

EDCI 427  
TEACHING FOREIGN (a.k.a. **WORLD**) LANGUAGES  
IN SECONDARY SCHOOLS  
Department of Curriculum and Instruction

**TENTATIVE  
SYLLABUS**

**07/08/09**

QuickTime™ and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.



College of Education, Purdue University  
Fall 2009  
MWF 2:30—BRNG 1255  
MWF 11:30—computer recognition of your field experience hours

Instructor: Patricia Love Staver, Ed.D.  
Office: BRNG 4166  
Phone: 765-494-2357 office  
765-474-7430 home  
765-543-4458 cell  
E-mail: pstaver@purdue.edu  
Office Hours: Monday, Wednesday 3:30 to 4:30

Regarding office hours: you are welcome to come or call at other times, but the chances of finding me are greatest during the stated times. You should also know that various meetings and observations occasionally occur during my regular office hours, so I may not always be in the office during stated times. If you miss me or find me busy, it would be wise to call or e-mail to make an appointment.

### **COURSE OVERVIEW**

This methods course and the accompanying field experiences are designed to assist you in the process of becoming a skilled professional who can teach world language(s). You will develop an understanding of language pedagogy through focusing on current theory/practice. This class will concentrate on the practical aspects of language teaching; however, discussion of language teaching is incomplete without consideration of the theories behind second language acquisition and learning. Therefore, although we will concentrate on pragmatics, theory will also be considered. An exciting part of this course will be the practical work you will be doing in the schools.

Areas of emphasis include planning and organization, learner characteristics, management and discipline, and assessment and evaluation, as well as particular areas of content methodology, for example teaching introductory vocabulary, teaching culture, and teaching grammar. Short-term and long-term planning will be practiced. The accompanying field experiences will coordinate the course work of EDCI 427 with an approximation of some real world experiences as students practice a variety of methods in small group microteaching sessions and visit/observe/assist in real, live secondary classrooms. In short, this course is designed to continue the professional training of terrific novice teachers of languages!

### **THE COLLEGE OF EDUCATION MISSION STATEMENT AND CONCEPTUAL FRAMEWORK**

The mission of the School of Education is to serve the citizens of Indiana, the nation, and the world through discovery, learning and engagement. The School of Education is committed to creating knowledge in education and related fields; developing exemplary learning experiences for aspiring teachers, counselors, administrators, researchers, scholars, and those who pursue careers in the private sector; and contributing to the welfare and advancement of human society through education. Thus, the teacher candidate will demonstrate skills in the following areas described in the latest synopsis of our conceptual framework: Academic content and Evidence-based practice as well as:

- **Understand** individual development of students
- **Focus** on the learner, assess growth & outcomes
- **Teach** effectively, integrating content & pedagogy
- **Adapt** instruction to diverse learners
- **Apply** current and emerging technologies
- **Engage** in early and articulated field experiences
- **Collaborate** with teachers, parents & community
- **Commit** to diversity

**PROFESSIONAL STANDARDS:**

Course outcomes and objectives are based on the many standards we must meet as world language educators. These include the INTASC standards used by the College of Education, the Indiana Standards for the Teachers of World Languages, and ACTFL standards. Please read below to see what is expected of us.

INDIANA STANDARDS FOR TEACHERS OF WORLD LANGUAGES

Standard #1: Teachers of foreign languages understand the goals, purposes, and instructional approaches of foreign language education as they are continuously developing in the United States.

Standard #2: Teachers of foreign languages understand how a foreign language is learned and can create learning experiences for all students in order for them to become successful language learners.

Standard #3: Teachers of foreign languages can communicate fluently in the foreign language and understand the culture(s) in which the language is used.

Standard #4: Teachers of foreign languages are reflective practitioners who continually evaluate the effects of their choices and actions on students, parents, colleagues, and the community and who actively seek out opportunities to grow professionally.

Standard #5: Teachers of foreign languages foster positive relationships with colleagues, parents, and the larger community to support students' learning and well-being.

Standard #6: Teachers of foreign language seek opportunities for students to use the language outside the classroom, in their future careers, and as lifelong learners.

Standard #7: Teachers of foreign languages understand how a foreign language is connected to other disciplines and provide opportunities for their students to develop an understanding of these connections.

Standard #8: Teachers of foreign languages foster an appreciation of cultural and ethnic diversity.

Standard #9: Teachers of foreign languages understand that learning another language enhances students' understanding of their own language and culture.

Standard #10: Teachers of foreign languages understand and use formal and informal assessment strategies to evaluate and ensure the ongoing intellectual and social development of the learner.

INTASC STANDARDS FOR BEGINNING FOREIGN LANGUAGE TEACHERS

Here are summary statements of the Interstate New Teacher and Support Consortium standards for beginning world language teachers. It is essential that you consider each principle and understand how the principles apply to beginning teacher experiences and what we do in this course to help you in your preparation to become an excellent, exceptional teacher of world languages.

<p><b>Principle #1: Content Knowledge.</b> Language teachers are proficient in the language they teach. They understand language as a system, how students learn a language, and how language and culture are linked. They are knowledgeable about the cultures of the people who speak the language. Using this knowledge, they create learning experiences that help students develop language proficiency and build cultural understanding.</p>	<p>EDCI 427 students are familiar with Indiana's Academic Standards for learners of world languages. Course materials /activities stress theories of language learning.</p>
<p><b>Principle #2: Learner Development.</b> Language teachers understand how students learn and develop and can relate this to their development of language proficiency and cultural understanding. They provide learning experiences that are appropriate to and support learners' development.</p>	<p>EDCI 427 students have field experiences in high schools where they observe, write lesson plans, engage in school activities, and deliver instruction, guided by faculty mentors.</p>

<b>Principle #3: Diversity of Learners.</b> Language teachers understand how learners differ in their knowledge, experiences, abilities, needs, and approaches to language learning, and create instructional opportunities and environments that are appropriate for the learner and that reflect learner diversity.	EDCI 427 students apply the Purdue University Teacher Education conceptual framework for undergraduate teacher preparation students.
<b>Principle #4: Instructional Strategies.</b> Language teachers understand and use a variety of instructional strategies to help learners develop language proficiency, build cultural understanding, and foster critical thinking skills.	EDCI 427 students demonstrate methods of teaching TL, use relevant resources, and include teacher modeling of and planned student use of technology.
<b>Principle #5: Learning Environment.</b> Language teachers create an interactive, engaging, and supportive learning environment that encourages student self-motivation and promotes their language learning and cultural understanding.	EDCI 427 students create interactive lesson plans, projects, and activities as well as design an initial classroom management plan.
<b>Principle #6: Communication.</b> Language teachers use effective verbal and non-verbal communication, and multi-media resources, to foster language development and cultural understanding.	EDCI 427 students apply language learning techniques such as TPR and active learning, and they distinguish between structured input and output.
<b>Principle #7: Planning for Instruction.</b> Language teachers plan instruction based on their knowledge of the target language and cultures, learners, standards-based curriculum, and the learning context.	EDCI 427 students write pedagogically relevant lesson plans, both short term and long term.
<b>Principle #8: Assessment.</b> Language teachers understand and use a variety of assessment strategies to monitor student learning, to inform language and culture instruction, and to report student progress.	EDCI 427 students plan appropriate strategies to monitor student learning, writing traditional assessment documents (diagnostic, formative, and summative) and authentic assessment rubrics.
<b>Principle #9: Reflective Practice and Professional Development.</b> Language teachers are reflective practitioners who continually evaluate the effects of their choices and actions on others and who actively seek out opportunities to grow professionally.	EDCI students keep a reflective journal in which in meaningful entries they focus on their observations and reactions to their own instruction as well as others' teaching,
<b>Principle #10: Community.</b> Language teachers foster relationships with school colleagues, families, and agencies in the larger community to support students' learning and well being.	EDCI students are expected to attend at least one professional world language conference to exchange ideas and to initiate statewide networking.

## CONTENT STANDARDS

In addition to professional standards of what we must demonstrate as professional teachers of world languages, there are content standards; these are the content students must learn and be able to demonstrate. These were developed by our national organization, the American Council on the Teaching of Foreign Languages (ACTFL) and are called the five Cs by practitioners. Please memorize the five Cs in order. They are as follows:

Communication

Cultures

Connections

Comparisons

Communities



On the next page you will find the new Indiana content standards linked to each one of ACTFL's 5 Cs in a summary chart. The full-text document will be your guide to what and how you will teach; please visit the site to download the full list of standards with benchmarks for grades 9 through 12 and the rationale. Please note that for EDCI 427 you probably will use the high school sequence, but for EDCI 490, the spring methods course, we will use the K-12 sequence. <http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx>

**CONTENT STANDARDS  
COMPARISON CHART  
2007**

	<b>ACTFL National Standards</b>	<b>New Indiana World Language Standards</b>
<b>Communication</b>	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	Standard 1: Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)
	Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.	Standard 2: Learners interpret written and spoken language on a variety of topics. (Interpretive)
	Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	Standard 3: Learners present to an audience of listeners or readers on a variety of topics. (Presentational)
<b>Cultures</b>	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	Standard 4: Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.
	Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	
<b>Connections</b>	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.	Standard 5: Learners use the target language to expand their knowledge of and make connections among multiple content areas.
	Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	Standard 6: Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.
<b>Comparisons</b>	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	Standard 7: Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.
	Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	
<b>Communities</b>	Standard 5.1: Students use the language both within and beyond the school setting.	Standard 8: Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.
	Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	

## **SPECIFIC COURSE OBJECTIVES**

The specific behavioral/instructional/performance objectives listed below are organized following the four domains identified in Charlotte Danielson's A Framework for Teaching, second edition, 2007.

By the end of EDCI 427, the student will proficiently (i.e., with at least 80% accuracy):

### Domain One--Planning and Preparation

- discuss the "place" of language instruction in the overall curriculum;
- create a persuasive brochure about the importance of language study;
- answer questions about language theories, techniques, and pedagogy;
- describe different techniques of foreign language instruction;
- plan activities to address different learning and MI styles (a.k.a. differentiation);
- evaluate materials/textbooks;
- begin a file of resources, e.g., bulletin board ideas, TPR sets, games, songs, and purchase order;
- distinguish between goals and objectives and write examples of each;
- write a syllabus;
- write a thematic unit plan;
- write goals and objectives
- design engaging learning activities;
- write lesson plans;
- create a graphic organizer;
- write quizzes and tests;
- create an authentic task and a rubric to score it
- design a grading system;
- create PowerPoint presentations about a cultural point;
- write a year-long plan;

### Domain Two--Classroom Environment

- interact respectfully with students;
- communicate expectations for learning and achievement;
- prepare a classroom management plan;
- design an ideal classroom and write a rationale for the structure;

### Domain Three--Instruction

- use correct, standard professional target language and English;
- use different techniques of language teaching;
- teach microteaching lessons (entirely in target language);
- teach a culture microteaching lesson (in English with TL support);
- teach mini-lessons in the secondary school (vocabulary, grammar, culture);
- operate an overhead projector, camcorder, videocassette recorder, document camera, and other instructional technology;

### Domain Four--Professional Responsibilities

- reflect on experiences and observations in the secondary classroom;
- prepare for parent/teacher conferences;
- evaluate his/her teaching performance in microteaching lessons and actual lessons in the secondary classroom by reacting to, reflecting on, and critiquing instruction; and
- demonstrate professional behaviors.

## **ESSENTIAL QUESTIONS**

Throughout the course, continually ask yourself the following essential questions about teaching world languages:

- What is the central act of teaching?
- How do effective teachers plan so that all students will learn?
- How does assessment frame instruction?
- What techniques, strategies, and methodologies promote student learning?
- How do effective teachers manage classrooms to create positive learning environments?
- How does assessment help students learn?
- How do teachers improve their instruction?

Ask yourself these questions in terms of what effective experienced teachers do AND in terms of what YOU will do as a novice teacher.



## TEXTBOOKS

Our methods courses use a great many resources and I know these texts are very expensive, but remember these are “keepers” because you are beginning to build your professional teaching library. Your notebooks, notes, activities, projects from this course and others will complement these published texts, if you will but use them.

### REQUIRED: (ALL LANGUAGES)

Scarpaci, Richard T. Resource Methods for Managing K-12 Instruction: A Case Study Approach. Boston: Pearson (Allyn & Bacon), 2009. ISBN: 978-0205522187

Shrum, Judith and Eileen W. Glisan. Teacher’s Handbook: Contextualized Language Instruction. 3<sup>rd</sup> ed. Boston: Heinle, 2005. ISBN: 1413004628

Wong, Harry K. and Rosemary T. Wong. The First Days of School: How to Be an Effective Teacher. Mountain View, CA: Harry K. Wong Publications, Inc., 2004. ISBN: 0962936065

### ONLINE

Is This a Trick Question? A Short Guide to Writing Effective Test Questions. To write quizzes, tests, exams, and rubrics, you will need to download and print the following document:

[www.kcterc.org/LinkClick.aspx?link=Publications/TrickQuestion.pdf&tabid=56](http://www.kcterc.org/LinkClick.aspx?link=Publications/TrickQuestion.pdf&tabid=56)

Including All Students. You will also need to refer occasionally to this document to detail strategies for working with students with special needs.

[http://www.kcterc.org/Publications/Including\\_All\\_Students/tabid/88/Default.aspx](http://www.kcterc.org/Publications/Including_All_Students/tabid/88/Default.aspx)

### FOR FRENCH TEACHERS-IN-TRAINING:

Morton, Jacqueline. English Grammar for Students of French: The Study Guide for Those Learning French, 5<sup>th</sup> ed. Ann Arbor, MI: Olivia & Hill Press, 2002. ISBN: 093403432X (or newest edition)

### FOR GERMAN TEACHERS-IN-TRAINING:

Zorach, Cecile and Charlotte Melin. English Grammar for Students of German, 4<sup>th</sup> ed. Ann Arbor, MI: Olivia & Hill Press, 2001. ISBN: 0934034311 (or newest edition)

### FOR SPANISH TEACHERS-IN-TRAINING:

Spinelli, Emily. English Grammar for Students of Spanish: The Study Guide for Those Learning Spanish, 5<sup>th</sup> ed. Ann Arbor, MI: Olivia & Hill Press, 2003. ISBN: 0934034338 (or newest edition)

## RECOMMENDED

Kendris, Theodore N. and Christopher Kendris. 501 French Verbs, 5<sup>th</sup> ed. New York: Barron's Educational Series, 2003. ISBN: 0764124293 (any edition)

Kendris, Theodore N. and Christopher Kendris. 501 Spanish Verbs: Fully Conjugated in All the Tenses in A New Easy-To-Learn Format Alphabetically Arranged, 5<sup>th</sup> ed. New York: Barron's Educational Series, 2003. ISBN: 0764124285 (any edition)

Strutz, Henry. 501 German Verbs, 3<sup>rd</sup> ed. New York: Barron's Educational Series, 1998. ISBN: 0764102842 (any edition)

Manhard, Stephen. The Goof Proofer: How to Avoid the 41 Most Embarrassing Errors in Your Speaking and Writing. New York, NY: Fireside, 1999. ISBN: 978-0684838267

## OTHER RECOMMENDED TEXTS FOR YOUR PROFESSIONAL LIBRARY:

Curtain, Helena, and Carol Ann Dahlberg. Languages and Children--Making the Match: New Languages for Young Learners. New York: Longman, 2004. ISBN: 978-0205463718 (We will use this book in the spring methods course.)

Danielson, Charlotte. Enhancing Professional Practice: A Framework for Teaching. 2<sup>nd</sup> ed. Alexandria, VA: Association for Supervision and Curriculum Development, 2007. 78-1416605171

Sebranek, Patrick, Verne Meyer, and Dave Kemper. Writers INC: A Student Handbook for WRITING & LEARNING. Great Source Education Group, 2006. 978-0669529951

## COURSE NECESSITIES

### Required:

At least one 3-ring binder with a plastic sleeve on the front and seven to eight tabs

Computer, Blackboard enrollment, TaskStream enrollment, and e-mail

VHS or other size videotape (We will need to come to a decision about what kind of equipment to use.)

The beginnings of your professional wardrobe

Knowledge of your content area (FLEABAR and Praxis II) as well as excellent oral and written skills in English

Organizational skills

Bag or case to carry materials to school (avoid backpack for your public school visits)

Energy, Enthusiasm, and Hard Work!!!

### Suggested:

Three-hole punch—very useful

Posterboard, cardboard, or oak tag board for making flashcards

Collection of large drawings, photos, or clip art

Marking pens

Laminating film—if you can afford it



## SPECIAL ACCOMMODATIONS

If you have any reason, such as a physical or learning disability that will make it difficult for you to carry out the work as outlined or which will require academic accommodations, please make an appointment to speak with me during the first two weeks of the semester, so appropriate arrangements can be made.

Students with disabilities must be registered with Adaptive Programs in the Office of the Dean of Students before classroom accommodations can be provided. If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, please schedule an appointment with me as soon as possible to discuss your needs.

## CRITICAL ATTRIBUTES OF PERFORMANCE

As in any professional education sequence, there are critical attributes of performance; these become even more evident as you progress through the sequence of professional courses. These specific performances areas in World Language Methods are your TaskStream portfolio, microteaching, field experiences in the public schools, reflection, and professionalism. The critical attributes include but are not limited to:

full participation in planning your lessons,

full participation in the microteaching sessions,

full attendance and participation in class and field experiences,

professional manner, dress, language, and behavior.

**Unwillingness, inability, or failure to meet minimal requirements (at least 80%) in any of these areas, and others as indicated, may lead to failure in the entire course.**

I expect your best performance. In EDCI 427, you are continuing to learn the professional aspects of your craft, and your future students need excellent and **exceptional** teachers, not average or mediocre ones. I am available to help you in this journey, but you are expected to do the learning; this means your effort, study, persistence, and improvement must be continuous. Also note that any student who earns a grade of D or below in ANY professional course is NOT eligible to continue in the teacher education program.

## ACADEMIC HONESTY

On all assignments, examinations, or other course work undertaken by students in this class, the following pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized

aid on this academic work." Intellectual honesty is called for in this course as well as in all others at Purdue University. Plagiarism (copying someone else's work and calling it your own) and cheating are serious offenses. As teachers, we must exemplify the highest standards of ethical and professional behavior in our class preparation, attendance, and preparation of original work. It is my policy to issue a failing grade for plagiarism or cheating.

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, [University Regulations](#)] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

## **ATTENDANCE**

Class attendance is required. As a professional, you must demonstrate positive work habits, and if you are not in class, you will miss what we are doing. However, absences do occur for professional obligations or personal reasons. If you must miss class for any reason, call me in advance. Leave a message on my home voice mail no later than 7:00 a.m. the day of the class, AND at the office by 8:10 a.m. If you are absent more than two classes during the term, your grade may be lowered by 20 points for each subsequent absence. If there is any time that you do not let me know via e-mail or phone, your grade will be lowered by 10 points.

You are also expected to meet your public school obligations. If you are ill and will be unable to attend school, leave a message for your teacher before 8:00 A.M. Also leave messages on my cell phone (765-543-4458) or home phone (474-7430) by 7:00 A.M. and at school (494-2357) after 8:00 A.M.

Purdue University policy states that all students are expected to be present for every meeting of classes in which they are enrolled. All matters relative to attendance, including the make-up of missed work, are to be arranged between you and the instructor. Only the instructor can excuse you from classes or course responsibilities. In the case of an illness, accident, or an emergency, you should make direct contact with your instructor as soon as possible, preferably before the class. If the instructor cannot be reached directly a message should be left in the instructor's department mailbox or with the instructor's secretary. If you will be absent for more than five days, have not been able to reach the instructor in person or by telephone or through leaving notification of your circumstances with the instructor's secretary, you or your representative should notify the Office of the Dean of Students (765-494-1254) as soon as possible after becoming aware that the absence is necessary. Be advised, you may be asked to provide documentation from an authorized professional or agency that supports an explanation for your absence.

## **GENERAL INFORMATION ABOUT ASSIGNMENT PREPARATION**

Except for specified assignments, all papers and reports are to be prepared and saved on a computer. Consider these papers professional products.

For major assignments, you will receive a specific assignment sheet that describes the task and the requirements of the completed project. I do expect professionally prepared assignments! Unless directed otherwise, type every formal assignment and handwrite your name only on the back of the last sheet. Use a computer and save all your assignments; they will be re-collected at the end of the term. Please see me if you need computer assistance.

Mechanics (spelling, grammar, punctuation) "count!" Please use MLA style for grammar, mechanics, and citations—available on OWL. See me if you need help in written English; I deduct for errors! For all typed work, 90% of the score is for content and 10% is for preparation (writing, organization, proofreading, mechanics, following directions). Unless directed otherwise, use 1" margins. You may justify if you wish, but you are not required to do so. Use a size 10 sans-serif font, such as Arial, Helvetica, Geneva, or Verdana. Proofread!!!

## **IMPORTANT INFORMATION ABOUT DUE DATES (Caveat emptor!)**

Being able to juggle many tasks and responsibilities is an important teacher skill, and you will be juggling assignments in this course. Some assignments have fixed due dates, just as some tasks will have when you are a teacher. These assignments must be submitted at that time. If a required due date is missed, please turn in the assignment late. However, late assignments may result in a **grade reduction of 10%** of the total assignment points for each day the assignment is late. Other assignments may have flexible due dates, again just as you will have as a teacher. Avoid letting flexible-date assignments accumulate until the end of the term. I advise you to begin working on all assignments early in the semester. Please do NOT let your flexible-date assignments pile up until the last minute. You will then be so rushed that you will be unable to prepare a quality product. Not good!!!

## DAILY TASKS AND NOTEBOOK

Short assignments (readings, responses, and tasks) will be given throughout the term. Keep everything in a three-ring binder. You will probably need at least a 2 ½ to 3-inch notebook with a plastic sleeve on the front. This notebook will contain your journal entries, guided notes, and responses to assigned readings and class discussions. The entire notebook should also contain all the pages of the syllabus and any distributed assignment sheets (ivory) as well as specific assignment sheets (yellow). Some daily tasks may be handwritten **in ink** IF your handwriting is legible. The notebook should be brought to every class period as some items may be collected randomly during the semester.

Make a cover sheet for your binder including your teacher name, EDCI 427, Fall 2009 and slide the sheet into the plastic sleeve on the front. You will need eight or nine tabs for your notebook; follow this order when you assemble your notebook:

### COVER SHEET

self-score sheet—salmon  
pre-test—tan

I. Thematic unit plan (MAY BE IN SEPARATE BINDER IF YOU WISH)

II. Other Major Tasks

Why Study Brochure  
Syllabus  
Text Analysis  
Classroom Management Plan  
Year-Long Plan  
Materials File

III. Daily assignments

(resume, letter to CT, Entry 2, white pre-quizzes, midterm test--yellow, Entry 2, IFLTA/professionalism, Cornell notes, plus any other in-class activities in chronological order)

IV. Reflections

World language autobiography  
Microteach reflections 1 and 2  
TPRS observation reflection  
Final reflection paper—hard copy

V. Instruction

LPs for two microteaches and feedback received from Dr. Staver  
Lesson plans from the your field experiences lessons in chronological order  
Any teacher feedback received  
Any feedback from Dr. Staver

VI. Field Experiences

Purple time sheet—completed and totaled to total number of hours  
JEs in chronological order

THE FOLLOWING MAY BE IN SEPARATE BINDER IF YOU WISH:

VII. WL Info HOs (handouts)—usually white or gray, blue, pink

VIII. General course info

tan syllabus  
ivory assignment sheets  
yellow specific assignment sheets

IX. Addendum (if you wish to add “extras” from colleagues, cooperating teachers, etc. and/or your course notes.

The notebook (and your video) will be due at the end of the semester as will your TaskStream postings for a total value of 15 points.

## OVERVIEW OF MAJOR TASKS

Brochure Promoting the Study of World Languages 50 points

Language teachers must justify the existence of our programs. Therefore, this assignment is to provide you with ammunition for when you will have to justify the study of languages. In the previous decade, we were in a more accepting phase, but when funds became tight and the demands of NCLB more intense, the arts and language programs are frequently the first to be cut.

### Text Analysis

100 points

One of the skills a teacher in the field will need is to be able to assess materials. To that end, you will begin the term by studying and analyzing current secondary school language textbooks. You will need to read the books and know what is contained within the covers. Please check out a level one or two textbook from the TRC ASAP; try to use a teacher's edition. You will compare two different publisher's texts at the same level; Level I or II is suggested strongly. You will need to share texts with others in the class.

### Syllabus

100 points

Create a syllabus for your "someday class-to-be." This document should be for a Level I class. Set up the underlying structure for your future classroom, e.g. standards, goals, activities, assessment, rules, procedures, requirements.

### Classroom Management Plan

100 points

This assignment has several parts: design a floor plan and ambience for your ideal classroom, write a position paper in which you explain your philosophy of management, formulate your personal classroom management program, explaining how you plan to manage your future classroom, and prepare for parent/teacher conferences.

### Year-Long Plan

50 points

Block out 36 weeks using the 2009-2010 calendar of the school where you hope to student teach (if known). Allow for school holidays in your plan. Assign general topics. Pick one semester and write a more specific plan and even more specific for the first nine weeks. Include a wide variety of activities and approaches.

### Materials File

100 points

One reason the first few years of teaching are so challenging is that most new teachers begin teaching with few materials and little acquired information or documents and little, if any, funding. In an effort to help you to prepare for this, you will begin a collection of materials and teaching ideas, gathering information using a variety of sources and technologies: books, catalogues, the Internet, teachers in the field, and colleagues. Your file will include visuals/realia, Internet sites, purchase order, TPR sets, games, songs, and ideas appropriate to teaching secondary school world languages.

### Interdisciplinary Thematic Unit

250 points

You are expected to be a dispenser of knowledge about your target cultures as well the language itself. The implication is that you will be doing research and learning your entire professional life. To begin this process, you will write a thematic (not topical) unit plan. This unit may be text linked, but not text locked. You are to write a plan for a three-week unit for your hypothetical classroom. Include the rationale, objectives, brainstorming of and concept mapping, flow chart, and daily lesson plans. You will write standards, goals, objectives, calendars, as well as planned structured input and output, and prepare assessment instruments for the unit. In the unit, inductive and deductive grammar explanations will also be written. Classroom teachers often find that novice teachers are poorly prepared to teach grammar, even if they understand the grammar well themselves. (This is the **MAJOR** task of the course.)

### Microteaching

50 points

Prepare short lessons and deliver them to your colleagues. For the most part, these microteach lessons will be delivered entirely in the target language. Usually there are three to four microteaches during the term, but the number of students as well as class days are the determining factors. Formal lesson plans are required.

### Reflection Papers

50 points

These include your World Language Autobiography, Microteach Reflection Papers, and a final term reflection. You will review your videotape and peer comments, and write critical reflections of your instruction.

### Field Experiences

150 points

This category will include field trips as well as your work in the secondary school. You will need two periods during the public school day, twice each week, usually Monday/Wednesday or Tuesday/Thursday unless your school has a block schedule. Then you may need to go consecutive days. During this experience you will observe and assist. You will also teach at least three lesson segments or lessons and do a bulletin board or poster. If your cooperating teacher is willing, part of your culture lesson will include a short PowerPoint. Assessment of field experiences will be based on the number of hours spent in your classroom, observation and critiques of your instruction (by your cooperating teacher and Dr. Staver), weekly journal entries, your teacher's final assessment. We will probably be

in the schools beginning 09/14 or 09/21, depending on when the school has scheduled the ISTEP tests. Scheduling possibilities will be addressed the first week of class. The minimum number of hours in field experiences is 30.

Task Stream and Final Notebook

15 points

Your portfolio will consist of the major tasks done for the course. These will be entered on TaskStream as they are due. More details TBA.

Midterm Test

35 points

This exercise will be a check of the content you have internalized in the first section of the course. It will include a lot of recall (objective questions), but it will also include some of the higher-order thinking skills.

Final Exam

100 points

This exercise will be a culmination of the course. It will include some recall, but it will be mostly analysis and synthesis of what you have learned in methods.

**POINTS, SCORES, AND GRADES**

**Points** See yellow specific sheet directions for major tasks and ivory assignment sheets for daily tasks. Assessment instruments include progress checks, holistic scoring, quizzes, rubrics, checklists, rating scales, and a final exam. The chart below gives an overview of the tasks and their accompanying point values in the course.

Daily Tasks	50
Why Study	50
Text Analysis	100
Syllabus	100
Management Plan	100
Year-Long Plan	50
Unit Plan	250
Materials File	100

Microteaching	50
Reflection Papers	50
Field Experiences	150
TaskStream & Notebook	15
Midterm	35
Final Exam	100
<b>TOTAL POSSIBLE</b>	<b>1200</b>

Please remember that in addition to the major assignments, there will be reading assignments as well as other daily tasks. YES, this will be a very busy semester! Please do your best to avoid procrastination.

**Semester Grades**

Points	Grade	Description of Performance
1080 to 1200	A	Excellent, outstanding performance.
960 to 1079	B	Overall good performance although some areas need refinement.
840 to 959	C	Mediocre performance; many areas require refinement before entering the classroom.
720 to 839	D	Poor achievement indicating lack of comprehension or effort on tasks.

**Grading Scale**

Score	Grade on Task
90% and up	A
80% to 89	B
70% to 79	C
60% to 69	D

Purdue is now extending grades to plus/minus grades. If your total score is within two points higher or lower than the cutoff score, your work will be reviewed to determine the final grade. For example, if you have 1079 points (89%) but you have made steady progress during the term, the grade will be an A-. If, however, you have the same score but you have not progressed or your score on the final exam is not excellent, the final grade will be a B+. Please talk to me ASAP if you have questions about this procedure.

Any mark on a task below a 70% is unacceptable and MUST be redone. The highest grade you can obtain on a "re-do" is a B. However, please note that the "re-do" option will not be available indefinitely. Check with me for the final date for each assignment.

Please do not be offended when I mark up your papers. I believe it is my responsibility as a teacher, as it will be yours when you are teachers, to make corrections and suggestions. I may suggest ideas you have not considered, offer alternative options, or suggest a more professional style. I definitely will correct spelling and grammatical errors. On formal written assignments, 90% of the score is for content and 10% of the score is for preparation. Preparing well-written materials is CRUCIAL for all teachers. Therefore, if you receive a C or below (more than 9 mechanical or preparation errors) in the preparation grade on any assignment, you will need to re-do the work. Please see OWL or me if you need help with mechanics.

Preparation Points 10% of task score—calculated by number of errors counted.

# of Errors	=	Prep Score	
0 errors	=	10	A+
1-3 errors	=	9	A
4-6 errors	=	8	B
7-9 errors	=	7	C
10-12 errors	=	6	D

(and so forth in multiples of 3)

### **DUE DATES (VERY, VERY TENTATIVE)**

8/27	World Language Autobiography	11/7-11/8	IFLTA Conferences
8/29	Independent Study Day	11/10	IFLTA Report
9/3	Resume and Letter to CT	11/12	Entry 2.1
9/5	Why Study Brochure	11/14	Unit Plan
9/8 ->9/10	Micro 1	11/19	Final unit plan
9/10	Resume	11/21	Year-Long Plan
9/12 or 9/14	Micro 1 Reflection	12/1, 3, 5	Micro 3 TPRS
9/22	Syllabus	12/8	Culture PPTs
10/6	Textbook Analysis	12/12	Materials File
10/11	IFLTA Pre-registration Due	TBA	Final Exam
10/13	Fall Break	12/18	Final Reflection
10/15 & 10/17	Micro 2 & Management Plan		Notebook and TaskStream
10/20	Midterm Progress Check		

### **ORDER of CONTENT (TENTATIVE)**

Our schedule this fall will be a tentative one, subject to change based on the needs of the students, the availability of resources, and also the scheduling of professional development school activities. Please note that the order imposed is artificial because these topics interweave, loop, and mix together.

Introduction/invitation/engagement	Textbooks and materials
Why study world languages?	Syllabi
Evidence vs. opinion	Classroom management
Proficiency and context	Long-term planning
Standards and benchmarks	Unit planning—topical vs. thematic
Modes of communication—3 modes	Assessment—diagnostic, formative, summative
Language in the curriculum	traditional vs. authentic
Learning styles—Multiple intelligences	culture and <u>C</u> ulture—P,P,P
Contextual Factors	Grammar—inductive, deductive
Differentiation	TPRS
ESL/ELL/NEL considerations	Listening
Planning:	Pronunciation
Levels	Oral Proficiency
Objectives	Reading
Theory of Planning	Writing
Activities	Individualized instruction*
General method components	Gaming and simulation*      *only if time
Writing lesson plans	Final reflections

### **BECOMING A PROFESSIONAL**

It is crucial that you begin your professional attendance and networking with other teachers. To help you take this first step, attendance at "**World Languages: Connect to the Future**" the 2009 IFLTA Conference (Indiana Foreign Language Teachers Association) is required. No class on 11/07 for those who attend the meeting. See

me in reference to other classes you have on Friday or to access the request for scholarship form for registration costs.

November 7-8

Holiday Inn Select Airport

2501 South High School Road

Indianapolis, IN

Conference registration postmarked by October 11

Student registration

\$25

Luncheons

\$17 each

Hotel registration form due by October 16

**REMEMBER** you will need to have a commitment to teaching WORLD languages—beyond your own target language. This will be an intensive experience, so *¡Buena suerte! Bonne chance! Viel Glueck! und Buona fortuna!* During this semester, be careful to plan for rest, exercise, and time with friends too. Be sure to take time to smell the roses, enjoy your family, and get some sleep! Vitamins may help too. I am excited to meet you as we share this experience.

QuickTime™ and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

### EMERGENCY STATEMENT

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Here are ways to get information about changes in this course: by email [pstaver@purdue.edu](mailto:pstaver@purdue.edu), and my office phone: 494-2357. Students are required to visit <http://www.education.purdue.edu/ODFD/resources.html> review the response procedures for emergencies in Beering Hall. It is necessary that you review these directions within the first week of your Beering classes. If you have any questions see your instructor.

### QUESTIONS or CONCERNS?

If you have any questions or concerns, please share them with me ASAP!

**EDCI 427 FIELD EXPERIENCES**  
**TEACHING WORLD LANGUAGES IN THE SECONDARY SCHOOL**  
**FALL 2009**

The purpose of field experiences is to get you out into the real world of secondary world language teaching. Your task is to observe/assist in secondary classes and then to write accounts of what you did and your reactions to what occurred in the classroom(s). Reflections on and reactions to this experience are part of the requirements. You will need to keep a journal of what you do and how your lessons work. You will videotape yourself at least once during the experience and submit the video and an analysis of your teaching.

Your final reflection paper should be typed and well written. A list of questions to be answered in your paper will be provided. You may, of course, make comments other than those on the sheet, but please do answer the questions first. Your comments on your reaction paper will be strictly confidential. Please do not discuss what you observed outside of the general discussions in our class sessions. Be very professional in your remarks about this experience. Remember that you are a novice in the field, and focus on evidence rather than opinion.

Listed below are some of the activities you may do in the secondary school. What you do depends on what your teacher requires. Each of you will have a different experience due to the level of class you visit, teacher requirements, and your own initiative. Be prepared to work hard and be in your school for two blocks each week.

Possible activities:

- Observe the way teachers deliver instruction, methods of dealing with problems, questioning strategies, ways to administer a quiz or test, how to facilitate cooperative learning, classroom organization systems used to facilitate instruction, etc.;
- Perform teacher duties, for example run copies, grade papers, record scores, etc.;
- Assist with special class projects;
- Listen to oral reading or oral tests;
- Tutor students who need extra help;
- Assist in written work;
- Participate in a conversation group;
- Assist with checking seatwork;
- Assist teacher in any area(s) in which the teacher feels confident that you are competent;
- Teach small segments of three lessons (or a whole lesson) under the direction of the teacher, for example a **vocabulary** lesson, a **grammar** lesson, and a **culture lesson**.
- Observe general mathematics, fine arts, or industrial arts teachers or others in other fields.

Your lessons need to be text-linked, but not text-locked. In this way, the lessons can “drop in” whenever appropriate. Your lessons should use language in phrases and in context. Avoid teaching word lists with no connections to communicative utterances! Your cooperating teacher will identify the content and method of your lessons.

Some suggested topics from past years:

Colors--odd ones	Computer terminology
Numbers 20-100 (usage of)	Transportation
Prepositions of location	Parts of the car and driving
Table setting	The gas station
Classroom objects	Food particular to the culture(s)
Occupations	Fast food
Things in your backpack	

If you are teaching an entire lesson (rather than a segment), the format suggested by teachers of 55-minute classes is as follows:

- a. An oral introduction to the topic
- b. Three oral activities
- c. One writing activity
- e. A poster/visual to reinforce the activity
- f. A few test items (ca 5) with key
- g. Follow-up activities for coming weeks

If you are on a block schedule, you will, of course, have more activities in a block. However, be sure to consult with your cooperating teacher about this format to see if he/she has another desired format or suggestions to improve it!

There are many other activities that you could do. Be enthusiastic and cheerful. Ask your teacher what he/she wants you to do. Then do it. Ask for feedback. Show initiative, but avoid stepping on toes!

NOTE: Each of you must establish a planning time to meet with your teacher. This may mean a trip back to school during the teacher's preparation period, before or after school, or perhaps on the phone or by E-mail. Do not visit with your teacher during class or expect to confer between classes.

At Lafayette Jefferson High School, Mrs. Jennifer Smith-Margraf is the facilitator who has helped set up this experience. Please thank her for her time and effort on your behalf. You should also thank your cooperating teachers who take the time to work with you so graciously.

## FIELD EXPERIENCE TASKS

Attend/observe/assist at least two days each week in your assigned school. Record an entry each day on the purple sheet. Your teacher does NOT need to sign or initial your sheet; you keep track of your attendance. Remember to call **your teacher** and Dr. Staver **before school** if you are ill and will be absent.

This semester, I would like you to take notes during or immediately after the classes you visit; note what you did and your reaction, and remember the distinction between evidence and opinion. Then write one journal entry per week. Your entries should be sent to me electronically by midnight on Friday every week—once we are in the school. On your journal entry, please write your last name, JE, and the date of the MONDAY of that week in the subject box as well as at the beginning of the message. Then answer the questions for the week. Please ask your cooperating teacher if he/she would like to read your journal entries; if so, send your teacher a copy of any entry. Be sure to print a copy of each entry for yourself because you will need to organize them in your binder for the end of the term.

For some weeks, there are specific questions to be answered in your entry, but some just say, "Describe what you did and react." This means describe what you did in the class and also explain what worked well, what did not work well, how you could have done something differently, what surprised you, and so forth. Read this entire document **before** your first class and go in well prepared. If your teacher needs to adapt what you are doing, that is fine. Just let me know!

**LESSONS:** Teach at least three lessons during the term (not three blocks!). I suggest at least **one vocabulary mini-lesson**, **one grammar mini-lesson**, and **one culture lesson**. You may do more if your teacher wishes. See the list of suggestions for possibilities, but your teacher may designate particular things he/she wants you to teach. Also create one **bulletin board** or **poster** to accompany your culture lesson. Please let me know in advance when you will be teaching because I would like to observe whenever possible.

**OTHER METHODS TASKS:** In addition, at your teacher's direction, you may assist with classroom activities; in other words, your teacher may ask you to tutor, give quizzes, circulate during seatwork, monitor conversation practice, or occasionally to grade a set of papers or make copies during a lesson. You will also observe teachers in areas other than world languages.

## ACTIVITIES DURING FIELD EXPERIENCES

### **Week of 09/22—First week of field experiences.**

Be on time (early), appropriately dressed, check in at the office or welcome booth, and pick up a nametag. Politely ask your cooperating teacher for a roster of students or seating chart for the periods you will be visiting. Begin to learn the names of the students. If there is a text available, ask the teacher to check it out to me via you. Give me the title and number of the text by 10/1; the text must be returned to your teacher by 12/12 before I will issue your grade in the course.

**Observe your assigned classes and be available for aide-type duties, for example, help with seatwork, help students catch up if they have been absent, give a quiz, or listen to conversation practice.**

See if you can detail how the lesson is progressing, i.e. different activities, differences in modalities (VAKT).

Journal entry week of 09/22: Having observed the students, answer the following questions in your JE:

- How did the students enter the classroom? How did they dress? How did they speak?
- How did they interact with one another before class began? During class? After class?
- How did they sit? (Posture, arrangement of the desks, assigned or open?)

- What was the mood of the class?
- How did the class respond to the tasks of the lesson?
- Were the students prepared for class? How could you tell?
- Were the students energetic or apathetic?
- If you assisted in any way, describe what you did and how the students responded to you.

As you write the journal entry, remember the difference between evidence and opinion. Which should you record?

### **Week of 09/29**

Assist with classroom activities. for example, help with seatwork, grade papers in the classroom, help students catch up if they have been absent, give a quiz, or listen to conversation practice. Begin to count students and make notes for Entry 2.

Arrange for a time (outside of class, by phone, or by e-mail) to chat with your teacher to find out information about the class(es). Ask your teacher to identify what vocabulary, grammar, and culture point he/she would like you to teach.

For next week, determine where the class is in the text and study the preceding chapters and the current material, so you will be caught up with the vocabulary and points to be presented. STUDY the material before class so that every time you enter the classroom, you are prepared; if you need to copy pertinent pages from a text, see your teacher or see me.

Journal entry week of 09/29: describe what you did and react.

- Describe the makeup of the class(es): males/females, approx. age, diversity represented.
- Describe the classroom as a physical site and also as a community, in other words, describe the ambience.
- Could you identify students with learning disabilities, those who are class leaders, clowns, shy, impulsive, academic, or distanced? How could you tell?
- What styles/modalities/preferences did you observe? Describe activities that addressed different styles.
- Complete Entry 2.

### **Week of 10/06**

Assist with classroom activities, for example, help with seatwork, grade papers in the classroom, help students catch up if they have been absent, give a quiz, or listen to conversation practice. Take notes on all your visits this week so you can replicate at least one of your teacher's lesson plans. Include activities and the minutes spent on each. Give a copy of your LP for grammar or vocab to the teacher on your first day. Be sure your e-mail address is listed on the top. Ask your teacher for feedback before you teach the lesson next week.

Journal entry week of 10/06: describe what you did and react; from your observation, replicate one of your teacher's lesson plans. Include activities & minutes.

### **Week of 10/13** Field Experiences on Wednesday through Friday

(If you attend school on Monday or Tuesday, be sure to alert your teacher that you will be on fall break from the university and will NOT be at the high school.)

Deliver either vocabulary or grammar lesson—or next week if your teacher prefers.

Assist with classroom activities. Ask your teacher to identify the content for your culture lesson.

Journal entry week of 10/13: reflect on your lesson; indicate what went well as well as room for improvement. Attach LP or submit in class. If you did not teach this week, describe what you did in the classroom and react.

### **Week of 10/20** If you usually attend Jeff on Friday, know that 10/24 is Fall Break

Assist with classroom activities and/or teach a lesson.

Journal entry week of 10/20: reflect on your lesson; indicate what went well as well as room for improvement. If you did not teach this week, describe what you did in the classroom and react.

### **Week of 10/27** Week of Halloween, All Saints' Day, Toussaint, el Día de los Muertos, Allerheiligen, und Allerseelen!

Assist with classroom activities and/or teach a lesson.

Journal entry week of 10/27: reflect on your lesson; indicate what went well as well as room for improvement. If you did not teach this week, describe what you did in the classroom and react. Also describe how you will address the holidays in your future classroom.

### **Week of 11/03**

Assist with classroom activities and/or teach a lesson.

Journal entry week of 11/03:

- Reflect on your lesson; indicate what went well as well as room for improvement. Attach LP or submit in class.
- Replicate one of your teacher's lesson plans. Include activities & minutes.
- If you did not teach this week, describe what you did in the classroom and react.

### **Week of 11/10**

Schedule other observations for this week if possible. If you are teaching a lesson, be sure to schedule observations at other times.

Journal entry week of 11/10:

Describe what you did or what classes you observed and react.

Last week to submit hard copy of Entry 2.1.

### **Week of 11/17**

Deliver culture lesson this week. Put up a culture bulletin board or a poster relating to the cultural point and use it in your lesson. Plan to leave the bulletin board/poster up until after Winter Break if your teacher wishes.

Journal entry week of 11/17:

Describe what you did and react.

### **Week of 11/24**

Only Monday and Tuesday field experiences. Be sure to alert your teacher that on Wednesday you will not be at the high school because Purdue excuses you that day.

Journal entry week of 11/24:

- Reflect on your culture lesson. Indicate what went well as well as room for improvement. Attach a copy of your LP to JE.
- If your culture lesson will occur next week, in your JE describe what you did in the classroom and react.
- Assist with classroom activities.

### **Week of 12/01**

Last week to deliver any lessons. Be sure you have completed all requirements. Give final evaluation form and envelope to your cooperating teacher.

Journal entry week of 12/01:

Describe what you did and react.

### **Week of 12/08**

Last week of field experiences; assist in class or present final lesson if you have not yet done so.

Journal entry week of 12/08

- If you are teaching your culture lesson this week, then send one final JE in which you reflect on your culture lesson. Indicate what went well as well as room for improvement. Attach a copy LP to JE.
- If you are not teaching this week, sum up your experience during your time in the public schools.

#### **FINAL TASKS**

- Total the number of hours in the school on your lilac record sheet.
- Write a thank you note to your teacher; include references to what you have learned in this experience.
- RETURN any texts and borrowed materials; you will not receive your grade until I hear from your cooperating teacher.
- During the next week, review your notes and journal entries to prepare to write your final reflection paper.
- Be able to describe several techniques for teaching language skills and knowledge (listening, pronunciation, speaking, reading, writing, grammar, vocabulary, and culture) that you have observed during the quarter.

**EDCI 427 WORLD LANGUAGE METHODS FIELD EXPERIENCES  
RATING SHEET FALL 2009**

Purdue Student \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

Please assess the work your Purdue methods student has completed this semester, using whatever grading system works for you, for example:

<b>10</b>	=	outstanding, superb, perfect	<b>A+</b>	Distinguished
<b>9.9-9.0</b>	=	excellent to very good	<b>A</b>	Highly proficient
<b>8.9-8.0</b>	=	good	<b>B</b>	Low to moderately proficient
<b>7.9-7.0</b>	=	average; needs improvement in several areas	<b>C</b>	Basic
<b>6.9-6.0</b>	=	poor; needs a great deal of improvement	<b>D</b>	Unsatisfactory
<b>5.9-5.0</b>	=	bad lesson or performance; needs a huge amount of improvement	<b>F</b>	Failure to perform

or letter grades, or +, √, -, 0 or **just write a comment for those categories which apply.**

**PROFESSIONAL QUALITIES**--Please indicate your student's professionalism over the course of the semester.

- \_\_\_\_\_ Attendance/promptness of Purdue student
- \_\_\_\_\_ Attire
- \_\_\_\_\_ Voice
- \_\_\_\_\_ Eye contact
- \_\_\_\_\_ Poise
- \_\_\_\_\_ Manner with students
- \_\_\_\_\_ Enthusiasm
- \_\_\_\_\_ Responsiveness to suggestions
- \_\_\_\_\_ General professionalism of Purdue student

Comments:

**METHODS TASKS**

Please **check** each task below completed by your student:

- \_\_\_\_\_ Bulletin board
- \_\_\_\_\_ Working with students in small groups or circulating during working time
- \_\_\_\_\_ Grading of papers
- \_\_\_\_\_ Routine tasks
- \_\_\_\_\_ **Other (please specify)**

**Please review the list of our expectations on the next page as well as the rating scale above and then record a number score or letter grade for each of the three lessons.**

\_\_\_\_\_ **Vocabulary lesson grade**

\_\_\_\_\_ **Grammar lesson grade**

\_\_\_\_\_ **Culture lesson grade**

Comments:

**TEACHING QUALITIES**

Please use the following checklist to know what we expect your methods student to have demonstrated in the three lessons. If there was **unsatisfactory performance** in any of the following, please just **check** the item.

- \_\_\_\_\_ Lesson plans (lesson plan given to you at least two days before the lesson was taught?)
- \_\_\_\_\_ Suggestions (were suggestions you gave implemented in the lesson?)
- \_\_\_\_\_ Level of target language through lesson segment (one level above students' proficiency)
- \_\_\_\_\_ Use of target language (written and oral excellence)
- \_\_\_\_\_ Use of English (written and oral excellence)
- \_\_\_\_\_ Intro/set to lesson
- \_\_\_\_\_ Check for understanding
- \_\_\_\_\_ Review
- \_\_\_\_\_ Conclusion to lesson (was there content closure?)
- \_\_\_\_\_ Clear directions
- \_\_\_\_\_ Wait time
- \_\_\_\_\_ Variety
- \_\_\_\_\_ Random calling pattern
- \_\_\_\_\_ Pace
- \_\_\_\_\_ Use of visuals/realia/equipment
- \_\_\_\_\_ Variety in modalities (visual, auditory, kinesthetic, tactile)
- \_\_\_\_\_ Responsiveness to questions, attention spans, interests, learning styles
- \_\_\_\_\_ Corrections (modeled gently)
- \_\_\_\_\_ Time awareness during the lesson
- \_\_\_\_\_ Organization of lesson as planned
- \_\_\_\_\_ Organization of lesson as taught
- \_\_\_\_\_ Successful student learning of the content

If you were to give your Purdue student a **LETTER GRADE based on the entire field experiences component this semester**, what would that grade be and why?

Unless he/she will be student teaching with you next semester, has your methods student returned any materials/books borrowed?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

Please mail to Pat Staver on or before 12/12/08.

Thank you for your contributions to the preparation of our future world language teachers!

## MICROTEACHING AND REFLECTION

Some presentations are required in class: microteach 1 (ABCs, numbers, greetings, or colors), microteach vocabulary, microteach TPRS grammar, and a culture microteach. You may have the opportunity to do more; the more practice you have before student teaching, the better prepared you will be. For high school mini-lessons, I require lessons in which you introduce vocabulary, teach a grammar point, and teach a culture lesson.

I support any teaching that you can do in the public school classroom because this teaching is much more “real” than the artificiality of microteaching. However, these opportunities will depend on what your classroom teacher requires/needs. Whenever you teach, I will ask you to critique your instruction. Most often this will be in the form of a reflection paper.

### REFLECTION

#### **ASSIGNMENT: Reflection Papers**

#### **Domain 4**

One of the skills of a good teacher is the ability to review and critique his/her own teaching performance. This is a skill which takes practice and the ability to accept criticism, your own as well as that of peers and supervisors.

Your assignment for the class following your microteach is to watch the videotaped lesson at least one time and think about what you did (or did not) do. Also study peer critique slips; then write a critical review of your teaching. Type the heading and then answer the question.

**BEST**            What worked best and why?

**NOT WORK**    What did not work as you had planned it? Why didn't it work?

**SURPRISE**    Did anything surprise you during the microteach? While you watched yourself on tape? What & why?

**BETTER**        How could you have made this microteach better? Be specific!

**COMPARE**    How did your lesson/instructional performance compare with previous lessons you have taught? Include specific details.

**LEARN**        What did you learn?

If there is no video to review, study peers' critique slips or any comments from your instructor or cooperating teacher if you have done the lesson in the real classroom.

Type the heading and then your response. Prepare a neatly typed report. Use correct grammar, punctuation, and spelling. Your paper should have 1" margins, be double spaced, and be at least two to three pages in length. Title your paper: Microteach #1 Reflection, Vocabulary Reflection, TPRS Grammar Reflection, Culture Reflection, Pedagogy Reflection, etc. Write your name and the date on the back of the last page only. Staple the peer critique slips to the back of your paper.

Print two copies of your paper; submit one and retain another for your portfolio.

The reflection paper is due one week following your lesson.

#### Post-reflection Reflection on Microteach 1

After you have submitted your reflection paper, you will receive lesson feedback. The feedback will be as evidentiary in nature as I can make it, i.e., without warm fuzzies. Your next task is to review the comments and analyze, synthesize, evaluate (HOTS!) and then comment back to me about the your interpretation of the feedback received. This response should be completed by e-mail; we will discuss the format of the post-reflection reflection in class.

Think in these terms:

What is the difference between opinion and evidence?

What constitutes interpretation of the evidence?

What is the judgment that follows the interpretation and is supported by it?

## **MICROTEACHING**

### **ASSIGNMENT: Teach Us Something!**

**Domain 3**

Prepare a four- to five-minute lesson teaching some initial content sets, e.g., ABCs, vowels, numbers 1-10, numbers 11-20, numbers by 10s from 10 to 100, greetings (hello/how are you/good bye), greetings (hi/what's your name/my name is/etc.), primary and secondary colors, or unusual colors, or other topic as assigned in your language. You may use visuals, but do not show us any written words. Use only the target language.

Use the template provided for your lesson plan.

Include the following components in your plan:

- A goal for this unit

- An objective for this vocabulary unit (not just this lesson)—English

- An objective for this lesson

- The vocabulary set for the lesson—include definite articles if nouns—TL

- A list of materials, realia, or equipment to be used

- A list of activities for this microteaching lesson—not paragraphs

- Remember to

  - Introduce yourself with title and last name in TL and greet class

  - plan the introduction (engagement, “interest grabber,” or set)

  - sequence the instructional activities

  - write the directions for each activity in the TL—here you may use sentences

  - plan a closure (summary or final review)

- Indicate predicted seconds/minutes in the left margin.

Submit all plans at 2:30. Use a note card for an activity list if you need one in front of you. Be sure to bring clean videotape for this teach; we will record all your teaching consecutively on this tape.

**Teach** your microteach to the class.

### **ASSIGNMENT: Teach a vocabulary lesson**

**Domain 3**

Select a topical set of vocabulary words appropriate to first- or second-year high school language students and prepare a lesson plan for the introductory lesson to teach seven to ten words from this vocabulary list. Your lesson plan should include:

- standards addressed, goal for unit, an objective for this vocabulary unit (not just this lesson)--English

- an objective for this lesson—English

- visuals/AV equipment/realia--TL

- list of the vocab--TL

- activities for this microteaching lesson--with minutes and directions--plan in the TL

  - anticipatory set (introduction)

  - instructional activities

  - listen, repeat, ?/a, LG, SG, -or--, what is it?, etc.

  - guided practice (oral activity)

  - extension activity

  - summary of vocab (closure)

- predicted seconds/minutes in the left margin

- scripted directions in the TL

- list of questions for you to answer re how you will know the students achieved the lesson objective

Teach us pronunciation and meaning. Work for variety in student responses. Embed the vocabulary in a sentence pattern. Do not formally teach us grammar. Personalize the content whenever possible. Use culturally authentic visuals/realia if possible; if not culturally authentic, let us know. You cannot teach everything in this microteach, but plan the best interactive, student-centered mini-lesson you can. Remember, this is the students' first encounter with this vocabulary--and it is aural. but you must provide extension activities, not just repetition and question/answer. Plan to use the overhead, visuals, or posters rather than the chalkboard; show the students NO WRITTEN WORDS for the initial visual contact, but they may use the written word in extension activities.

Submit your plan at the beginning of class. Use a note card for an activity list if you need one in front of you. Be sure to bring your videotape, set after microteach 1. You will have 6 to 9 minutes for your lesson.

**¡Hablen español! Sprechen sie Deutsch! Nihongono hanashitte, kudasai. Parlez français!**

## NO ENGLISH!

**ASSIGNMENT: Teach a grammar point using TPRS** (an inductive method)

**Domain 3**

Create a TPRS story to accompany your unit plan. The grammar point should be from your deductive grammar explanations (a daily assignment).

Teach using an inductive strategy, using only TL to model the manipulation of the grammatical point and to lead students in practice manipulation before any explanation is given. Involve us in the lesson; lecture will not do! You may use minimal English to explain the point after the initial content, but it is preferable to stay in the TL. Be sure to have many examples generated before the microteach.

The usual lesson plan requirements apply. The objective(s) should tell students how they will be tested on this point at the end of the week (or two weeks or unit). Your activity list should be just that, a list! Plan for variety in your teach: a variety of student responses, a variety of q/a patterns, a variety of personalized q/a. Your lesson should be student-centered. That means NO LECTURE! The choice of grammar point is yours, but please select something from your unit plan.

You will be graded on:

- use of TL (NO ENGLISH) in modeling
- organization (plan) of lesson including prepared examples
- presentation of lesson, including
  - anticipatory set
  - clear explanations and examples
  - variety of response patterns
  - use of random calling patterns
  - variety in q/a format (if app.)
  - use of personalization questions (if app.)
  - transitions or segues (if app.)
  - the usual teaching performance (pace, poise, voice, clarity, enthusiasm, etc.)
  - closure--summary or review or wrap-up
- visuals and their use (if app.)

If you are using visuals, be sure they are large and sturdy! You may not use the chalkboard; if you feel the need to write on the board, bring a transparency and pen and use the overhead instead.

Design a study guide or worksheet to practice the point, a test or quiz, and a follow-up activity (see your grammar explanations task). Submit these with your lesson plan. We may not have time to do these in class, but you may in the real classroom. You will have 10 minutes for this lesson.

**ASSIGNMENT: Teach a culture lesson using PowerPoint**

**Domain 3**

As part of your thematic cultural unit, select an area of culture appropriate in content and vocabulary for first- or second-year students and create a PowerPoint presentation with accompanying student activities. The PowerPoint will be a microteach (five to seven minutes) as well as a high school lesson (15 to 90 minute lesson--depending on desires of your cooperating teacher).

Part or much of this lesson can be in English, but the more you use the target language, the better. Be sure to introduce important terms in the target language and have us practice them. However, avoid the use of "Franglish, Spanglish, or Deutschish"!

This microteach is NOT to be solely an expository presentation, but also to contain student-centered learning activities. You must decide what we will do during your lesson. (You may tell us before you begin any preliminary information or background you are assuming we already know.)

You will be graded on the use of the target language when it is appropriate, authenticity of content, student-centered approach as well as delivery, preparation, interest level, poise, content knowledge, and organization of lesson (set/activities/closure), i.e. lesson plan, and quality of PowerPoint. The "usual" instructions about lesson plans apply here.

### **OTHER POSSIBLE LESSONS**

The following lessons may be activities that you would be interested in doing during field experiences at your secondary school if your teacher is interested in having you do such a lesson and has time for you to do so.

#### **LESSON: Teach a skill**

**Domain 3**

Select a skill area (listening, speaking, reading, or writing) and design a 10-15 minute lesson to practice this skill. If you wish, you may combine skills (for example, an activity which requires listening comprehension and writing); however, with only ten minutes, it is probably better to attack one skill rather than a combination as we usually do in the real classroom. The usual lesson plan requirements apply. Follow the same guidelines as in the grammar microteach.

#### **LESSON: Teach a literature lesson**

**Domain 3**

Follow the same guidelines as in the grammar microteach; however, select a poem/short story/literature précis from a second or third year textbook and teach it. Use only TL! Usual plan requirements apply.

#### **ASSIGNMENT: Give a quiz or a test**

**Domain 3**

With your teacher's permission and guidance, administer, proctor, and score a test--not write the test, just administer it. Plan the introduction, the directions you will give, and the examples you will use. Write the directions (complete and specific instructions) you will say. Include possible time limit so students will know how long they have to work. Tell them what they should do when finished. Explain how papers are to be handed in to you. Score the quiz/test under the direction of your teacher. Before you begin, decide how and what you will correct or mark wrong. Ask your teacher first. Use pencil or erasable pen in grading until you are practiced in the art.

#### **ASSIGNMENT: Teach an entire lesson in the secondary school**

**Domain 3**

Plan and teach an entire lesson on a topic of your teacher's choice; see format on first page of field experiences document, or use a format suggested by your cooperating teacher. Teach your lesson. Videotape the lesson and react to your teaching. This assignment is recommended only if your teacher feels you are ready to do an entire lesson in the real classroom.

Task

The biography provides the reader (me) with a snapshot of your experiences and an introduction to your views regarding the teaching of world languages. Carefully consider your experiences in your language classes and describe your reactions to your elementary, middle, high school, and/or college world language classes.

Please do not list a chronology of every school year. Instead synthesize your impressions of the instruction that was delivered and your learning based upon said instruction. A well-written essay will answer the following questions:

What were the **purposes** of the classes?

What did your teachers do to **invite** learners into language learning?

What content was **taught**, i.e., what did your teachers do?

What did students do in class, i.e., what **activities** did you do?

How did you, personally, **learn best**?

What made your good teachers **good** and what characteristics did you associate with **poor** teachers?

Task adapted from Dr. Garfinkel, Professor Emeritus.

Preparation Instructions:

Using a word processor, type your answers to the questions above. Save your work on hard drive or flash drive in case you need to revise your work. In your paper, include an introduction, a body (please answer the questions above in order), and a conclusion.

Review the OWL (Purdue's Online Writing Lab) MLA style guide (especially grammar and mechanics) before, during, and after you write this paper. Review the English Alert (back of this sheet), e.g., AVOID beginning a sentence with a coordinating conjunction (but, or, and, so) and AVOID the use of contractions in a formal paper. This is to be a professionally prepared product, so PLEASE proofread!

Double-space the text with 1" margins and use a sans-serif font, e.g. Arial, Lucida Sans, Geneva, or Helvetica, size 10. Do NOT use a title page; simply type the title in the center of the first page of your paper. Handwrite your name, the title "Autobiography", and the date **ONLY on the back** of the last page of your paper.

Suggested length: no more than two to four pages. Please e-mail me ASAP if the suggested length is a problem for you.

Purpose

The text of your autobiography is the beginning of your philosophy of education paper for your future student teaching portfolio, but this task is really not a philosophy paper, rather it is a synthesis of your past experiences.

Value

Worth 10 points under Reflections section.

Due at the beginning of class on August 27, 2009.

QuickTime™ and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

QuickTime™ and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

pls 08/08/08

## ASSIGNMENT: Why Study World Languages?

## Domain 1

The response of the United States to the U.S.S.R's launch of Sputnik in 1957 was the National Defense Education Act (NDEA) of 1958, which intensified instruction in mathematics, the sciences, and foreign language learning. We were petrified that we were "behind" the Russians! These two events, Sputnik and our resulting NDEA, promoted and developed language teaching and learning. However, more and more often in today's world when funds are tight, world language classes, after art, are the first to be cut.

Two of your responsibilities as a language teacher are to build your program by recruiting students and to defend your program to those people who think that world language learning is merely a "frill." This is the reason you must be prepared to answer the question: Why study world languages?

You will need to find reasons for the study of world languages that convince students, their parents, and school boards of the importance of such study. One of the most compelling sources is The Tongue-Tied American by Paul Simon; although the figures are dated, this text presents several compelling arguments for the importance of language study. Many sources exist, for example, <http://www.ritornello.com/whyfl.html>, <http://www.uni.edu/modlangs/main/WhyStudyLang.shtml>, and <http://www.nvcc.edu/vflc/whystudy.htm>, but look for data (numbers) rather than just statements. For example, compare world language student and non-world language student scores on standardized tests? This is a compelling reason in the days of NCLB.

Your task is to locate at least three quality sources, skim the arguments, and distill the most important reasons into what will be presented in your brochure.

Then create an attractive, colorful, and inviting tri-fold brochure that presents salient points about the importance of world language study. Students and parents are your audience. Use white space and color. Be sure to use standard, professional English and correct target language phrases. Be creative and have fun!

Remember you are addressing **all** world language study, not just your particular target language.

Submit two copies of your brochure on \_\_\_\_\_.

## ASSIGNMENT: Write a Syllabus/Course Description

## Domain 1

Some people call a syllabus a course of study; others call it a course description. Whatever you call it, the purpose in designing your first syllabus is to help you think about some of the many decisions you must make before you ever meet your students.

Remember to address all of the items **TO** your students, not at them!

Included in **YOUR** syllabus should be the following:

- Title of the class--your name (use your **WL** title and LAST name), room number (imaginary), and planning period (imaginary or 2:15-3:15). For these planning tasks, plan for a 60 minute period.
- Description of the course and rationale for its importance
- List of and brief explanation of standards addressed in this level, restated in language students will understand
- General goals of language study (three to five)
- General course objectives (What S will be able to do by the end of the term)
- Text(s)--use MLA to cite the text you have selected (or think you will select).
- Requirements: These may be
  - what they must do for you,
  - types of assignments,
  - number (kinds) of projects,
  - may be general kinds of activities that will occur,
  - list of assignments or tasks (may be separate entry)
  - style to be used in papers, written work.
- Assessment:
  - Standards for work
  - How will you assess
  - How will you grade

- Grading scale
- Late work policy

#### ACTUALLY PREPARING YOUR SYLLABUS:

Select the level/year of your hypothetical class. Check the content standards and benchmarks of Indiana to decide whether you are focusing on students at beginning, developing, or expanding stage of language proficiency and indicate grade level of the class. I would suggest beginning proficiency and level I.

Then make notes about the areas of study that are most important in a well-rounded language course. Feel free to use pieces of your TL textbook, but choose the good parts! Remember to include spelling, vocabulary, oral proficiency tests, cultural excursions, special projects, book reports, journals, or whatever is appropriate for your area. Present a balanced language package for your students. Then note some of your ideas for how you will manage paper intake, grading, scheduling, discipline, writing, spelling, conversation, culture, and so forth.

Your task is to put this information into a student-ready handout that describes your course. Prepare a general description of the class. Write this section as if you would be handing it to students next week, i.e. standard writing, correct spelling, correct punctuation, and so forth. Remember: parents and school administrators will see this too. There is no single preferred style for the course description, but be sure this section is organized and flows well. Most schools will have certain required information, which you must include in the syllabus, but this is your hypothetical, imaginary school.

Your syllabus must be attractive and “student ready.” Be sure your content will fit into two nine-week quarters. Have fun with this task! Make sure that students will be interested in your course just by looking at your syllabus; it may be their first impression of you and your class.

Submit **two** copies of your syllabus on \_\_\_\_\_. Type this document single spaced, but use white space too. Graphics are nice. No more than four to five pages.

### **ASSIGNMENT: Textbook Analysis**

### **Domain 1**

One of a teacher's many jobs is to serve on textbook adoption committees, which have the task of reviewing current books in the target language and selecting the best ones for your school district. This is a time consuming task, but it is fun to study the different books and to compare and contrast them. Textbooks can be exciting places! They contain a wealth of activities and ideas, and each book is different from the others. Another fun thing about looking at books is that you can pull out ideas (songs, games, exercises) to supplement whatever text or materials you are already using. Also when you begin teaching, you must “know” the texts from which you will teach. You will not truly know the books until you have taught from them several times; however, before you begin the academic year you **MUST** do the best you can to learn what is in your textbooks. This means, of course, that you need to analyze the texts for your classes.

Therefore, for this assignment you are to examine and analyze current secondary-level world language textbooks. Select at least two current first- or second-level textbooks in your TL—both at the same level but from different series.

Then examine at least two texts in depth, rating each text on the items on the Wisconsin or Indiana Textbook Evaluation Form or another form if that is your preference. Check to see if there is a teacher's edition and/or any supplementary materials available, e.g. videos, CDs, workbooks, heritage-learner materials, etc. and evaluate those if available; check in our TRC materials or try on-line at the publisher's site. Is there a companion student site online? What is the price of each textbook? Visit [http://dew4.doe.state.in.us/WF/TEXTBOOK/r07/2001\\_dpita07.cgi](http://dew4.doe.state.in.us/WF/TEXTBOOK/r07/2001_dpita07.cgi) for the prices of the current approved 2001 adoptions (This is our new adoption year—hurrah!), or you can find prices on Amazon.com.

Select three points to examine in each of the texts and prepare a comparative analysis. Some examples include the conjugation of an irregular verb such as to be, how to form the negative, a specific point of way-of-life culture (dining, school day), content knowledge (personal adjectives), or situations using reflexive verbs, etc. Compare the presentation each text provides. Either fill out the report chart or write a paragraph about each of the three points you have selected, explaining how the texts differed in presentation, explanation, examples, drills, etc.

Then, based on your analysis, select which text you would adopt for your classroom, in other words, i.e., which text is better to teach your students the TL, using a proficiency approach and addressing our national standards. Write a report in which you describe the text, its strengths and weaknesses and its “teachability.” Note how you would use it

and what/where you will need to supplement. Summarize what you like and do not like about this text. The usual professional preparation requirements apply to the report; suggested length is two to four pages.

In brief, submit

- a report of at least two to four pages: describe selected textbook in depth, identifying strengths and weaknesses; also describe how you would use the text and where/what/how you would need to supplement or delete
- the Wisconsin Textbook Evaluation Form checklist (yellow HO) completed for two different texts of the same level (or use the Indiana form if you choose it)
- the chart comparing and contrasting the three points you examined; reference how the point is treated in each textbook, i.e. explain how the texts differ OR a paper in which you write at least one paragraph comparing each of the points in both texts.

Staple the papers together in the order above and handwrite your name, Text Analysis, and the date on the back of only the last sheet of the packet.

Due \_\_\_\_\_

## ASSIGNMENT: Classroom Management Plan

## Domain 2

**Study** Wong and Wong, Parts B and C, and **skim** management hints in a methods textbook (see me for a loaner). Think about what you have observed and learned in all your prior classes and in your initial observations and how you would like to structure your classroom. Then do the following tasks:

- Draw and label a detailed floor plan of how your hypothetical classroom will be arranged. Attach a typed statement in which you 1) explain why you have chosen this floor plan and how you intend to vary it to meet different needs/activities in the classroom, and 2) describe how you will create your “cultural island” in this classroom. In other words, what decorations will you use to create the ambience and how will you make your classroom invitational? Assume that you have your own classroom and funds.
- Design at least three instructional bulletin boards for use in your classroom. You may draw the bulletin boards on 8½x11, 9x12, or graph paper or on 5 x 8 notecards; if you wish, you may computer generate your ideas. You may also do collages if you wish. Remember these suggestions for effective bulletin boards: border, colorful, eye catching, clear lettering, white space, message or theme. Use the TL correctly. Use articles!
- Next write a position paper in which you explain your general philosophy of management. Cite at least two sources that support your philosophy, and include works cited (MLA). This position paper can build on ideas generated in earlier classes, but should show maturity and what you have learned this year in your readings and in the schools. (*circa* two to three pages.)
- Then formulate a 10-point plan for your personal classroom management program. This is what **you**, the teacher, will do to create an effective classroom-learning atmosphere. In other words, what will YOU do to manage your classroom and how will you prepare to deal with the inevitable problems that arise?

List each point, and then write a rationale (a paragraph of at least six to ten sentences) of why this is an important point in your personal plan. This section must not be a list of 10 classroom rules; however, classroom rules may be one point of the ten. Single space within each point, and double space between each one.

- In a separate document, describe how you will prepare for parent-teacher conferences. Assume that all the conferences will be in the gymnasium. In other words, answer the following questions; a bulleted list is fine.
  - What content information will you need at the conference?
  - What records?
  - What artifacts?
  - What HOs will you have available?
  - Will you decorate? If so, how?
  - How will you dress?
  - Will you have a sign-in sheet for parents?
  - Will you award extra credit points to the S of parents who attend? How much? What about the S whose parents cannot attend?
  - How will you greet parents and begin the conversation?
  - How will you share the S scores/grades with the parent?
  - What will you say to parents of a S who is struggling? of a S in the middle? of an overachiever? of an underachiever? of a S who has behavior issues?
  - How will you close the conversation?

Handwrite your name, Classroom Management, and the date on the back of only the last sheet of the 10-point plan (stapled to the back of the position paper). Also write your name on the back of your floor plan section and each bulletin board idea, and submit the parent-teacher conference list as a separate document with your name on the back of only the last page.

Management plan due \_\_\_\_\_.

Hurrah! It is August 16, and you have just found a position for the fall! You will be the only language teacher in the high school and your class load will include three first-year classes, one second-year class, one combined third- and fourth-year advanced class, one duty, and one preparation period. School begins on August 20, so you have very little time to "get your act together" with room decorations, bulletin boards, seating charts, visuals, culture units, and most important of all, lesson plans--long-range plans, semester plans, nine-week, unit plans, and of course, daily plans. It is crucial that you decide how you will "lay out" the content for the year, including ideas for learning activities, special culminating activities, and so forth so that you will have direction during the year.

For this task, you must adhere to the learning outcomes of your school district and present a language program that is communicative and proficiency-based and one that provides instruction in the four skills within a cultural context. (See ACTFL Foreign Language Standards and Indiana standards for examples of appropriate objectives at each level.)

Your task is to write plans of varying specificity for a first- or second-year class. In reality, when you actually begin teaching, you will be doing this for all the levels that you teach. The purpose of this exercise is to help to prepare you for that real-life task.

### **YEAR-LONG PLAN**

Use the textbook that you selected in the text analysis task OR the text you are using in your field experiences or student teaching, decide what the students will "cover" in the first year. Please know that many, if not most, teachers deliver instruction on the first 75% of the text rather than the whole book. (Personally, I believe it is more important that the students internalize the content than the teacher "cover" the textbook.) Block out this content into 36 weeks (two nine-week periods each semester) unless the school where you will student teach is on the trimester system, in which you will plan for 3 6-week periods each semester. Plan for the class periods of the school where you will student teach, e.g. 48 to 90 minutes, but remember that occasional class cancellations (fire drills, assemblies, snow days, pep rallies) may occur as well as the holidays and teacher preparation/in-service days which are already scheduled. Use the current calendar of the district where you will student teach to block out a calendar for the academic year. If you do not know where you will student teach, then use the calendar of your field experiences school.

If you decide to use only a certain portion of the text and to supplement it with individualized units or special mini-units, that is GREAT! However, do indicate which units you are adding and note that they are not from the textbook. Please do not feel that you must include everything in the world the first year! Feel free to delete from the book, but if you do, check future book chapters, which you will use for prerequisite student knowledge. Be sure to plan three to four weeks for your thematic unit in early April; on those weeks, just write the title of your unit plan on the first Monday and use ditto marks on the following Mondays.

In short, for the year-long plan you will need to write:

- A general schedule of topics for the year (calendar pages work best for most teachers)
- A more specific outline for one semester. Your specific (and "least-tentative you can make in advance without knowing your students") schedule/calendar for this semester should include:
  - dates and topics--include very specific info for first 9 weeks
  - general nature of assignments
  - ideas for movies/music/food!/culture to enrich general topic
  - when you will test and how (quizzes, objective tests, essays, authentic task/culminating activity/projects).

### **ACTUALLY WRITING A YEAR-LONG PLAN:**

First re-read the directions under "ACTUALLY PREPARING YOUR SYLLABUS."

Select the level/year of your hypothetical class. I strongly suggest Level One, but perhaps you may plan for a level that you might teach during student teaching; however, please see me first. Indicate grade level and content area of the class. Then brainstorm, jotting down notes about themes/ topics/ books/ units/areas of study that are most important in a well-rounded language course. You may want to visit the TRC to peruse other secondary school texts, feel free to use pieces of these resources. Choose the good parts! Then re-read the syllabus you have written for that assignment, so that you can align the two. However, if you have changed your mind about syllabus points by this time in the semester, that is fine; do NOT redo your syllabus.

Use your school calendar to block out 36 weeks. After you have filled out the first two weeks activities (based on the handout), break out the rest of the content for the school year by writing on Mondays the general topics for the 36 weeks, e.g., the first weeks of level I might include the alphabet, numbers 1-20, classroom objects, parts of the body, using *ser* or *sein*. Depending on the topic, you can frequently count on two to three (sometimes four) weeks for a unit/chapter of study. Try to vary the length of units so students cannot always count on the same number of weeks. When you write in these general topics, watch out for in-service days (no school for students), vacation days, half days. Remember to mark three weeks in the spring for your thematic unit. Be sure to take note of when quarters or trimesters end, because at those times you must provide an assessment of every student's achievement, i.e. GRADES!

Using the grid provided (or something similar), plan the first grading period, in great detail. Plan your introduction to the year. Remember to include spelling, vocabulary, oral proficiency tests, cultural excursions, special projects, reports, journals, cooperative learning, etc. In other words, present a balanced language package for your students.

Then plan the second quarter more in depth than the spring semester, but in less detail than the first grading period. To do this, write more details on your calendar pages for fall. The spring semester should have less detail than the fall, but do include TC and US holidays, special activities for the students, and so forth. Fill in the calendar with the general topics on the Monday of each week, but do include the "specials" that may occur during the week, e.g., Valentine's Day activity on 02/14.

It may seem very artificial to be planning for a group of unknown students. However, this is precisely the situation you will encounter in your first teaching post. You must plan ahead although you haven't encountered the students. If you start the year unplanned, it will NOT be good for you, and more seriously, it will be EXTREMELY detrimental to your students. If you have a plan, you can diverge from it; if you have no plan, you will probably mess around without a definite direction or goal.

Remember that when you are in the real classroom, you may be juggling three preparations (or more) and thus preparing unit plans for all your classes. Please use this experience to help you prepare for next fall.

A word to the wise: when you are teaching, plan to avoid having all the heavy-duty writing assignments/exams/projects for 100 to 150 students due the same day. You will be very unhappy. (I know!)

Submit the year-long plan on \_\_\_\_\_

### **Assignment: THEMATIC UNIT PLAN**

### **Domain 1**

Identify a three- to four-week time span and prepare a culturally based thematic unit plan. Schedule your unit plan during March or April of 2009. Web and brainstorm. Then write the objectives for the unit and write the assessment instruments. Next go back and write the goals and then the standards addressed in the unit. Then take the identified time span and break the content down into a more specific schedule.

Feel free to add notations of your own as well. It works best for me when I abbreviate these terms (e.g. intro/cont/rev/ex). Do so if you wish. Continuity through the weeks is important. Plan for it. In the unit plan, include a copy of worksheets, quizzes, or tests you will use. Be sure that the evaluation instruments assess what you have stated in the objectives.

The following sections must be in the unit plan (but check order of assembly which follows). I do best when I work backwards and forwards at the same time, rather than just plowing through the list in order. (Think **backward design**!) This will depend on your working style.

- Rationale for the unit. An explanation of why kids should study this unit--not just that it is in THE BOOK! Thus, write four to seven sentences explaining the "why" of this unit—addressed to your students. Also list the points possible in this unit (overall as well as for each task and how grades will be calculated at the end of the unit), and a tentative IN-BRIEF schedule. This information will be presented to the students in a student-ready handout with other unit information.
- Standards and benchmarks for the unit—not the entire list, but those that will be assessed. (Entry 3.1)
- Goals for the unit--at least three. (Entry 3.1)

- At least five to eight unit objectives. A list of what students will be able to do by the end of the unit to demonstrate mastery of content. Use 5 ?s of well-written objectives--you may skip conditions. Be sure to have objectives for all the skills and culture. Include different levels of the cognitive domain and at least one must be a HOTS level for an authentic task. (Entry 3.1)
- Concept map (planning web). NB is fine.
- Brainstorming notes. List all the activities you could think of for this unit. Be sure to include culture notes/activities that are appropriate. This list may be handwritten, but **star** those that you have decided to include. NB is fine.
- Type a of **list** three vocabulary sets for *this unit*—at least 10 to 15 important terms as well as sentence(s) in which vocabulary will be embedded initially, e.g. *Es \_\_\_\_\_*. *Hay \_\_\_\_\_*. *La \_\_\_\_\_ es \_\_\_\_\_*. *Me gusta(n) el \_\_\_\_\_*. *No me gusta(n) \_\_\_\_\_*). Decide whether you will use definite or indefinite article and, at least in the beginning, stick with one or the other.
- Essential questions and guarded vocabulary chart. (Entry 3.2)
- Activity planning chart listing how the activities will flow during the unit—at least three to five activities per day, excluding set and closure. Block schedule periods will need more activities. (Entry 3.3)
- Integration notes about how this unit will work on connections, HOTS, and the skill areas. (Entry 3.4)
- A description of how this unit will be assessed. How much are various activities worth? How are objectives reflected in the quizzes/tests/exams/rubrics/checklists/rating scales? How will you assign grades? Some of this information for students will appear in the student-ready handout, but for this section of Entry 3.5A, write paragraphs/notes for your use. Charts may also be a part of this, including the number of points for each assignment.

Also prepare assessment documents (at least four quizzes, one rubric, and one test) you would use during this unit. See form 3.5B for directions for keys. Assess all skills and culture and assess at a variety of cognitive levels, i.e., go beyond recall/recognition. Also prepare an authentic task (make this a student-ready handout) with its accompanying rubric. (Entry 3.5B) For help in writing tests and rubrics, see [Is This a Trick Question?](#)

- **Daily Plans:**  
Write very specific daily lesson plans. Include page numbers, specific questions to be asked, possible student answers, and directions in the TL for activities (except those conducted in English). These are to be plans that could actually be used in the classroom. For me, you need not write a separate objective for each separate activity of each lesson because you have already written these in the unit plan. However, do attack at least three to five of the objectives in each week's work. Your objectives may be drawn from the skill areas (listening, speaking, reading, writing) with attention to the modes of communication and/or the content areas (vocabulary, the topical area, culture, grammar).

Write lessons that are a workable package for a 55 to 90-minute class period, depending on where you anticipate you will be student teaching. In these daily plans, include the activity list with minutes on left, materials needed, homework, set(s), activities, closure(s), and especially variety in activities. You may plan one minute for housekeeping at the beginning of class (although it is better to begin with a SPONGE / bell ringer) and 30 seconds for procedural closure at the end of the class.

Develop lessons that provide integrated, contextualized, communicative approaches to foreign language learning and which are student centered. Include the four skills in each lesson as well as something fun or something creative; in other words, provide a variety of activities. Variety is crucial! Indicate the time allotment for each activity and plan for flow from one activity to the next. Segues are important! Plan for variety of student response. Use choral response, small group and individual response patterns. Also plan for variety in the manner in which students practice. Use some whole-group practice time, some small-group time, and some individual time. Also plan for the anticipatory set, closure, homework, and so forth. (Wow! Only asking for perfection here!)

Note any necessary AV equipment, visuals, or realia to be used. Attach a copy of any worksheet, handout, or transparency (paper copy is fine) to be used during the unit.

- At least one bulletin board idea for this unit.
- At least one graphic organizer for this unit—preferably from day one.
- Notes for presentations, mini-lectures, or discussions or attach to back of lesson play for the day.
- Extras--any other thematic approaches, ideas for cooperative learning, etc. that you might also add to the unit if you were to re-teach it. (optional)
- A bibliography (MLA) of the resource materials used in the unit. You may want to list these at the end of each day's lesson. Do this bibliography only if necessary. If you have used only one text, you may cite it once on day one and then you do not need a bibliography; however, if you have used Internet resources or ideas found in the library or TRC, you must have a bibliography.

#### PREPARATION:

Submit your unit plan in a three-ring binder. Please do NOT sleeve the pages. Typed entries are preferred, except for planning web and brainstorming list.

Use the following format to assemble your unit plan:

Title Page (optional but nice)

Student-ready handout containing rationale for learning about this cultural theme and description of the unit, background info, and an overview of tasks and assessment (Grading Statement)

Standards, Goals, Objectives (Entry 3.1)

Assessment Statements (Entry 3.5A.1 and 3.5A.2)

Assessment Instruments (Entry 3.5B)—all student-ready documents”

Pretest (optional but highly recommended)

Four quiz keys (vocab, grammar, culture, listening)

One unit test key

One authentic task

At least one rubric for authentic task

Vocabulary Sets

Content (essential ?s) chart (Entry 3.2)

Activity chart (at least three to five activities per day, excluding set and closure) (Entry 3.3—either A or B)

Integration (Entry 3.4)

Lesson Plans

A. Daily plans: daily activity list with minutes on left, materials needed, homework, set(s), activities, closure(s), variety in activities, 1 minute for housekeeping is okay and 30 seconds for procedural closure

B. Handouts/worksheets/transparencies (need to follow that day's lesson plan) (graphic organizer may need to be here as well as in Appendices D.

Appendices

A. Planning web

B. Brainstorming list

C. Sample Unit Activities

Interpersonal output—speaking

Presentational output—culture

Interpretive output—listening

Interpretative output—writing

TPRS grammar story

D. Graphic organizer (required)

E. Bulletin board idea (required)

F. Notes about cultural content (optional)—may be handwritten or photocopied although typed will be more useful when you teach this unit

G. Bibliography (if necessary)

H. Materials required for unit (optional)

Present your unit of study to the entire class in early December and turn in the unit at that time. Please feel free to go beyond the required elements. You may include visuals, more bulletin board ideas, etc. if you wish.

## **Assignment: Thematic Unit Daily Lesson Plans**

Plan five 55-minute lessons (regular schedule) or three 90-minute lessons (block schedule) for the first week of your thematic unit. Please do NOT use a template for these plans. Use a **list** format; bullets are optional, **but do not write sentences**.

STANDARDS list the standards/benchmarks by number—see Entry 3.1

UNIT GOAL refer to the unit goal(s) which apply—see Entry 3.1

UNIT OBJECTIVE refer to the unit objective(s) that apply—see Entry 3.1

LESSON OBJECTIVE write an objective for this lesson.

MATERIALS list any materials, equipment, resources needed for this lesson. Add sources of ideas.

SET UP describe how the classroom will be arranged for this lesson—may do this just for day one if the set up will not change.

GREETING and WARM UP list warm-up questions

ANTICIPATORY SET creative way to draw S into lesson; also called interest approach.

ACTIVITIES at least **five to seven** different student activities (including set and closure). Head each activity. List T (teacher behavior--what you will do) and S (student behavior what your students will do) for each activity.

Avoid just sticking activities together to fill up the time; work to present a balanced set of activities that will lead the students through this body of content. Make your lesson logical, and be sure that it flows. Trying to fill the time is NOT planning for instruction. SEQUENCING activities is planning for instruction.

You may provide 10-15 minutes of input spaced out over two or three different places in the lesson, but you may not give a 30-minute lecture followed by a 20-minute activity. Think about doing an activity first, then sharing, then capitalizing on the learning and providing input, then a segue to another activity, and so on.

CONTENT CLOSURE review and summary (list summary ?s and describe activities for closure). You may allow 30 seconds to 1 minute of procedural closure after content closure.

DIRECTIONS write the complete directions you will give the students--**scripted and integrated** into the body of the Set/Activities/Closure. Directions should be in the target language.

SEGUES (TRANSITIONS) moving from one activity, from one segment of the lesson, from one topic to the next; connect the segments both in content/activity just finished and content/ activity to come--**scripted and integrated** into the body of Set/Activities/Closure.

Segues should be in the target language.

EXAMPLES write the complete examples you will present as well as the questions you will ask; these may be attached as an addendum to the formatted plan if that works best for you or written in the plan at the appropriate point. Include also any a copy of any handout or transparency you will use in this lesson.

PREDICTED MINUTES in left margin, write the number of minutes you predict each activity will take; most people find it easiest to type the text of lesson plan and then add minutes in pencil.

USE OF MULTIPLE MODALITIES in right margin, write V, A, K, or T (or combination) for each student learning activity; most people find it easier to type the text of the plan and then add VAKT in pencil.

VARIETY variety in student activities and modalities **as well as** organization (large group, small group, individual, pairs, triads), skill development (listening, speaking, reading, writing), and process and study skills.

HOMEWORK indicate what the homework will be if there will be any. (NOTE: have the homework posted before class begins and give it early in the lesson, not as students are streaming out the door.) Also remember, giving

homework is NOT content closure.

EVALUATION, REFLECTION, PROCESSING, DEBRIEFING list the specific questions you will ask yourself after the lesson to determine if and how much whether or not the students have learned from this lesson.

Scoring Rubric (rating scale):

**On .5 point item:**

- 0 = no credit
- .1 = minimal
- .25 = average / good
- .45 = very good / excellent
- .5 = superior

**On 1 point item:**

- 0 = no credit
- .25 = minimal
- .5 = average / good
- .75 = very good / excellent
- 1 = superior

**On 2 point item:**

- 0 = no credit
- .5 = minimal
- 1 = average / good
- 1.5 = very good / excellent
- 2 = superior

**Criteria weights per element of lesson plan:**

Possible Points	Item
.5	references to unit standards, goals, objectives
.5	lesson objective
1	warm up and set
2	at least 5 <u>effective</u> activities
1	directions in TL
1	segues in TL
1	content closure
1	predicted minutes
1	multiple modalities (VAKT)
1	T/S, MAT, debrief ?s, examples

\_\_\_\_\_/10 then modified to be out of three or five depending on block or regular schedule

**ASSIGNMENT: Materials File**

**Domain 1**

- Using the Internet, locate at least 10 quality sources for knowledge about your target culture(s) or teaching world languages. Check each website to be sure it is functional. Participate in URL wars. When you are sure you have at least 10 original sites (all beginning with http:, submit the list as well as the first page of each site. Also send by e-mail a list of the sources to Dr. Staver.
- Identify at least 30 “purchasable” materials, e.g. computer programs, realia, games, books, periodicals that you could use in your future classroom. Prepare an itemized order form-ish document. List the source (company) of each, the price, a brief statement or analysis of how you will use this product in your teaching as well as how culturally authentic the material is. Teacher’s Discovery is one of many catalogue companies that you will find very helpful for this assignment. Assume that your PTO has given you \$400.00 to set up your classroom. Total the amount you would spend—no more than \$400.00.
- Generate an organized list (typed) of games (5), TPR commands (5 different sets—10 commands each), and songs (5)—all appropriate for use in the secondary (7-12) classroom.

Describe the purpose of the game (what is being practiced), write the commands in the TL, and list any materials necessary to play. These can be commercial games, made-up games, and/or common school games. Use games that involve all the students, as opposed to those that engage only one or two students at a time! List the vocabulary students must use to play the game; think of this in terms of a password approach.

List the TPR commands and note what skill/knowledge is being practiced. (10 actions per set)

Include the words of the song and describe when you would use it and how. You may use raps here or catchy poems. Include at least one culturally authentic song.

- Prepare at least five bulletin board ideas (on 8 1/2 x 11 paper or 5 x 8 cards). One will be a real bulletin board or a poster for a classroom. Be sure to have a border, neat lettering, a TL focus, and remember the importance of white space. Use TL and make at least three of the bulletin boards instructional ones. If you have a language that uses gender, be sure to use ARTICLES, and remember accents, correct spelling and capitalization on your bulletin boards!

Three of the bulletin boards will be from your classroom management plan, and another could be a teaching bulletin board to display vocab in some way, and there must be one that ties to the content of your cultural theme of the unit plan. This may be a real bulletin board in the classroom if you provide a photo of it. Other ideas include one to highlight the first topic of the year perhaps, or the number system, or different kinds of greetings. Another idea might be to present the simple beginning passwords students MUST use to function in your class.

- Generate an organized list (typed) of at least 20 hints, ideas, things you have gathered this semester from your classmates, PDS teachers, high school students, etc. If you know who used this idea, give the source. You may include tips for sets, neat ideas for skits/speeches/articles, games/songs/music to accompany various content areas, names of computer programs you think would be helpful, books (not on your purchase order), professional journals you would find helpful (ACTFL Annals, Hispania, French Review, Die Unterrichtspraxis, Modern Language Journal), library sources, ad infinitum, above and beyond your catalogue wish list.

Begin to acquire useful classroom objects, realia, magazines, newspapers, etc. which you will use next year when you are actually teaching! (optional but strongly recommended!) Organize your collection in some way that makes sense to you, so you will be able to retrieve items when you are student teaching.

www.	10 points
purchase order	10 points
TPR, songs, games	15 points
bulletin boards	10 points
<u>organized list</u>	<u>5 points</u>

Total x 2 =

Fantastic Field Experiences Finale ☺!

- I. Collect all of your papers/materials from this term. These will include class assignments, lesson plans, microteaching critiques and comments you received, your videotaped high school lesson, any cooperating teacher written feedback, my observations of your teaching at the high school, your course pretest, and your journal entries.
  
- II. Organize all this material in your collection of Field Experiences Documents:  
EDCI 427 Pretest (will be returned 12/05)  
Purple time sheet—completed and totaled  
JEs in chronological order  
Any teacher feedback received  
Any feedback from Dr. Staver  
Lesson plans from the your field experiences lessons in chronological order  
Final reflection paper  
  
Plus your videotape or CD labeled with your name.
  
- III. Review your videotapes and all the materials in your notebook(s). Reflect on the aspects of world language teaching that we have studied in class (for example, planning, variety, flow, *i + 1*); also consider your verbal and nonverbal behaviors as you reflect. Then write a final summative paper in which you evaluate your growth as a teacher during this semester.
  
- IV. Type your answers on the form provided. I will mail the form to you, so you can type your answers directly on the document. Make particular references to the lesson you videotaped in the high school (see asterisk-ed items), but feel free to add examples from other lessons as well.
  
- V. Print one hard copy of the paper and file it at the end of your field experiences documents. Due by Tuesday, \_\_\_\_\_ at 7:00 P.M.
  
- VI. **Relax!** You have worked very hard this term; teaching is hard work! I hope you have learned a great deal and that you enjoyed the experience! (or will in retrospect when you are in the classroom) patto-sensei

Your notebooks will be available on the first Tuesday of our January class at noon. Have a wonderful break. Rest first and then begin preparing yourself for full-time teaching. A word to the wise: we will have some student teacher informational meetings early in January as well as visits to your school and time with your cooperating teacher to plan what you will be teaching. One of your first tasks will be to develop a revised, current teaching resume, listing anticipated graduation date as May 2009 and describing all of the field experiences you have completed thus far, in reverse chronological order beginning with your student teaching site, as well as collegiate activities and honors, other work experiences and responsibilities—especially working with youth. Limit your resume to no more than two pages.