extra details and expert planning
Provide evaluation and extension ideas in the lesson plan.	•partial coverage of evaluation and extension ideas	•attention given to evaluation & extension ideas	• evaluation & extension ideas are well designed and thorough	• evaluation & extension ideas are thoughtful and comprehensive
Include material sources & suggested teacher language (egs. in target language). Lesson may be replicated.	•incomplete material sources or teacher language	•material sources incl., some teacher language	•material sources incl., appropriate teacher lang.	•material sources incl., effective teacher language
Prepare and deliver lesson segment with attention to pacing, clarity, progression, and student involvement.	•evidence of preparation •logical progression of lesson activities •some evidence of modelling & explanation	•evidence of practice and preparation •logical progression of lesson activities •modelling/explanation are fairly effective in reducing ambiguity	•evidence of significant preparation & practice •effective progression of lesson activities •modelling/explanation are effective in reducing ambiguity & maximizing student involvement	•evidence of extensive preparation & practice •seamless progression of lesson activities •modelling/explanation preclude ambiguity and facilitate maximum student involvement
Use target language appropriately, e.g., for a gr. 7 core French class.	•some use of target language during lesson	•appropriate use of target language during lesson (may include pronunciation glitches	•effective use of target language during lesson (may include some pronunciation glitches	•excellent use of target language throughout lesson

EVALUATION RUBRIC (Total /26 Course weight: 25%)

Prepare an evaluation rubric for one project or product. It should reflect the content and format outlined in the B.C. Core French (or other target language) I.R.P., that is, key objectives and their link to the provincial learning outcomes, specific evaluation criteria and performance standards.

Include oral and written component(s) for the project, each of which provides opportunity to demonstrate progress in relation to specific criteria and performance standards.

Each bullet in this column=1 pt.
(2nd bullet has double weight)

Each in this column= 2 pts.
(2nd bullet -double weight)

Each in this column= 3 pts.
(2nd bullet -double weight)

Each in this column= 4 pts.
(2nd bullet -double weight)

Criteria	Level 1- Developing Not yet within expectations	Level 2 - Basic Meets expectations	Level 3 - Proficient Fully meets expectations	Level 4 - Strong Exceeds expectations
State key objectives and their link to provincial IRP learning outcomes.	•most learning outcomes and key objectives are present	•learning outcomes and key objectives are clear	•learning outcomes, key objectives are very clear	•learning outcomes, key objectives are exception-ally clear
State specific criteria and 4 levels of performance for the product/project.	•specific criteria and performance standards are present x2	•specific criteria and performance standards are clear x2	•specific criteria, performance standards are very clear x2	•specific criteria, performance standards are exceptionally clear x2
Describe specific, measurable products or behaviours for stated grade level.	•most products and behaviours match desired learning outcomes and objectives	•logical products & behaviours which match learning outcomes, objectives and criteria	•logical products and behaviours which clearly match learning outcomes, objectives and criteria	•products and behaviours are highly effective measures of desired outcomes, objectives, criteria
State criteria & expectations for students and/or parents.	•somewhat informative for students and parents	•most language is clear for students and parents	•clear language for students and parents	•exceptionally clear language (no ambiguity) for students or parents
Describe expectations for stated grade level.	•appropriate, for the most part, for stated grade level	•appropriate for the stated grade level	•very appropriate criteria and standards for stated grade level	•highly appropriate criteria and standards for stated grade level
Identify grade level (Core/Immersion) and total possible score.	•one element present	•both elements present		

WEB QUEST (Total /18 Course weight: 20%)

Create a WebQuest to support second language learning. Its intended audience may be students, e.g., a quest for information, exploration of cultural topics, etc., or its audience may be teachers, e.g., a language learning issue or controversy, an exploration of resource sites, etc. The WebQuest is driven by an overarching question or goal, provides tasks and options for the participant and evaluates performance with at least one criteria-based rubric.

Each bullet in this column =1 pt.

Each bullet = 2 pts.

Each bullet = 3 pts.

Each bullet = 4 pts.

Criteria	Level 1- Developing Not yet within expectations	Level 2 - Basic Meets expectations	Level 3 - Proficient Fully meets expectations	Level 4 - Strong Exceeds expectations
Design a WebQuest for second language students or teachers .	•minimally interesting or appropriate experience for intended audience •few or no graphic elements; no variation in layout	•somewhat interesting and appropriate experience for audience •few graphic elements; some variation in type, size, colour, layout.	•interesting and appropriate experience for intended audience •variety of graphic elements, variation in type, size, colour, layout	•exceptionally well designed experience for intended audience •appealing graphic elements which enhance the overall learning experience
Identify intended audience and level (Core/Immersion)	•intended audience is identified	•intended audience & level identified		
Include the following: -an introduction -guiding questions -a task/project -resources (e.g., site links) -evaluation rubric(s) -conclusion	•some sections may be missing or incomplete •some sections may not be clearly stated and cause confusion for participant	•tasks/questions/project and 1 other section are complete •most sections make sense and may be followed by the participant	•tasks/questions/project and 2 other sections are complete •all sections make sense and may be followed by the participant	•all sections are included and complete •each section is clearly stated, organized and guides the participant

RATING SCALE: GROUP PRESENTATION

Names of presenters:

Topic: _____ Date: _____

Criteria:

	Powerful	Capable	Developing	Beginning
	4	3	2	1
• produced an introduction which was focused and appropriate				
• showed evidence of careful planning				
• demonstrated an understanding of the concepts				
• imparted the "big ideas" of the theoretical material				
• captured and maintained our interest				
• included a variety of techniques for imparting information				
• allowed us to experience (even very briefly) an essential part of topic				
• demonstrated effective verbal and non-verbal communication skills				
• presented a logical conclusion which recapped big ideas				
• involved all group members equally				

Overall Rating: 4 3 2 1
(average of 10 marks)

Comments and Suggestions:
