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A Portfolio of Lesson Plans for a High School Spanish Classroom with Critical Reflection

Jasmyn Chacko

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Abstract

This Capstone projects features a portfolio of lesson plans along with assessments of these lesson plans, written by a site supervisor, and journal entries, written personally after teaching the lesson in the classroom. After reviewing and analyzing all of these documents, general reflections were written to show the changes I made over time and to consider what future improvements I commit to make. These general reflections will be supplemented with current research in the field of second language pedagogy and the critique written by my site supervisor. Overall, the goal of this Capstone project is to produce useful materials in my profession and evaluate myself as a future teacher.

Executive Summary

This Capstone project aims to show my growth over the course of the Spring 2017 semester during which I was a student teacher at a local, urban high school. The project also evaluates my strengths and weaknesses as a future teacher with the belief that extensive self-reflection will lead to concrete improvements in my future teaching positions. The process of creating this project and dedicating time to reflecting on my abilities already sparked changes in my instructional choices during my field placement as a student teacher.

This project begins by providing the audience with the necessary background knowledge to understand the following two chapters in the context of the classroom in which I worked. While maintaining anonymity of the students and staff, the introduction provides information about the school, the student body, and my role in the classroom that influenced my decisions in the classroom and the creation of this project.

With this foundation laid, the second chapter features a portfolio of lesson plans, accompanied by observation reports from my site supervisor and my own self-reflections. The site supervisor is a Syracuse University staff member in the School of Education who visited my field placement to observe my lessons and communicate with my host teacher. She wrote a report after each observation as well a Mid-Placement and End-of-Placement report. These documents, along with my journal entries, serve two main purposes; firstly, they provide a broad range of insights to illustrate how each lesson was implemented and with what success. Secondly, these documents are the evidence referenced for general reflections in the third chapter. The reports from my site supervisor are especially valuable sources that detail my weaknesses, strengths, and improvements. I use quotes

from these reports along with explicit connections to research on language pedagogy to answer a series of reflective questions about the full experience as a student teacher and my growth during that three-month period. I compile the qualitative data that comes from these documents to form the responses for the prompting questions. The questions are as follows:

- What main changes did I make as the weeks progressed? Were they positive or negative changes and to what extent?
- What motivated me to make these changes? Was it conscious?
- What were my greatest strengths and weaknesses? Which populations did I fail to reach? What were my greatest challenges?
- How did the target field placement differ from my prior suburban placement?
- What aspects of the lessons could be transferred to other levels and other populations?
- Did my activities align with a specific pedagogical approach or theory? Have I begun to create my own teaching style?

These questions structure the narrative for Chapter Three and summarize my successes and failures as a future teacher.

One of the most significant observations when reviewing the data is how the use of the target language, in this case Spanish, changes. Successful second language acquisition requires sufficient input, which in a foreign language setting comes in the language classroom, but, unfortunately, I often depended on English in the beginning of my field placement. The constructive criticism of my site supervisor and my host teacher spurred gradual, but significant changes in my instructional choices, from how I wrote my lesson plans to how I implemented them. This project explores similar situations in which I improved an element of my teaching, such as the decrease in lecture-style teaching, but also recognizes that there are still areas in which I need to improve.

Classroom management was the aspect of teaching that most challenged me. It was a weakness that I had expected and was hesitant to confront. With the support of my site supervisor and host teacher, I learned techniques that I eventually began to implement. The differences between the start of my placement and the end of my placement are made evident with comparisons of quotes from the reports included in the body of Chapter Two as well as those in the Appendices. Each aspect of my teaching is analyzed with the intention of improving as a pre-service teacher and integrating the lessons I learned this semester in my future teaching positions.

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List of Abbreviations

- **SLA:** The field of Second Language Acquisition
- **L1:** First or native language
- **L2:** Second, foreign, or additional Language
- **CLT:** Communicative Language Teaching, the mainstream method used in many contexts in the US and around the world.
- **IEP:** Individualized Education Program, a document designed for each student who require special education. The document includes appropriate modifications, comments from former teachers, descriptions of the student's disability, and more.
- **504:** A 504 Plan is similar to an IEP in that its objective is to ensure an accessible learning environment by informing the teacher how to accommodate this specific student's needs. Students with 504 plans do not require specialized education, but benefit from certain modifications and accommodations to make the content and classroom accessible.
- **ELL:** English Language Learner, which is a student who is learning English, which is the L1 in this case, and his or her lower proficiency in English may affect his or her performance in classes including that of foreign language
- **ACTFL:** American Council on the Teaching of Foreign Languages, a national organization with the mission of promoting the acquisition of foreign languages through formal study in American schools
- **Target Language:** The language being taught; the L2.
- **Native-Speaker:** A student who learned Spanish either prior to or concurrently with English. If concurrently, the student is also considered a bilingual speaker.
- **Heritage Learner:** A student who may have had some exposure to the target language from family members, but whose first language is still a language other than the target language, generally English in this context. Some authors consider these learners to be native-speakers as well.
- **SOE:** School of Education (of Syracuse University)

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Chapter One: Introduction

1.1 Project Overview

This project traces a three-month period of student teaching and examines the instructional choices I made as a student teacher and how those choices changed over time. The project consists of three chapters. Chapter One provides a range of background information such as the organization of the placement, the structure of placement documentation (e.g. lesson plans), and a description of the teaching placement. Chapter Two collates all the data from the lesson plans, site supervisor observation forms, and self-reflective journal entries. Chapter Three explores my reflections in response to several guiding questions with explicit references to evidence found in Chapter Two and the Appendices. Finally, the Appendices include assessment reports from the site supervisor and class materials from the lessons.

While documenting my student teaching experience for the purpose of this Capstone Project, I followed the schedule mandated by the School of Education Professional Conduct Standards and the program-specific supplement for the Spanish Education program. The gradual release of responsibility from the host teacher, also referred to as the cooperating teacher, to myself as the student teacher occurred over the course of three phases. The School of Education Standards document outlines the schedule of those phases. The first phase comprised almost one month and was characterized by minimal autonomy and a greater dependence on the host teacher. In the second phase, also approximately one month long, I began independently teaching one class of students. In the final phrase, lasting just over two weeks, I assumed responsibility

for a total of three classes of students. With each phase, then, I had greater responsibility and independence in the classroom.

The data featured in Chapter Two are from Phases Two and Three of the School of Education (SOE) Standards document, and thus reflect original and independent planning and autonomous student teaching. My original development of these lesson plans during my field placement followed the SOE's four-page limit; however I extended these plans, and specifically the rationale section of each plan, for the Capstone project in order to draw from a wider research base. I wanted to take advantage of the flexibility of the Capstone project to make the connections between my instructional choices and the research literature more explicit. For each of the four representative lesson plans included in this project, I had access to the textbook used by the Spanish department of the high school and all supplies and materials already present in my host teacher's classroom; nonetheless, I often created my own materials or adapted previously created materials to fit the specific needs of my lesson plans.

A Site Supervisor Observation Report follows each of the four lesson plans. The site supervisor, a staff member from Syracuse University, visited the school to observe and evaluate lessons taught by me as the student teacher and discussed any concerns with the host teacher. Within seventy-two hours after each site visit, the site supervisor was required to submit an observation report to the Spanish Education Department and to the student teacher using a template that was created by the School of Education. Unlike the lesson plans included in Chapter Two, the text of the site supervisor's feedback was presented in an unmodified way; names have been removed to maintain anonymity, but

the narratives and the data are in their original format and therefore may have typographical issues.

To conclude each lesson section, I have included my self-reflective journal entries, which were composed soon after the lesson was taught. The reflective journal entries for each class provide a short-term summary of the class, including its strengths, weaknesses, and a qualitative description of student progress. Occasionally, I included plans for future iterations of the same lesson. The entries comprised a combination of my own informal notes made immediately after class as well records of communications between the host teacher, placement supervisor, and myself held in face-to-face discussions and by email within 72 hours after the class. Thus, the contents of each reflective journal entry were collected within three days of the class and revised as necessary for the Capstone project. All of the data described are additionally referenced in Chapter Three as evidence supporting reflections.

In Chapter Three, I examine all data collected in order to reflect on the changes in my teaching practice over the three-month experience as a student teacher, my competence in a variety of dispositions necessary to be a successful teacher, and the areas of focus for future improvement. The chapter is organized based on the following guiding questions:

- What main changes did I make as the weeks progressed? Were they positive or negative changes and to what extent?
- What motivated me to make these changes? Was it conscious?
- What were my greatest strengths and weaknesses? Which populations did I fail to reach? What were my greatest challenges?
- How did the target field placement differ from my prior suburban placement?
- What aspects of the lessons could be transferred to other levels and other populations? Did my activities align with a specific pedagogical approach or theory? Have I begun to create my own teaching style?

These questions were written to fit the aim of my Capstone project, which was to evaluate my work as a student teacher and to reflect on how I can improve in the future. The questions serve that purpose by requiring evidence of how my instructional choices either did or did not meet the expectations of the site supervisor, my host teacher, and myself. My answers to the questions are guided not only by these parties' statements, found in the observation reports and self-reflective journal entries in Chapter Two and final assessment reports in the Appendices, but also by current research in the field of language pedagogy.

1.2 Teaching Context

The target field placement described in this project was at a charter high school in an urban district, which was created with the mission of preparing students to be college and career-ready with both academic and vocational skills. The vocational program included different tracks for students to dedicate themselves to three different fields: media, culinary, and auto. These vocational options were chosen purposely to supplement the opportunities in other surrounding high schools, e.g. other high schools in the district have tracks in cosmetology. The name of this school has not been included in this project to protect the identity and confidentiality of the staff. Similarly, pseudonyms have been used for students, my site supervisor, and my host teacher to respect their privacy.

My focus class was the Level Three Spanish course, a one-year course in the Spanish language. This course occurred during three periods each day. Each period was 48 minutes long. The classes were small in size with the largest at thirteen students and the smallest at eight students. Such class sizes were not typical of the Spanish program at this school, and the host teacher has been accustomed to larger classes in the past.

However, the smaller class size was more manageable for me and allowed me to build stronger connections to my students. The Level Three courses were mostly made of tenth grade students; eleventh graders typically take Level Four and seniors may take the Syracuse University Project Advanced (SUPA) class for college credits. Proficiency assignments were not based on age, but rather on performance and ability. For example, many heritage learners and native-speakers took placement exams to forego the beginner level courses since their background knowledge would likely be more advanced than the Level One and Two curriculums.

In cooperation with the high school's Spanish department, I used the textbook that the Spanish teachers were piloting. Published by Santillana and titled "Español," this textbook was selected specifically for the Level Three course. I utilized the pre-made activities and readings and other resources in the classroom to create my lessons.

Additional resources included the classroom's smartboard, large whiteboard, and access to laptops when requested. The students also often used teacher-designed worksheets, Spanish-English dictionaries, and occasionally the Internet to supplement the classroom materials. I listed any necessary materials in the lesson plan and copies of said materials are located in the Appendices.

1.3 Lesson Plan Format

Chapter Two explores four lessons, each with their own lesson plan. The purpose of lesson plans are to provide direction and a record of the class activities. By designing the plan for each class beforehand, the teacher is able to utilize time more efficiently, keep students on task, and present information in a way that is seamless and comprehensible. The lesson plan format used in this project follows the template provided by the School

of Education at Syracuse University. This template was designed in order to fit the guidelines of the New York State (NYS) foreign language teaching and learning standards and to prepare students for the edTPA certification exam, one of the required assessments to receive a NYS teacher's certification. In order to understand the procedure, rationale, and implementation of each lesson plan, it is crucial to first comprehend the purpose of each section. This section provides explanations for each subsection of the lesson plan in the order it is listed in the template.

The header to each lesson plan gives the essential information: the teacher, the lesson title, the date, and the class. All lessons included in this project were designed for the instruction of the same Level Three class, which I taught for almost an entire semester. The lesson plans selected for analysis were over a relatively long time frame. Lesson #1 occurred on February 27th, and the last lesson of the project, Lesson #4, occurred on April 6th. By controlling the level and the class, and varying plans over time, the selection of target lesson plans was designed for the greatest likelihood of professional development. Since the level and the class remained constant, the focus could be on how the instructional choices changed based on when they were created. The Capstone project starts with the lesson from February 16th and ends with that of April 6th to show the changes that occurred over a couple of months.

The next section of each lesson plan is the "Instructional Context", which shows the lesson's class fit and curriculum alignment. The section begins with a narrative about how the lesson incorporates information about the student body, which can be found under the following question: "What do I know about my students that will inform this lesson? Are there any particular student strengths, interests, background, needs related to

the lesson?” The teacher must recognize the prerequisites for the lesson and be assured that the students possess these required skills or knowledge. For example, if a lesson’s objective is the mastery of the conjugation of obligatory verbs like *deber* ‘must’ and *tener que* ‘have to’, the students must understand the general concept of conjugation. If the teacher is instructing students to conjugate the aforementioned verbs and they do not understand the general concept of conjugation (of any verb), it is clear that the lesson objective was inappropriate for this student body and/ or for this time period within the school year. This section is usually general and does not require the teacher to talk about specific students, rather he or she would talk about general trends. In a later section, there is a more appropriate section to discuss specific student groups or even specific individuals; the teacher discusses how to meet the needs of certain students and groups in the last section of the lesson plan titled “Differentiation/ Planned Supports for Students.”

Referring back to the “Instructional Context,” the next question is: “How does this lesson connect with and build on the previous lessons?” In other words, the teacher must articulate why the present day’s activity is an appropriate next step from the previous lesson and appropriate precursor to the next day’s work. Moreover, the teacher can demonstrate, for example, that the timing of a given lesson is purposefully representative of the central focus of the learning segment, which will be discussed next. Since the transitions between each day’s lesson should be logical and smooth, this section urges the teacher to think explicitly about a bigger picture and connections between lessons. This is important because students respond, both emotionally response and in their grasp of the content, when the development and timeline of the lessons is organized, comprehensible, and seamless.

The next segment of the lesson plan is the “Central Focus”, which is the overarching objective of the learning segment. A learning segment is usually three to five lessons (or days given that there is one lesson per day). Each of these lessons has its own narrower objective. Several learning segments in sequence form a unit. A unit may last a few weeks or even close to two months.

Under the category of “Standards,” the teacher will list standards that relate to the day’s activities and objectives. My lessons follow New York State Standards as well as the American Council on the Teaching of Foreign Languages (ACTFL) Standards. The New York State Education Department’s mission is to provide quality educational opportunities to gain skills and expand knowledge for all New York residents. ACTFL is a nationwide professional organization of language educators, administrators, and students with the goal of improving all levels of language instruction for all languages.

The “Learning Objective”, also referred to as the “Lesson Objective”, is the content-related goal for the students to accomplish by the end of the day’s lesson. A common way to write a lesson objective is to finish the following sentence starter: “Students will be able to....” (SWBAT) Lesson Objectives should be specific and measurable. They are also highly related to “Can-Do” statements, which are lesson objectives that are rewritten in the perspective of the student. “I can...” ACTFL has published a series of Can-Do statements that are representative of each level of proficiency according to their standards (ACTFL). The ACTFL publication will be a point of reference within the upcoming lesson plans, as well as the third chapter, of this project. Nonetheless, lesson objectives in these lesson plans are written using the previously mentioned sentence starter, SWBAT.

The section on “Academic Language Demands” details the lesson’s critical content: it is the words, structures, or rules that the students must learn in order to meet the lesson objective. There are three possible items under academic language: vocabulary, syntax, and discourse. For a language classroom, these possibilities are straightforward; students learn vocabulary in different lexical sets, a variety of tenses using multiple types of verbs, and learn how to communicate in the target language to succeed in a multitude of language tasks. Language tasks might include writing a letter, asking someone to do something, and constructing a text with culturally appropriate abbreviations.

The body and often the majority of the lesson plan contain procedures; it is formally known as the “Instructional Strategies and Learning Tasks.” Each row includes the time the teacher allots for the activity, a description of the activity, and the rationale and research that supports the instructional choice. The level of detail for this section varies dependent on the particular teacher’s style, needs, and experience. For the purpose of this project, the lesson plans were rather detailed to give a thorough understanding and clear view of the actions taken in the classroom. As a foreign language teacher, the lesson plans should also demonstrate the use of the target language, which in this teaching context is Spanish. After reviewing a series of lesson plans, an administrator or other reader should be able to estimate the ratio of the use of the L1, English, to the L2, Spanish. L1 and L2 are terms used in the language instruction community that stand for first or native language, and second or foreign language, respectively.

The next section of the lesson plan is self-explanatory. Transparently titled “Materials and Resources”, the teacher includes any worksheets, videos, school supplies, or other tools necessary to successfully implement the plan. This acts as a reminder to

teachers of what to prepare, and demonstrates the steps of implementation of the planned activities.

The lesson plan concludes with the following section: “Differentiation and Planned Support for Students.” Differentiation is the process of modifying or providing alternatives for the variety of students and student needs in the classroom. This section ensures that the lesson reaches all students by asking the following questions: “How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?”, “Strategies for responding to individual students or groups of students with similar learning styles, needs, IEPs or 504, ELL. What alternative approaches do you have to content for these students?” and “Strategies for responding to common errors and misunderstandings. What alternative approaches do you have to content if you need it?” Answers to these questions provide specific examples of how the teacher plans to differentiate instruction. A teacher may accommodate their diverse student body by differentiating the breadth of content, the format of an assessment, or the materials in the classroom. Differentiation is incredibly important to meet the needs of all students, especially students with Individualized Education Programs (IEPs) or 504 plans. These documents help a teacher understand what accommodations and modifications are necessary and appropriate for students with disabilities or special needs. English language learners, struggling readers, and gifted students are often the focus of differentiation as well. While shifts in the lesson may cater to a specific group, differentiation is not exclusively for students with the aforementioned needs; differentiation improves the learning environment and experience for all students.

With this explanation of each section of the lesson plan template, one can imagine how the lesson would be implemented and better form an opinion on its implementation, using the following documents: the Site Supervisor Observation Report and the Self-Reflection. All of these documents, for each of the four lesson plans, can be found in the upcoming chapter.

Chapter Two: Lesson Plan Portfolio

Chapter Two presents the portfolio of data on which the general reflections in Chapter Three are based. The chapter is organized into four main sections, reflecting each of the four lesson plans. Each section begins with the lesson plan, followed by the site supervisor report, and finally by a reflective journal entry. As noted in Chapter One, the lesson plans were edited after the teaching placement for the purpose of the Capstone to include references to relevant research literature. However, the site supervisor reports and reflective journal entries are presented as they were collected during the teaching placement itself, and thus an informal register and some typographical errors may be present.

2.1 Lesson #1: Mid-Year Benchmark Speaking Practice

2.1.1 Lesson Plan #1: Mid-Year Benchmark Speaking Practice

Name	Jasmyn Chacko
Lesson Title	Mid-Year Benchmark Speaking Practice
Date (including day of week)	February 16, 2017
Grade Level & Class Title	Spanish Level Three
Period or Block (# of minutes)	Periods 2, 4/5, 10

Instructional Context
<ul style="list-style-type: none">○ What do I know about my students that will inform this lesson? Are there any particular student strengths, interests, background, needs related to the lesson?
<p>The Mid-Year Benchmark Speaking Practice is an assessment that occurs at the midpoint of the year. It is an oral interview between one student and the teacher in a private setting, usually at the back of a classroom or in a hallway. The assessment requires the student to engage in a six-line conversation entirely in Spanish. At the time of the exam, the conversation is assigned to the student randomly and the student will not have time to prepare answers. The student may not use notes or dictionaries. The conversation relates to vocabulary and grammar that the student has already learned, meaning he or she must recall background knowledge to succeed in this assessment.</p> <p>One of my students' weaknesses is a difficulty to spontaneously produce Spanish orally, which is typical for this level. Many class activities allow students to prepare an answer by writing it on their paper or directly on their desk in Expo markers. When we debrief after these activities, students often volunteer to participate and will read their answer aloud. Fear of mispronunciation or public speaking does not seem to hinder the whole class in this way. On the other hand, if the activity requires the students to speak in Spanish without any preparation, the number of volunteers is usually minimal or there are none at all. The students' proficiency tends to be stronger in writing or reading, while listening and speaking may be more difficult. It is clear that speaking, in particular, gives them more anxiety. Nonetheless this learning segment culminates in an oral exam called the Mid-Year Benchmark. This combines two anxiety-inducing tasks for my students:</p>

<p>spontaneous, oral production and an assessment. “Foreign language anxiety frequently shows up in testing situations. Students commonly report to counselors that they ‘know’ a certain grammar point but ‘forget’ it during a test or an oral exercise when many grammar points must be remembered and coordinated simultaneously...If the student realizes s/he is making preventable errors during the test, anxiety – and errors – may escalate” (Horwitz, 126). To accommodate for this prediction, I am using ample time to scaffold the skill of spontaneous, oral production before asking them to participate in a conversation in the context of the exam. We started this process in the previous lesson and will continue to practice today. These two days are completely dedicated to preparation for the exam.</p> <p>The students can be really competitive and enjoy learning and reviewing through games. Through my observations, I have noticed that even students who rarely participate can become quite engaged during games. This refers to both those students who are simply more introverted, but also those who are harder to motivate or keep on task. The games we have chosen for today do not water down the content, but still keep the students more interested and less likely to get off task.</p>	
<p>○ How does this lesson connect with and build on the previous lessons?</p> <p>This is the second part of the review for the Mid-Year Benchmark Oral Interviews. While students are always engaging in the target language, these two days are specific to using the target language to earn points for the Benchmark assessment; in their responses, the students must eliminate any English and form appropriate responses that answer the question. Since they need to tailor their responses to the given assessment, I think it is important to familiarize the class with the format of the assessment. This specifically builds on the previous lesson by using activities that the students already understand and/or already started the previous day. We’ll do a series of review games that focus on different topics (different lexical sets, different grammar rules, etc). This allows the students to transition more seamlessly and focus on the content rather than any organizational or logistical concerns that may have come up otherwise. For example, we can spend more time engaging in content rather than reviewing instructions since the students have the appropriate background knowledge.</p>	
<p>Central Focus</p>	
<p>○ What is the central focus for the content in the learning segment?</p> <p>Students will be able to communicate verbally about a prompted topic (personal relationships and making plans) through a six-exchange conversation with a fluent speaker.</p>	
<p>Standards</p>	
<p>○ List state, national, and/or Common Core standards addressed in the lesson.</p> <p><i>ACTFL World Readiness Standards for Learning Languages:</i> Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><i>NYS LOTE Standards:</i> Students can use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services.</p>	
<p>Learning Objectives and Assessments</p>	
<p>○ List the specific content learning objectives for the lesson. What do I want my students to know, understand and do? How will I assess these objectives?</p>	
<p>Learning Objectives</p> <p>Students will be able to verbally produce an accurate six-exchange answer about a mock scenario in preparation for the speaking assessment.</p>	<p>Assessment Plan</p> <p>The assessment should still be formative here in order to properly prepare students for the graded assessment that comes the following two days. Formative assessments will mimic the previous day: observations, written corrections on classwork, and verbal affirmations.</p> <p>Needs Work: Student will be able to create an appropriate response through writing, but will not be able to relay his or her response verbally.</p> <p>On Target: Student will have a complete response after he or she has prepared through writing or with notes.</p> <p>Exemplary: Student will be able to spontaneously create an appropriate response with moderate fluency.</p> <p>To be considered appropriate, the response should answer the question, be comprehensible, and use the vocabulary and the grammar of a Level Three student.</p>
<p>Academic Language</p>	

<ul style="list-style-type: none"> List the academic language function for this lesson. Describe 	
Academic language demands (e.g. vocabulary, syntax, discourse)	Instructional supports to help students use the language function and address language demands.
<p>Vocabulary: Since this is an assessment of their ability to communicate, the demand for vocabulary spans wider than the lexical sets of the current unit. They will need to use their background knowledge of a variety of verbs, transition words, etc in order to expand on their ideas and produce thorough responses. Nonetheless the most important vocabulary is that of the following topics: personal relations, descriptions, and making plans.</p> <p>Syntax: Students are assessed on their ability to make complete sentences and two sentences in a row in order to deliver a complex and detailed response.</p>	<p>The students all have access to a class copy of the textbook, an online source called Quizlet that has flashcards and games, and a printed packet for each unit. There is multiple means of representation of the same material, which according to Universal Design's theory, creates a more inclusive and accommodating space for all learners.</p> <p>The gradual release of responsibility model allows students to understand where their limits are and approach them in an appropriate manner. It also allows the teachers to notice the specific point in which the student becomes unable to meet the task. Then the teacher can support through rephrasing, gestures, and providing resources like dictionaries and notes.</p>

Instructional Strategies and Learning Tasks (Procedures & Timelines)		
<ul style="list-style-type: none"> Launch/Hook—How will you start the lesson to engage and motivate students in learning? 		
Time	Instructional Strategies/Learning Tasks/Questions to Ask	Rationale/Research & Theory
7 min	<p>Introduction: “¿Qué hay de nuevo? ¿Qué vas a hacer este fin de semana? ¿Tienes planes?”</p> <p>Go over agenda for the day. Reminder that the formal assessment is the next day. Take questions about the oral interviews.</p>	<p>An informal conversation in the target language is an appropriate start to a class for a variety of reasons. It allots time for students to code-switch and transition from English to Spanish. It also allows teachers time to get to know their students, which helps us create more meaningful lessons and better understand our audience. It also is helpful to teachers to look out for the wellbeing of their students. More informal moments of class like this are when we can pick up on the emotional needs of our students. In addition, it is an appropriate start in a foreign language classroom because it increases input and the use of the target language. “Several studies reported positive correlations between the teacher’s use of the target language and students’ acquisition of the language, thus substantiating the effectiveness of a teaching style in which use of the first language is actively avoided” (Thompson, 322).</p> <p>Each introduction starts with the presentation of a slide that has the agenda and a Can-Do statement. The latter mimics the Learning Objective of the lesson in order to make the goal explicit for the student and to encourage students to evaluate their success based on communicative proficiency rather than just grades. “Learners were told to monitor and report on their strategy use and personal goals for</p>

		strategy development. The results of the strategy training by Nunan showed that ‘learners began to see language less an object to be studied than as a tool to be used, began to reflect on how they learned as much as what they learned....’” (Rahi, 8).
5 min	Think, Pair, Share: Students are asked to remind themselves and tell their partner what they shared as their strengths and weaknesses the previous day during a class debrief. They are instructed to set a goal for the period related to their success in the oral interview.	<p>Similar to how the previous activity acts as a transition space for students to code switch, this acts as a directing and focusing activity to transition into the goals of today. They are reminded of how the lesson fits into the previous lesson and prepares them for the assessment.</p> <p>Think, Pair, Share is an effective strategy to diversify the monotony of a lesson and encourage bonds between students. “From the instructor perspective, TPS has several advantages which include 1) helpful in organizing content and tracking students on where they are relative to the topic being discussed in class, 2) allows students to prepare for each class session, 3) saves instructor time so that he/she can move to other topics, 4) provides opportunities for students to interact with each other and 5) helps the instructor in making the class more interactive than regular lecture sessions” (Radhakrishna, 84).</p>
o Middle of the lesson —What will you do to engage students in developing understanding of the lesson objectives?		
Time	Instructional Strategies/Learning Tasks/Questions to Ask	Rationale/Research & Theory
13 min	“We’re going to begin our practice for the oral interview. While you are doing this, keep your goal in the back of your mind as a reminder of what mistakes you made yesterday. Try not to make the same ones today.” Use the Oral Interview PowerPoint to show the mock scenarios again. Students choose the two they have not started. Use tally sheets.	<p>Promoting self-awareness and self-correction are key elements in any classroom and especially in a language classroom where students can develop incorrect habits if the mistakes are not addressed immediately and effectively.</p> <p>From my experiences, when I am using a PowerPoint without engaging my students directly, students tend to pay less attention. I think it is important to check and support their understanding. Whether speaking in English or in Spanish, teacher always uses gestures and visual cues to support listening comprehension. Mueller’s experiment demonstrated “the beneficial effects of visual aids in the foreign language classroom” (Mueller, 340). Visual aids are more beneficial when they are integrated into the lesson in a way that is natural and related to the topic. “Appropriate contextual visuals can enhance listening comprehension recall” (Mueller, 340). For this situation, I use my hands to point out key words, to gather attention of the students, or to act out a Spanish vocabulary word that students do not understand.</p>
5 min	Teachers give an example of a high quality interview by modeling between student teacher and teacher. “What makes this strong?” Remind students of how they will be graded.	Modeling a conversation provides students with a concrete example of a high-scoring product. They will be able to imitate certain aspects of the conversation after seeing this demonstration. It is also important that they have a strong grasp on how

		they are being graded, so they know how to focus their efforts in order to score well.
5 min	Attempt #2: “ <i>Ahora, van a hacer la misma situación de nuevo.</i> ” ‘Now, you guys are going to do the same situation again.’ Try to take into account the points we just made. Make the same oral interview stronger by fixing your grammatical errors, giving more detail, and following all guidelines.”	Students may be aware of some of the errors they made while speaking, but will not be inclined to go over the interview to correct themselves without prompting. Self-correction is a crucial skill to learning a language and developing proficiency. This is called meta-cognitive learning. “Metacognition refers to one's knowledge concerning one's own cognitive processes or anything related to them, e.g., the learning-relevant properties of information or data” (Flavell, 1979).
○ Closing the lesson —How will you end the lesson?		
Time	Instructional Strategies/Learning Tasks/Questions to Ask	Rationale/Research & Theory
8 min	Individualized study plans: “Think back to the goal you set for the day. Did you complete it? Raise your hand if you did. Raise your hand if you didn’t. What are some resources you can use if you are still struggling or did not complete the goal?”	These questions ask students to reflect on their progress and readiness for the assessment. Rather than leaving them without a plan if they are still struggling, we will discuss ways they can study independently.

Materials and Resources	
○ List and attach the handouts, notes, books, and other materials you will need for the lesson.	
Mid-Year Benchmark PowerPoint	

Differentiation/Planned Support For Students	
<ul style="list-style-type: none"> ○ How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson? ○ Most directions will be given in English or presented on a slide in English. This is to accommodate students who do not have the listening skills in Spanish to completely grasp a set of instructions. Since it is so important that they are followed properly, it can be beneficial to use the L1 in these situations. I also will often say phrases in both Spanish and English to maintain a high level of target language input in the classroom. Another way to use Spanish in the classroom without alienating the low proficiency students is to use gestures and visual cues, which I do in almost all situations. ○ Strategies for responding to individual students or groups of students with similar learning styles, needs, IEPs or 504, ELL. What alternative approaches do you have to content for these students? ○ The native speakers are a challenging group to organize for an activity like this because they feel no need to prepare for a speaking exam since Spanish is their native language. It is important to frame the Oral Interview as a test of academic speaking. The assessment does not just ask about the ability to communicate, but also it examines a student’s ability to make a point and defend it, create a detailed story, and/or follow directions. ○ Certain students will be hesitant to produce Spanish publicly and will need the reassurance that their privacy is respected. For this reason, the assessments will be in private settings where the student and teacher are one-on-one. In other words, they are not being assessed on their ability to publicly speak, but to communicate a message. Even with this secure environment, there is no doubt that the students will be anxious. As I mentioned earlier, I have not only seen this trend in my own students, but I have referenced literature that confirms the difficulty for language learners to spontaneously produce Spanish orally. I must create a supportive and nurturing environment for my students to promote a healthy well being, but also to get an accurate measurement of their abilities since the anxiety could affect their scores. The high-stress and fear of my students could be “serious impediments to the development of second language fluency as well as to performance” (Horwitz, 127). ○ Strategies for responding to common errors and misunderstandings. What alternative approaches do you have to content if you need it? ○ The common error will be avoidance, a term that in layman terms means “to play it safe,” by using Level 1 or 2 vocabulary instead of engaging in the more recent and more advanced content. Students tend to give one-word answers or simply not use the vocabulary by saying common phrases like, “Está bien” (It’s okay). To prompt more elaborate and comprehensive answers, why I broke up each prompt with leading questions that are more specific than the original situation outlines. I will have to remind them that they are required to be detailed for the interview, which is why we are 	

reviewing what elements are graded and how. The previous day, to avoid the problem of avoidance, we generated a word web with examples of strong answers. The mock interview fulfills the same goal of training students to give detailed answers that are representative of a Level Three student.

2.1.2 Site Supervisor Observation Report



Student Teacher	Jasmyn Chacko	Cooperating Teacher	
Date of Observation	2/16/17	Observer Name and Role	
Period or Block (minutes)	2 - 45 minutes	Grade Level & Class Title	SPA 3

Planning the Lesson

	<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Area for Growth</i>
Plans were submitted in a timely fashion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
States central focus clearly	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans activities to support learning objectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses prior learning and prerequisite skills related to central focus	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses personal/cultural/community assets related to central focus	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans supports for varied student learning needs (students with IEPs, ELLs, students with gaps in prior knowledge, and/or students needing greater challenge)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans formal and informal assessments of students' content understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes assessment adaptations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans instructional supports to help students understand and use academic language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses the Common Core Standards in Spanish	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses procedural fluency	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses conceptual understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teaching the Lesson

Launch/Hook	<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Area for Growth</i>

Gains students' attention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes clear purposes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Middle of the Lesson	<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Area for Growth</i>
Engages students in developing understanding of the content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses high quality questions to deepen students' understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages students in discussion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elicits and builds on student responses to promote thinking and develop understanding of content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports students in using language to develop understanding of content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employs suitable pacing in the lesson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitors student understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides feedback to guide further learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Links instruction to students' prior learning and personal, cultural and community assets	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports varied student learning needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports students in using academic language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports students in using higher-level thinking	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Closing the lesson	<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Area for Growth</i>
Focuses student attention on the central focus of the lesson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gathers evidence of student learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives follow-up assignments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Promoting a Positive Learning Environment

	<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Area for Growth</i>
Communicates clear expectations about behavior	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distributes materials efficiently	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoids unnecessary delays, interruptions, and digressions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages efficient transitions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Area for Growth</i>
Provides clear directions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotes on-task student behavior	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitors behavior throughout the room	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intervenes appropriately when students are off-task and non-disruptive	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intervenes appropriately when students are off-task and disruptive to the learning of others	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates rapport with and respect for students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes a challenging positive, low-risk social environment that promotes mutual respect among students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on lesson by student teacher (What worked? What didn't? For whom? What changes would you make to better support student learning?):

Jasmyn was not completely satisfied with how the lesson went. Jasmyn felt that because she was out sick the day prior to the observation, she let her nerves get to her. I did not note this in her lesson delivery. Even though she felt there were some grammatical errors in the opening of the lesson, she pushed on and was pleased with some parts of the lesson. She felt that her conversations with students, both in whole group and individually, showed signs of the beginning of a strong rapport. A student approached her, independently and one on one, to ask for advice about an application for an internship that she was applying to. Throughout the lesson, Jasmyn used her knowledge of the students' interests to direct her examples. Something Jasmyn would like to improve upon is engaging the students. The students are accustomed to using their phones throughout class and Jasmyn hopes to assert more control over this behavior in the future.

Brief summary of lesson by observer:

Students were preparing for a speaking assessment. Jasmyn led them in an activity that created a word web which helped the students establish vocabulary from which to base their assessment. After reviewing the vocabulary they already know, she directed them to a page in the text with supplemental vocabulary that they could utilize. They then worked in groups to write a 12 line dialogue.

Comments on the strengths of this lesson:

Jasmyn did a great job leading the vocabulary brainstorming and she circulated while they were working in small groups. She offered them feedback when students were confused on a vocabulary term, walking them back to the basic difference of 'e!' and 'la' in Spanish so that the student could come up with the correct answer on her own. Also, when a student asked for clarification on a verb conjugation, there

was a bit of confusion as to the correct formation of the verb, but Jasmyn encouraged the student by saying, "Good for you for challenging me, see, I am learning, too!" She also encouraged students when they auto-corrected themselves, a sign that the student is internalizing the language. She has established a good rapport with the students.

Comments on areas of needed improvement:

The students were a low energy group, so not all students participated in the vocabulary brainstorming activity. The class only had 10 students in it and one was on her phone during much of that activity. Engaging all students is a challenge, but I think that is something Jasmyn is working towards.

Do you judge this candidate to have:

- exceeded expectations in this lesson?
- met expectations in this lesson?
- met most (but not all) expectations in this lesson?
- failed to meet most expectations in this lesson?

2.1.3 Self-Reflection

Journal Entry: February 16th

In general, I was not completely satisfied with how the lesson went. I knew that with the previous day home sick, I was not quite mentally prepared. I let my nerves get to me because I was already off. This led me to start the lesson interacting with the students in a way that was a bit tense and riddled with grammatical errors in the target language. I pushed on and was pleased that there were some successes in the lesson. My conversations with students, both in whole group and individually, showed signs of the beginning of a strong rapport that I am working on developing. I have not been there long enough to expect full bonds to have been made, but I am happy with the progress. Gina even approached me, independently and one on one, to ask me for advice about an application for an internship that she was applying to. Specific to this lesson, I used my knowledge of the students' interests to direct my examples. My professor Amanda Brown emphasized this tactic to me during her instruction of Communicative Language Teaching. One thing that I would like to improve is that these students are very distracted and disengaged. They are accustomed to using their phones throughout class. I hope to assert more control over this behavior in the future.

My greatest weakness is my reliance on English. In the lesson plans and classroom materials, you can see that instructions are almost all given in English. In my Methods class with Professor Emma Ticio, I am encouraged by her and by our readings to minimize the use of the L1 in the classroom. Research around second language acquisition often concludes that a lesson taught entirely in the target language is significantly more effective than the alternative. Specifically, we looked at the value of

input during the methods class. Input is any information, in writing, orally, or otherwise, in the target language that could be understood or useful to the student.

The biggest mistake I made with this lesson plan was that I created it for two periods; in other words, it would last for two days before we began the summative assessment. There are many aspects of this that proved problematic once I actually taught the lessons. After the first day, I already knew I had incorrectly estimated the time. We had only gone through the first half of the first lesson! The students' nerves were palpable and they became visually distressed when they heard the words "speaking practice" or "mid-year benchmark." I reminisced on the early stages of my Spanish development and remembered feeling the same exact way. In my experiences, it seems speaking is the almost always the last skill, out of reading, writing, listening, and speaking, for non-native speakers to develop and produce with confidence. This is due to many factors including the heightened affective filter during oral production and the fact that it's often the least practiced in classrooms. Despite the rise in a focus on communicative proficiency, which most likely stems from the rise of the approach of Communicative Language Teaching, the reality is that many classes are giving minimal preparation and practice of spontaneous speech, pronunciation, and other skills associated with oral production.

Seeing the stress in my students and hearing their audible groans, I was quickly reminded of this gap between the frequency of practicing oral exams and the value it has in real-world contexts. I do feel that the students underestimate their ability; they speak in Spanish quite often during our class activities. Nonetheless, the rigor of this task lies in the length, fluidity, and cohesion of a conversation. During class activities, students generally produce one to two sentences at a time. Occasionally, there will be follow-up questions or prompts directed by the teacher that will turn their participation more conversational. In these cases, their follow-up answers tend to have less grammatical accuracy and a slower pace than their original contribution. This is a sign that they had been preparing their original answer beforehand, not spontaneously, a habit that is common amongst this level. With this realization that they struggle with spontaneous production and have had limited practice, it makes sense that they would need more than two class periods to prepare. I should have allotted three periods for preparation and I should have designed one activity focused on stress-reduction. Before other tasks, we have had more formal and planned ways to reduce stress and boost confidence, but my lesson lacked this important piece.

Today I received one of the hardest criticisms from my host teacher. I was doing the introduction for the day. It is a time allotted to allow students to speak on a topic of their choice, usually what they did the night before or what they are looking forward to in the upcoming week. During this time, I call on students on a volunteer basis to share in the target language, Spanish. A common issue is that students will want to share without speaking in Spanish. The issue today was with my reaction to this matter and how my reaction differed by student. One of the hardest things to do coming into this profession is to recognize one's own biases. These prejudices permeate the classroom, no matter how minor or subconscious they are. I found myself acting on such biases rather than relying on my training and more open mind. Kyla and David had both attempted to share in English, and I politely said, "Try in Spanish." Zach was next. He is a student with an IEP that classifies him on the autism scale. I called on his raised hand. He asked, "I don't

know how to say it in Spanish,” a habit that was similar to the two students before him. I said, “You can say it in English.” At the moment, my first conscious thought was that I was pleased he was participating since he could often be so quiet. He shared his response and I moved on to the rest of the lesson without thinking much of the interaction.

During the subsequent planning, my teacher had a collection of post-it of notes to give to me as constructive criticism of my work. There were some minor things and then she began to speak of this interaction. She was not accusatory or impatient, but forward in her critique of my actions. I had presumed incompetence and allowed a student to follow a lower standard than the other students based on my own subconscious bias that he would not be able to complete the task or that he would struggle too much while doing so. My immediate reaction when my host teacher brought this to my attention was shame and embarrassment. This action did not reflect the type of teacher, and person, I wanted to be. I felt I had overestimated by inclusivity, which is something I hold close to my heart. Thankfully my host teacher handled the conversation in a way that was understanding and came from the desire to help rather than the temptation to judge. She did not condemn me, rather she explained her own instances with similar preconceived notions and she reminded me that being aware was the very first step.

The very next day, I was determined to have a redeeming interaction with Zach. I made sure to spend more time asking him to engage in Spanish, rather than providing him the out to immediately switch to English. I thought back to my Special Education class and realized how I had not followed the guidelines set out by my professor. I began to provide supports, so Zach could reach the same levels as other students; this was a shift from the previous day, where I had removed the standard for the purpose of sheltering Zach from peers’ snickers and the possibility of failure. These assumptions were lowering the level of mastery that Zach was expected to meet and therefore would meet.

2.2 Lesson Plan #2: Llamadas Telefónicas ‘Telephone Calls’

2.2.1 Lesson Plan

Name	Jasmyn Chacko
Lesson Title	Llamadas Telefónicas
Date (including day of week)	Monday, March 6
Grade Level & Class Title	Level Three
Period or Block (# of minutes)	2, 4/5, 10

Instructional Context	
○	What do I know about my students that will inform this lesson? Are there any particular student strengths, interests, background, needs related to the lesson?
The students tend to engage more when placed into pairs. They can be hesitant to speak in Spanish in big group settings, which is typical for this age group and proficiency level (especially with the presence of native speakers in the classroom). From past lessons, I have observed that even the more shy or uninterested students will speak during paired activities. I attribute this not only to the lower affective filter of small group work, but also that the classes in themselves are small with about 10-14 students. This has allowed the group to develop stronger relationships with their peers. Another benefit of pair work is that it has been built into this specific classroom. Señora Perez set up “clock partners” for each day of the week (minus Friday which is a day of choice) that has been used at least once every week since September. Creating this habit early is important to classroom management.	

<ul style="list-style-type: none"> How does this lesson connect with and build on the previous lessons? 	
<p>Last week we began the topic: phone calls. As a hook, we captured student interest by introducing Spanish SMS abbreviations and allowing students to text each other in Spanish. We used this as a jumping off point to transition to phone calls and the terminology used to talk about them and answer them. They first received the vocabulary on Friday. Now they must integrate the new vocabulary into their ever-growing Spanish vocabulary. In order to support this cognitive process, we must use drills and other practice activities.</p>	
<p>Central Focus</p>	
<ul style="list-style-type: none"> What is the central focus for the content in the learning segment? 	
<p>Students will learn to communicate in the medium of telephones rather than face-to-face.</p>	
<p>Standards</p>	
<ul style="list-style-type: none"> List state, national, and/or Common Core standards addressed in the lesson. 	
<p>ACTFL World-Readiness Standards: Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	
<p>Learning Objectives and Assessments</p>	
<ul style="list-style-type: none"> List the specific content learning objectives for the lesson. What do I want my students to know, understand and do? How will I assess these objectives? 	
<p>Learning Objectives</p>	<p>Assessment Plan</p>
<p>Students will be able to answer questions based on information they read or hear using new vocabulary.</p>	<p>This Can-Do statement comes from ACTFL's World Readiness Guidelines. The textbook activities are direct ways to assess their listening comprehension and mastery of vocabulary. Students' answers to these questions will be explicit indicators of their ability.</p> <p>Needs Work: less than 50% correct answers On Target: 50%-70% correct answers Exemplary: 70%+ correct answers</p>
<p>Academic Language</p>	
<ul style="list-style-type: none"> List the academic language function for this lesson. 	
<p>Identify</p>	
<p>Academic language demands (e.g. vocabulary, syntax, discourse)</p>	<p>Instructional supports to help students use the language function and address language demands.</p>
<p>Vocabulary: There are 22 words/ phrases in this Desafío.</p>	<p>We will remove syntax demands that come with learning phrases since they will be learning the phrases without the expectation of understanding the full linguistic connection within the phrase. For example, "quedarse sin batería" is one of the phrases. They will be expected to identify/ translate it, utilize it in a sentence, and conjugate the verb. However they do not need to understand the implications of "se" or the preposition "sin". This is an appropriate way for students to reactive the cognitive processes of acquiring an L1 in order to acquire a L2 according to the Universalist Model theory.</p>

Instructional Strategies and Learning Tasks (Procedures & Timelines)		
<ul style="list-style-type: none"> Launch/Hook—How will you start the lesson to engage and motivate students in learning? 		
Time	Instructional Strategies/Learning Tasks/Questions to Ask	Rationale/Research & Theory
5 min	<p>Read Agenda/ Introductions: Every day we go over the agenda for the day (including any upcoming assessments or important events) and discuss the big question of the learning segment. We also allow for a few minutes of teacher-guided conversation in the target language as a whole class. Possible questions include: "¿Qué tal tu fin de semana? ¿Qué hiciste?"</p>	<p>When acquiring an L2, speech production is one of the most effective ways to do so because it requires students to draw on a wide range of background knowledge and is higher on Bloom's Taxonomy because it pushes recall to combine with higher level thinking such as authoring and applying. These students are traveling from class to class and a certain amount of transition time is expected, but it must be controlled to avoid wasting time that</p>

		could be valuable time to learn. “Past studies also confirmed that well-managed transitions have the potential to increase academic learning time throughout the day (Campbell & Skinner, 2004)....If teachers control the time students spend transitioning from one academic activity to the next {they will} have the ability to increase learning time” (Guardino, 211). I not only limit this time by having a certain number of minutes maximum that are allotted for the transition, but I also strive to make it a productive time by speaking in the target language and encouraging students to use the target language as well. I encourage students to produce orally in the target language by recording how many times they speak a day in Spanish. I write this on a clipboard using tallies and this translates to a weekly grade that falls under participation points.
10 min	Review homework: Students had pages 71-72 in their workbook assigned as homework on Friday. We will use this time to give credit in the grade book to those who did the assignment and review the answers. Students who attempted the entire worksheet receive 100 points for the assignment; it is the teacher’s discretion to give points based on percentage completed. During the debrief of the homework, students and teacher will speak entirely in Spanish (unless the teacher deems necessary to use English). Instructions will be given as follows: “Abran los textos a página setenta y uno. Vamos a repasar la tarea.” (Open your books. The teacher will record participation points on the weekly grade sheet on the clipboard. Answers will be prompted with the following question: “¿Quién tiene la respuesta para número (#)?” (<i>Who has the answer for number (#)?</i>)	This step assures and promotes accountability of students and acts as an informal diagnostic for the teacher to measure students’ mastery of the objective. By looking at which answers they had wrong, the teacher better understands the gaps in understanding.
o Middle of the lesson —What will you do to engage students in developing understanding of the lesson objectives?		
Time	Instructional Strategies/Learning Tasks/Questions to Ask	Rationale/Research & Theory
6 min	Vocabulary Practice: Draw and Write Students will keep the workbook page open, which has a glossary of words for this topic. They will be asked to choose words they find particularly challenging for this activity that requires them to draw vocabulary and write sentences based on directions presented by the PPT.	Vocabulary review paired with drawing is shown to increase frequency of recall due to the way it provides multiple means of representation.
15 min	Pg 98 #63-64 in the textbook Students read the situation (a written conversation in the textbook related to phone calls and events) aloud. Complete the following activities with “parejas de las doce” (clock partners for Monday) using markers on the desk or pen/ paper. We will review the activities after about 10 minutes. Teacher calls on students.	The previous activity uses the vocabulary out of context of a sentence, so it does not take into account a student’s ability to apply the knowledge and also incorporate syntactic information. For this reason, this time is allotted to practicing these skills that challenges students within the zone of proximal development to do more than recall.
7 min	Pg 98 #65: Audio Activity. Students will work individually for this activity, which is a listening comprehension practice using the target vocabulary. Teacher says, “¿Otra vez?” and repeats the audio.	L2 learners may be able to recognize a word in the target language when it is written, especially if it is a cognate, but may not be able to recognize it when it is spoken.

○ <i>Closing the lesson</i> —How will you end the lesson?		
Time	Instructional Strategies/Learning Tasks/Questions to Ask	Rationale/Research & Theory
5 min	Pg 107 #83: Phone Etiquette and Preferences Think Pair Share. The textbook activity, a series of questions regarding the student's preferences and opinion on etiquette, suggests students do this as pairs, but I would like them to share their thoughts as well.	This is a nice way to wrap up the lesson and bring it back to some of the themes we have been talking about throughout this lesson segment: cultural differences and personal preferences/habits regarding communication. It is also a way to have students spontaneously and verbally produce in the target language with the proper supports in place.

Materials and Resources
○ List and attach the handouts, notes, books, and other materials you will need for the lesson. Daily Agenda PPT, Vocabulary Review Slides, Markers, Textbooks, Workbooks

Differentiation/Planned Support For Students
<p>○ How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson? Each step of the lesson is graduated to provide the support to those students who take longer to master new vocabulary, but for greater gaps in prior knowledge I will make sure the right resources are available to students. They have the same vocabulary list in three different locations (textbook, workbook, and individuals word charts each made) which they will have full access to during this lesson.</p> <p>○ Strategies for responding to individual students or groups of students with similar learning styles, needs, IEPs or 504, ELL. What alternative approaches do you have to content for these students?</p> <p>Focus student John will need extra check-ins for comprehension and emotional stabilization. In past lessons I have noticed that he can become a bit frazzled or stressed when he feels he is not meeting his potential. He has specifically explained to me that he has trouble describing things and/or being creative/imaginative. For the majority of the lesson, this should not be an issue, but he may become tense and shut down during the drawing portion of the vocabulary review. I plan on using proximity and verbal check-ins to keep on top of this potential issue.</p> <p>Students who struggle to stay on task may struggle with this lesson since it involves a lot of textbook work. Thankfully, it is a habit they are accustomed to since we often have days like these.</p> <p>○ Strategies for responding to common errors and misunderstandings. What alternative approaches do you have to content if you need it?</p> <p>A common misunderstanding during vocabulary lessons is that memorization is enough. Students believe the task is to memorize a list and will feel they have completed the task once they can recall the words from Spanish to English. "In researching students' beliefs about the traditional rote memory vocabulary strategy...they described rote learning as 'one of the most important subcategories of mnemonic strategies' (Rashidi & Omid, 2011, p. 140)" (Carvalho, 28). As teachers we know that they need to be able to switch back and forth between the L1 and L2 and that recall is not enough. They need to conjugate the verb phrases and use these words in higher level thinking activities in culturally appropriate ways.</p>

2.2.2 Site Supervisor Observation Report



Student Teacher	Jasmyn Chacko	Cooperating Teacher	
Date of Observation	3/6/17	Observer Name and Role	
Period or Block (minutes)	4 - 45 minutes	Grade Level & Class Title	SPA 3

Planning the Lesson

	<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Area for Growth</i>
Plans were submitted in a timely fashion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
States central focus clearly	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans activities to support learning objectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses prior learning and prerequisite skills related to central focus	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses personal/cultural/community assets related to central focus	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans supports for varied student learning needs (students with IEPs, ELLs, students with gaps in prior knowledge, and/or students needing greater challenge)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans formal and informal assessments of students' content understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes assessment adaptations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans instructional supports to help students understand and use academic language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses the Common Core Standards in Spanish	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses procedural fluency	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses conceptual understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teaching the Lesson

Launch/Hook	<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Area for Growth</i>
Gains students' attention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes clear purposes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Middle of the Lesson	<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Area for Growth</i>
Engages students in developing understanding of the content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses high quality questions to deepen students' understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages students in discussion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elicits and builds on student responses to promote thinking and develop understanding of content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports students in using language to develop understanding of content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Middle of the Lesson	<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Area for Growth</i>
Employs suitable pacing in the lesson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitors student understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides feedback to guide further learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Links instruction to students' prior learning and personal, cultural and community assets	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports varied student learning needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports students in using academic language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports students in using higher-level thinking	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Closing the lesson	<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Area for Growth</i>
Focuses student attention on the central focus of the lesson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gathers evidence of student learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives follow-up assignments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Promoting a Positive Learning Environment

	<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Area for Growth</i>
Communicates clear expectations about behavior	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distributes materials efficiently	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoids unnecessary delays, interruptions, and digressions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages efficient transitions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides clear directions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotes on-task student behavior	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitors behavior throughout the room	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intervenes appropriately when students are off-task and non-disruptive	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intervenes appropriately when students are off-task and disruptive to the learning of others	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates rapport with and respect for students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes a challenging positive, low-risk social environment that promotes mutual respect among students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on lesson by student teacher (What worked? What didn't? For whom? What changes would you make to better support student learning?):

Jasmy thought that the class was very distracted she felt that she struggled to keep them on task. For example, (in general) the students use their phones frequently and talk a lot in side conversations. Jasmyn and Diana are working on a way to address this lack of focus.

Jasmyn feels that her ability to engage students is one of her strengths and often shares her struggles in learning Spanish with her students to demonstrate that it can be hard, but they can succeed. Jasmyn was satisfied with her student feedback and interaction, but would like to have improved the flow of the day by minimizing transition time.

Brief summary of lesson by observer:

Today's lesson was centered around being able to communicate in a phone conversation. She had the Big question, Essential question and the Do it now as well as the Ticket out the door posted on a slide when students arrived. Students reviewed homework, did vocabulary practice and activities together in small groups and reviewed the answers as a class. The class was small, only 9 students, so she was able to elicit responses from each student.

Jasmyn closed the lesson by assigning homework and letting students know that they will continue to go over this material in the coming days.

Comments on the strengths of this lesson:

Jasmyn connected with students at the beginning of the period, talking about what the students did over the weekend. She praised self correction (as it demonstrates students are internalizing the material) and addressed grammatical issues as they arose. For example, when students had a difficult time conjugating a reflexive verb, Jasmyn took a moment to pause and review the use and correct formation of the verb "quedarse". Jasmyn also provided feedback to the students' writing and circulated around the room to answer any questions or to help keep students on task.

Two students are native speakers of the language and were independently working on writing pieces. This is one downfall of the program is that in order to graduate with an advanced diploma, they need to take certain levels of Spanish despite their fluency in the language.

Comments on areas of needed improvement:

The lesson could have been tighter, with students more focused and using the target language. Once students get more confident with the vocabulary, they could do

more interactive, communicative activities. But, this lesson was creating that base from which to grow.

One suggestion I would make for improving pronunciation is to have the students practice the dialogues in pairs. Then play the audio with the correct pronunciation and have students repeat the proper pronunciation. This way, they get to rehearse it on their own first, hear it done well and then practice the proper pronunciation.

Do you judge this candidate to have:

- exceeded expectations in this lesson?
- met expectations in this lesson?
- met most (but not all) expectations in this lesson?
- failed to meet most expectations in this lesson?

2.2.3 Self-Reflection

Journal Entry: March 6th

The class was very distracted today and I struggled to keep them on task. The class as a whole struggles with discipline and it can be a difficult environment to enter as a new teacher who feels less confident in her classroom management abilities. The students use their phones frequently and talk a lot in side conversations. I haven't witnessed many consequences for these actions, but my host teacher and I have started a great dialogue about classroom management and she typed me up a potential script to use for certain situations. Classroom management was one of the issues that I had already foreseen before beginning at this field placement. It was not necessarily the urban environment that made me feel this way, rather the proximity in age that I felt would give me less authority and credit. Thankfully, I can sometimes use my youth to my benefit. For example, in today's lesson, I often made myself vulnerable and was honest about my imperfections. I find students respond well to this and possibly are even more receptive to me than to Señora due to the students' perception of age. As a college student, they find me relatable and my struggles in Spanish have more believability as I am still a student and not fully a teacher.

Going back to the topic of their engagement, as distracted as they were, there were many volunteers to participate. There were many open and engaged students. One success of the lesson was the way I gave feedback and interacted with the students, but I would have improved the flow of the day and minimize transitions.

In my host teacher's observation of my teaching, there was one additional topic of concern. Especially in particular classes, there are one or two students that dominate the entire conversation. They are the students that raise their hands when no one else will, the students who always get high participation points, and whose grasp of the content is strong. After my first period teaching on this particular day, my host teacher reminded me the value of wait time. She had noticed that I would call on a student very quickly; the

hands that are up the quickest are usually those students who always answer. She gave me this reminder early on in the day so that I could put it into practice for the rest of the day. I tried it out with mixed success. In some classes, it went as planned and there was a wider range of participation. It did not always have that result though. In some cases, the wait time would not have any effect and the same two hands just were up longer. To this, my teacher suggested saying, “Someone new today!” or “Remember that participation points are a big part of your grade!” Without wait time or further prompting, the same few students would be the only ones practicing oral production in the target language. A wide range of participants is also valuable to the teacher to give him or her a more accurate sense of the abilities and understanding of all of the students, not just some.

2.3 Lesson Plan #3: Plan a Trip Project Introduction

2.3.1 Lesson Plan

Name	Jasmyn Chacko
Lesson Title	Plan a Trip Project Introduction
Date (including day of week)	Friday, March 31 st
Grade Level & Class Title	Level 3 Spanish
Period or Block (# of minutes)	2, 4/5, 10

Instructional Context
<ul style="list-style-type: none"> ○ What do I know about my students that will inform this lesson? Are there any particular student strengths, interests, background, needs related to the lesson?
<p>The learning segment prior to this lesson was a review of the travel vocabulary that the students should have learned in levels one and two. This is the first mini-unit out of many that will occur before the final exam as a review of past topics that have a large presence on the exam despite the fact that they are not in the Level 3 curriculum. My host teacher and I reviewed the exam for trends in topics, and I designed my lessons to highlight the skills and information that will be assessed in June. Due to the fact that the lessons require the students to tap into background knowledge, my approach will be different than what it would be if I were to present new information. My pacing will be a bit faster than normal and my preliminary activities will be characterized less by scaffolding and more by diagnostic activities. These preliminary activities make up the first portion of the lesson, which is often called the lesson warm-up. “In this warm-up stage the learners’ background knowledge is tapped and their interest is aroused...” (Brinton 340).</p> <p>This particular lesson segment surrounds a task-based project. I made the instructional choice of replacing a traditional exam with a task-based project because the task-based project would draw on a wider range of background knowledge and would require students to draw connections between different units. This argument is supported by research on task-based learning for second language acquisition; researchers “argue that communicative engagement in tasks provides the necessary and sufficient condition for second language acquisition. In other words, there is no point in focusing on linguistic form because communicative engagement provides the necessary and sufficient condition for language acquisition” (Nunan, 460). A traditional exam often does not complete this type of higher-level thinking and instead requires more recall.</p> <p>I felt a task-based project instead of a traditional exam also had the benefit of appealing to students with less traditional learning styles. There was little variation in the format of the assessments that my host teacher and I gave; we always gave quizzes and exams in their traditional style. I wanted to explore an alternative because I had learned in my Special Education class that diversifying assessments allowed success to be accessible for all learners. Specifically, my Special Education class introduced me to Universal Design (UD). “Universal Design for Learning is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone – not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs” (UDL Center, 2017). Traditional tests</p>

are not flexible or fitting for all types of students. An appropriate assessment under UD guidelines provides students with choices of how they will engage, express, and learn.	
○ How does this lesson connect with and build on the previous lessons?	
As previously mentioned, this lesson follows a formal review of the target vocabulary. The students had four days of lessons and practice with the vocabulary. They also will receive an assessment, a vocabulary quiz, on Thursday, the day before this lesson. The quiz requires basic recall for it is a series of translations from Spanish to English. According to Bloom's Taxonomy, recall is not a high level of thinking and we should push our students to reach higher levels of thinking within the same content. In order to create this challenge, I am facilitating a project that is task-based. The task is to plan a trip for the class. Task-based learning may increase rigor and keeping the class in the target language because it requires collaboration of a variety of skills and moves the lessons away from a focus on form. Nunan supports this claim in his connection between task-based learning to real-world obstacles; he draws on examples such as finding a home or making an appointment (463). This concept demonstrates the ability of task-based learning to surpass language development and guide the student to develop other skills as well. "Tasks involve language and cognitive development but go a step further, aiming at the development of the whole learner and using foreign language learning as a vehicle. Language learning thus transcends the utilitarian development of skills for communicating and becomes a truly educational endeavor" (Nunan, 464).	
This lesson builds on future lessons by providing the introduction to the work they will do in the computer lab on Monday and Tuesday. Without a proper explanation of the requirements and format of the project, their time in the computer lab would be spent asking questions or not knowing where to start. This time is also used to provide scaffolding to avoid confusion and to lower the affective filter.	
Central Focus	
○ What is the central focus for the content in the learning segment?	
The students will be able to write out the details of a hypothetical trip including transportation, activities, dates, and lodging.	
Standards	
○ List state, national, and/or Common Core standards addressed in the lesson.	
ACTFL World-Readiness Standards: Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	
NYS LOTE: draw on a wide range of language forms, vocabulary, idioms, and structures learned in class as well as those acquired through independent exposure to the language.	
Learning Objectives and Assessments	
○ List the specific content learning objectives for the lesson. What do I want my students to know, understand and do? How will I assess these objectives?	
Learning Objectives	Assessment Plan
Students will be able to identify the elements of the project and use that checklist to critique a completed project.	We will go over the weaknesses and strengths that the students noticed about the example project. Needs work: Student will inappropriately label a strength or weakness; he or she will confuse the two or give an answer that is unrelated. He or she will not be able to support his or her response. On target: Student will give one or more correct answers. Nonetheless he or she may only be able to support his or her response with minimal evidence. Exemplary: Student will give ample, relevant, accurate, and concrete evidence and identify multiple strengths and weaknesses.
Academic Language	
○ List the academic language function for this lesson.	
Identify, Evaluate	
Academic language demands (e.g. vocabulary, syntax, discourse)	Instructional supports to help students use the language function and address language demands.
Discourse: Students will have to understand how to use PowerPoint in order to create a slideshow presentation for this task.	During the sessions in the computer lab, my host teacher and I will be roaming to ensure that the technology aspect of the project is running smoothly and to answer questions in a timely fashion. We also have printed worksheets about how to put Spanish accents in when typing for those who are not familiar with this process. These

	later sessions will require other help as well; for example, we will have to be very clear and give instructions on how to turn in the project (electronically or not).
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Instructional Strategies and Learning Tasks (Procedures & Timelines)

o **Launch/Hook**—How will you start the lesson to engage and motivate students in learning?

Time	Instructional Strategies/Learning Tasks/Questions to Ask	Rationale/Research & Theory
5 min	Introduction and Agenda: Teacher asks students questions informally in the target language. Teacher proceeds to organize the class schedule by explaining the order of the activities for the day and the learning objectives.	These few minutes provide for transition time to allow the students to code switch and to settle in. There are logistical benefits to this as well for a teacher surrounding classroom management and recordkeeping. For example, the teacher also uses this time to do attendance, collect old work, or hand back work. Additionally, by laying out the lesson objective in the form of a “Can Do” statement, the teacher sets the expectation for self assessment from the students, by creating an atmosphere of accountability and learner awareness. The phrase “Can-Do” was coined by ACTFL and they list appropriate Can-Do Statements for each proficiency level, which I used as a guideline during my lesson planning (ACTFL).

o **Middle of the lesson**—What will you do to engage students in developing understanding of the lesson objectives?

Time	Instructional Strategies/Learning Tasks/Questions to Ask	Rationale/Research & Theory
10 min	Introduction to Project: Teacher hands out the worksheet with the task and its requirements. The teacher asks students to volunteer to read parts of the task or cold calls students depending on the demand of the day and student population. Teacher prompts to students to raise their hands to volunteer to read or answer questions with the following statement, “Necesito un voluntario para leer.” ‘I need a volunteer to read.’ Teacher checks in for understanding after each section of the task.	To have multiple and frequent checks of understanding is a modification specified by the IEP of some students in my class. Plus it helps all students regardless of classification. Teacher uses “un voluntario” ‘a volunteer’ because it is a cognate and it important for students to not just have input, but input they can understand. “Studies have found that simple exposure to the language is not enough: students need to have comprehensible input” (Thompson, 322). Teacher should use positive framing to lower the affective filter of the students, who will indubitably have high stress levels due to the announcement of an assessment and their fear of producing orally in the target language. “The situation of speaking to an audience is inherently anxiety-inducing because of the possibility of unfavorable evaluation by the audience, but that there are also individual differences in audience sensitivity” (Price, 54). Unfortunately, the anxiety targets those who already have low self-esteem in the foreign language classroom, perpetuating a cycle in which the students who are already successful in the classroom continue to be. Success should not be this rigid, but the trend is that low confidence students will only be more anxious to present. “Due

		to any of a number of factors, such as low self-esteem, past failure, etc., students may perceive themselves to have little talent for learning a foreign language, in which case they would be likely to experience high anxiety in foreign language classes” (Price, 59).
6 min	Rubric Review: Teacher tells students to open up to the rubric (page two of packet) and has students look it over. Teacher points out main points and the biggest difference from their previous project, which is the ability to get extra points.	<p>This rubric is based on the writing composition’s rubric that we completed last week. We spent a lot of time on that rubric and evaluated a full project. Since students have that background knowledge, the pacing here can be faster. The teacher must draw an explicit connection between the two rubrics in order to do this. The one major difference is the “Chispas” section, which has potential ways to get extra points. “Chispas” which translates to “Sparks” is a way to describe extra incentives or extra points. This section says that the winner of the Best Trip Competition or any student who goes above and beyond can receive extra credit. Since the students are not accustomed to an assessment in this format (they are almost always given tests), they need more time reviewing the rubric to understand the assessment.</p> <p>The explicit review of the rubric and the following activity, a presentation of a completed project example, are two ways in which I am scaffolding the ‘Plan a Trip’ project for my students. Scaffolding “refers to the temporary support provided for the completion of a task that learners otherwise might not be able to complete. This support can be provided in a variety of manners” (Janneke van de Pol, 272).</p>
8 min	Completed Project Example: Teacher presents pre-designed project to class. Students are told to evaluate the project based on the rubric.	<p>The teacher models correct behaviors and exaggerates incorrect behaviors. Students use inductive processing to differentiate between the two and relate them to the rubric. Evaluation is considered a high-level process according to Bloom’s Taxonomy and increases the student’s understanding of how to score well. Bloom’s Taxonomy “has a central cognitive domain that specifies a framework in which distinctive cognitive learning activities are identified for each of the six sequential stages through which the acquisition of knowledge and skills takes place. The six stages of learning that comprise the cognitive domain of the taxonomy are: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation” (Ugur, 95). As seen here, evaluation is at the highest level under this framework.</p>
○ <i>Closing the lesson</i> —How will you end the lesson?		
Time	Instructional Strategies/Learning Tasks/Questions to Ask	Rationale/Research & Theory

15 min	Independent Research: Teacher asks students to open up to their Cornell worksheet (third page in packet). Students use laptops and their Cornell worksheets to begin an outline for their projects. Students work independently.	The Cornell worksheet is a graphic organizer that provides scaffolding for the project. Before they begin their independent work on the computer, I want them to have a sense of direction.
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Materials and Resources	
o	List and attach the handouts, notes, books, and other materials you will need for the lesson.
	PowerPoint (Un Viaje a Madrid por Señorita Chacko), Prompt Packets (Prompt, Rubric, Cornell Worksheet), Laptops

Differentiation/Planned Support For Students	
o	How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson? The major gap in prior knowledge that would affect this project is low proficiency with the lexical set of travel vocabulary and the grammar topic of future tense. These are two areas I foresee will be problematic for some students. It is important to remember that I am not assessing their ability to recall vocabulary from memory. They will have full access to their notes, dictionaries, and the internet.
o	Strategies for responding to individual students or groups of students with similar learning styles, needs, IEPs or 504, ELL. What alternative approaches do you have to content for these students? I will use the Universal Design Theory's recommendation of providing multiple means of representation, especially for instructions and for students with IEPs (UDL Center). I will implement this in my lesson by providing instructions both orally and on the worksheet with the requirements. We will spend time going over this as a class to allow time for clarifications and questions.
	One group of students that will struggle with this learning segment is the group of students who are shyer and less comfortable producing orally, especially if it is in Spanish. This group is not clearly identified like those with IEPs are, but I have a familiarity with these students and their personalities from working with them for a few months. I, of course, can talk to my host teacher as well to ask her for her insight into which students will be uncomfortable presenting in front of the class. I have decided that students who have too much anxiety with the possibility of presenting will have the option to present to a smaller group than the whole class. I am not explicitly giving that option in order to avoid students from opting out of the whole group presentation simply from nerves. I want to challenge all students to be able to produce in the target language in a group setting, but will make my best judgment on whether the presentation would not be in the student's best interests.
	Another group of students that I need to be aware of during this learning segment, which will last about four to five days, is the group of students who are less independent: students who struggle to stay on task when they are given freedom. Simple prevention tactics to avoid behavior or focus issues include proximity and frequent redirection/ refocusing. More formally, I will have editing sessions with each student at the start of the final lab session. This one-on-one time will make sure students are on track and on schedule to finish by the due date, and will direct students who need more support. Since the students will know ahead of time that their work will be reviewed once before the presentation, it also keeps students accountable and more likely to stay on track as they do not know when they will be called upon for their editing session.
o	Strategies for responding to common errors and misunderstandings. What alternative approaches do you have to content if you need it? A common misunderstanding for this project will be that the students should write full paragraphs on the slides, so that they can read off of them for the presentation. I will approach this by presenting a completed slideshow first. I will draw attention to the limited amount of text on each slide.
	Another common error will be to answer the questions with very simple answers and not include details. The students should be creative and thorough. For example, I foresee a student saying, <i>Viajaremos en avión</i> , which in English is "We will travel by plane", but a better response would be, <i>Viajaremos en avión. Saldremos del aeropuerto de JFK y llegaremos al aeropuerto de Barajas en Madrid</i> – "We will travel by plane. We will leave from JFK airport and we will arrive at Barajas airport in Madrid."

2.3.2 Site Supervisor Report



Student Teacher	Jasmyn Chacko	Cooperating Teacher	
Date of Observation	3/31/17	Observer Name and Role	
Period or Block (minutes)	10	Grade Level & Class Title	SPA 3

Planning the Lesson

	<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Area for Growth</i>
Plans were submitted in a timely fashion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
States central focus clearly	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans activities to support learning objectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses prior learning and prerequisite skills related to central focus	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses personal/cultural/community assets related to central focus	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans supports for varied student learning needs (students with IEPs, ELLs, students with gaps in prior knowledge, and/or students needing greater challenge)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans formal and informal assessments of students' content understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes assessment adaptations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans instructional supports to help students understand and use academic language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses the Common Core Standards in Spanish	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses procedural fluency	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses conceptual understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teaching the Lesson

Launch/Hook	<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Area for Growth</i>
Gains students' attention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes clear purposes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Middle of the Lesson	<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Area for Growth</i>
Engages students in developing understanding of the content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses high quality questions to deepen students' understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages students in discussion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elicits and builds on student responses to promote thinking and develop understanding of content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports students in using language to develop understanding of content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employs suitable pacing in the lesson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitors student understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides feedback to guide further learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Links instruction to students' prior learning and personal, cultural and community assets	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports varied student learning needs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports students in using academic language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports students in using higher-level thinking	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Closing the lesson	<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Area for Growth</i>
Focuses student attention on the central focus of the lesson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gathers evidence of student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives follow-up assignments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Promoting a Positive Learning Environment

	<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Area for Growth</i>
Communicates clear expectations about behavior	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distributes materials efficiently	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoids unnecessary delays, interruptions, and digressions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages efficient transitions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides clear directions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotes on-task student behavior	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitors behavior throughout the room	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Area for Growth</i>
Intervenes appropriately when students are off-task and non-disruptive	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intervenes appropriately when students are off-task and disruptive to the learning of others	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates rapport with and respect for students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes a challenging positive, low-risk social environment that promotes mutual respect among students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on lesson by student teacher (What worked? What didn't? For whom? What changes would you make to better support student learning?):

Jasmyn was happy with how the lesson went. She felt that the pacing was purposeful and appropriate for the audience. She incorporated interactive activities which limited the lecturing and kept students on task.

Jasmyn feels that one of her strengths as a teacher is relating to students and being empathetic. She makes efforts to have them feel comfortable with lots of positive affirmations and clear declarations of support. Because the students have had multiple tests in recent weeks, Jasmyn made it clear that this project is their assessment for this unit, which will take the place of the unit exam.

Jasmyn feels that she struggles with classroom management in this section that I observed. When a student walked out of the classroom after hearing the reminder that he would be joining the full group for the lesson, she did not follow him. She relied on Diana's help to return him to the class and was regretful of her passivity right away. Jasmyn and Diana have spoken about this and Diana has given her a script from which to work in the future.

Brief summary of lesson by observer:

This lesson was centered around the explanation of a cultural project that will take the place of a unit exam. Students are to create a powerpoint presentation to try to convince their classmates that they should go to the country they are promoting. She gave students a very specific explanation with a clear rubric.

There were 7 (of 10) students present and Jasmyn informed me that the class had been challenging for her to keep focused and on task.

The lesson began with Jasmyn explaining the project and connecting it to a rubric used in a prior assignment. She then led them in a discussion on what they knew about Costa Rica. Students shared their prior knowledge of the country and when students shared inappropriate comments ("there are a lot of drugs there"), Jasmyn responded by asking, "Do you have something that is school appropriate?"

After briefly speaking of the five countries from which the students can choose to prepare a powerpoint, she showed the students a model project (that she prepared) and asked students to critique it with constructive feedback. Students offered insightful responses.

Students were then allowed to start their research and Jasmyn circulated around the room to ensure students were on task and to answer any questions that arose.

Comments on the strengths of this lesson:

Jasmyn was able to keep students on task and redirect any inappropriate comments. At the beginning of the lesson, when a student had to pronounce "alojamiento" (lodging), Jasmyn responded by saying, "There it is! The word we are all afraid to say!" This allowed students to know that Jasmyn understands and can commiserate with them in their struggles to pronounce challenging vocabulary.

Jasmyn's explanation of the expectations of the project were clear and when students worked independently, she circulated to ensure students were on task and to answer any questions they may have had.

Another strength is that Jasmyn showed the students a model project and read it in English, so they could understand. But, she pointed out that reading it in Spanish was not allowed and had she been presenting this in class for credit, she would lose 10 points because it was in English.

Comments on areas of needed improvement:

I would suggest that she try to incorporate more Spanish into the lesson. I also suggested (when a few students expressed concerns about getting in front of the class to make the presentation) that students could do record their voice on the powerpoint and play that on the day of the presentation.

Do you judge this candidate to have:

- exceeded expectations in this lesson?
- met expectations in this lesson?
- met most (but not all) expectations in this lesson?
- failed to meet most expectations in this lesson?

2.3.3 Self-Reflection

Journal Entry: March 31st

Overall, I was happy with how the lesson went. Even comparing it to the two other times I taught it that day, I was pleased with my progress and growth over the day.

The pacing was purposeful and appropriate for the audience. Limiting lecture is important especially at this age group and I was working on presenting all of the information appropriately and clearly without taking all period. I was able to cut my presentation down and make it more efficient with each period.

I think one of my strengths as a teacher is relating to my students and being empathetic. I always try to make them comfortable and lower the affective filter. I do this with lots of positive affirmations. My host teacher has told me, "Praise in public. Critique in private." I definitely try to hold true to this mantra and like to use public, vocal praise very often. I also make it clear when I notice their stress and do my best to remind them that I will be supporting them every step of the way. This came up in this specific lesson since the lesson included an introduction to a major assessment. The students have been a bit overwhelmed with the frequency of assessments in the last two weeks, which is why it was important to use positive framing when introducing the project. For this reason I posed it as an opportunity to improve their grades and compared it to an open-book test. I had not done this in my first class teaching of the day, but was reactive to the high tension in the air when I announced the Plan a Trip project. For the first class, I had to react spontaneously and did my best to calm the students and assure them that I would prepare them well. Nonetheless, I knew my methods could be improved for the rest of the day and with the help of my host teacher, I revised my announcement of the project.

One of my weaknesses in this lesson was my control of the group of students who tend to be a bit harder to control. My classroom management skills are still quite amateur and it is one of my biggest areas of weakness. When Victor walked out of the classroom after hearing the reminder that he would be joining the full group for the lesson, I did not follow him. I had relied on my host teacher's help to return him to the class. I was regretful of my passivity right away. My host teacher and I have talked about classroom management and ways I can improve. She gave me a script for students who are not changing their behavior after two or three reminders. She also allowed me to observe the other Spanish teacher, whom she believes has a stricter and tougher teaching style. Whether or not this is true, new experiences and a range of observations will only help me to be a better teacher.

2.4 Lesson Plan #4: Plan a Trip Project Presentation Day

2.4.1 Lesson Plan

Name	Jasmyn Chacko
Lesson Title	Plan a Trip Project Presentation Day
Date (including day of week)	Thursday, April 6, 2017
Grade Level & Class Title	Spanish Level Three
Period or Block (# of minutes)	2, 4/5, 10

Instructional Context	
○	What do I know about my students that will inform this lesson? Are there any particular student strengths, interests, background, needs related to the lesson?
This lesson is part of the same learning segment of Lesson #3: Plan a Trip Project Introduction. Lesson #4 is the final part of the learning segment because they will be presenting the end product, the slideshow, of the week long learning segment. The	

<p>presentation has two components: a slideshow and an oral presentation. My students are not used to producing orally in the target language, especially in a high stakes situation like an assessment. While oral participation is encouraged through participation points, most of the responses from my students are single word to single sentence responses. This is the first time they will be speaking publicly for an extended period of time. I could hear the comments of stress and anger when I announced that this project is completely in Spanish. At least one student in each period that asked if they could do it in English or what would happen if they did not present at all. As I expected, the slideshow itself was far less of a stressor than the speaking portion of the task.</p>	
<p>○ How does this lesson connect with and build on the previous lessons?</p>	
<p>This is the summative assessment for this learning segment. The learning segment prior to this one was a review of the vocabulary of this lexical set: to travel. Friday through tomorrow is the learning segment of designing a trip. They had three days in the computer lab to work on this project with the supports of conferences and a graphic organizer (a Cornell note sheet with the questions that must be answered within the slideshow).</p>	
<p>Central Focus</p>	
<p>○ What is the central focus for the content in the learning segment?</p>	
<p>Students will write and talk about the many aspects of planning a trip in the target language.</p>	
<p>Standards</p>	
<p>○ List state, national, and/or Common Core standards addressed in the lesson.</p>	
<p>ACTFL Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>	
<p>Learning Objectives and Assessments</p>	
<p>○ List the specific content learning objectives for the lesson. What do I want my students to know, understand and do? How will I assess these objectives?</p>	
<p>Learning Objectives</p>	<p>Assessment Plan</p>
<p>Students will be able to describe a future trip they planned using the prompts given to them.</p>	<p>Students will be assessed based on a rubric that was given to them on Friday. The rubric can be found in the Appendices.</p> <p>Needs work: 75 or below On Target: 80-90 Exemplary: 90+</p>
<p>Students will be able to produce orally in the target language in a way that would be comprehensible to an audience.</p>	<p>To complete this task, the student must speak in Spanish as much as possible and have accurate pronunciation.</p>
<p>Academic Language</p>	
<p>○ List the academic language function for this lesson.</p>	
<p>Inform</p>	
<p>Academic language demands (e.g. vocabulary, syntax, discourse)</p>	<p>Instructional supports to help students use the language function and address language demands.</p>
<p>Vocabulary: Students will find this vocabulary in their purple packets. Words include: el aeropuerto, la llegada, quedarse, el alojamiento, etc.</p> <p>Discourse: Students will be presenting through slideshows (they have the choice between Google Slides or PowerPoint).</p>	<p>Students have many resources for vocabulary including dictionaries, their notes, and their teachers. More importantly, I have scaffolded this project with several days of vocabulary practice and review. The students were assessed on this vocabulary through a quiz on Thursday and were told that they would need this information for the project.</p> <p>Some may not be familiar with the technological demands of creating a slideshow so I begin the first workshop, which was on Monday, with an offer to conference with any student in need of help. I also just roamed and answered questions throughout the period since most students did not mention they wanted a conference time. Students will have printed copies of instructions on how to add accents and instructions on how to submit their projects (how to e-mail and print in these two softwares).</p>

Instructional Strategies and Learning Tasks (Procedures & Timelines)		
o Launch/Hook —How will you start the lesson to engage and motivate students in learning?		
Time	Instructional Strategies/Learning Tasks/Questions to Ask	Rationale/Research & Theory
4 min	<p>Introductions and Agenda: As always, teacher begins by asking students simple questions in the target language about their lives. Examples include: “¿Qué hay de nuevo? ¿Cómo están? ¿Qué vas a hacer después de la escuela?” After a couple of minutes of conversation between whole group and teacher, we switch to English to go over logistics. Teacher reviews plan for the day, collects any last minute projects, and answers any pending questions.</p>	<p>This allows for time for logistical needs (collecting papers, setting up PowerPoints), but also allows students to release any last minute stresses and worries. The switch to English is to make the lesson accessible to all students even those with gaps in knowledge or who struggle with listening comprehension in the target language.</p>
3 min	<p>Practice Pronunciation: On the agenda slide, there is always an essential question in addition to the activities, homework, and learning objective. The essential question of this lesson is: “What words are difficult to pronounce?”</p> <p>Teacher writes words on the board that she has noticed have been difficult for students. She points at each one and models pronunciation. Teacher says: “Repite por favor.” Class repeats. Each word said aloud two times.</p>	<p>Phonetic lessons and practice are often lost in foreign language classrooms, despite their importance. Since the lesson objective lies within the speaking proficiency, I believe it necessary to highlight phonetic issues that I usually overlook on purpose. In other words, I do not always focus on pronunciation issues and usually only use recasts to model correct pronunciation. Recasts are the repetition of the inaccurate pronunciation with the correct one by the teacher. Unfortunately, students often do not benefit from this and are sometimes not even aware of the distinction made by the teacher. For this reason, it is necessary to include more explicit instruction of pronunciation every once in a while. “To achieve authentic and precise L2 pronunciation ability, students need to be formally taught how sounds are produced and encouraged to imitate these sounds. The teacher’s mere production of the Spanish sounds, without any explanation of their articulation, may not be sufficient to ensure accurate student pronunciation production” (Silvestri, 14-15). I wrote some words on the board that I saw were proving difficult for several students. Choosing these words is a reactive teaching step that addresses a preexisting problem and presents a solution that is in context with the rest of the lesson. Integrating the modeling of pronunciation into the preparation of the presentations keeps the explicit practice of phonetic challenges in context with the rest of the unit’s linguistic skills (in this case, the skills are the identification and use of the lexical set of travel and the grammar topics of future tense). “Pronunciation teaching should be involved contextually with every other aspect of the L2 learning process, and not merely be relegated to isolated pronunciation lessons” (Silvestri, 35).</p>
o Middle of the lesson —What will you do to engage students in developing understanding of the lesson objectives?		
Time	Instructional Strategies/Learning Tasks/Questions to Ask	Rationale/Research & Theory
15 min	<p>Practice Presentations: Teacher has one-on-one conference time with each student. If a student is not in</p>	<p>One-on-one conferencing is a modification that fits students with IEPs but helps all students.</p>

	<p>a conference, he or she should be practicing on their phone or with their paper independently or with a friend.</p>	<p>Additionally, I recognize that this task, presenting in a foreign language, can be difficult. Public speaking is uncomfortable for most, especially if it is a foreign language. To establish a safe and comfortable, it is important that the teacher relates to the student and lowers the affective filter. Conference time accomplishes this by letting a student practice before the real presentation and by getting feedback that they can incorporate to improve their grade. This feedback should be explicit so that the student may easily apply the feedback to the upcoming presentation. “The more the teacher provided explicit feedback on learners’ strategy use and instructed them, the more learners were motivated to use them effectively. The reason can be explained as because learners may not be aware of the strategies in how they can help them achieve success in the process of language learning, explicit instruction and feedback on how to use the strategies more effectively in an explicit format promoted their learning” (Rahi, 8).</p>
<p>25 min</p>	<p>Presentations: Teacher will call students in alphabetical order to present, but students are first allowed to volunteer themselves if they prefer to go first. One student presents at the Smartboard at a time. Student should speak entirely in Spanish; he or she may use the printed copy of their slideshow to read from. Student may also read from slides or improvise as desired.</p> <p>If you are not presenting, you are filling in a “celebration” tab. This is a small piece of paper on which you should write a compliment about the presentation. The paper states: “In celebration of (insert student name). (What I really liked was/ you did a good</p>	<p>This presentation included three main skills: listening, writing, and speaking. This is an appropriate speaking task for this level since it provides the support of a script on screen, while challenging them to produce in a foreign language in front of their peers. As for my calling system, I needed something fair, but that would also allow students to volunteer, which lowers stress and strengthens a sense of autonomy in the classroom.</p> <p>The presentation draws on a variety of skills and creates a personalized and more engaging learning experience. “The project activity has a clearly defined structure and features, among which are the matching personal needs of students, autonomy at work, creative tendency, orientation on practical results. A student takes an active and conscious participation in the educational process and significantly increases his or her responsibility for his or her actions in the learning process and learning outcomes. Thus, the student summarizes, analyzes, perceives the information, sets goals and chooses ways to achieve them, logically true, convincingly and clearly builds the written and spoken word, takes the initiative to strive for self-development, improving their qualifications and skills, self-acquiring new knowledge, using modern educational and information technologies” (Lakova & Chaklikova, 7898).</p> <p>Students listen to other presentations and react to them using celebration sheets, which keeps them accountable for listening and reminds them of the concrete evidence they should remember when</p>

	job of/ props for, etc.)” Each student will write one or two sentences of praise for each presenter and the presenter will receive it immediately after their work.	voting for the Best Trip Competition. The voting will take place when all presentations are complete.
○ <i>Closing the lesson</i> —How will you end the lesson?		
Time	Instructional Strategies/Learning Tasks/Questions to Ask	Rationale/Research & Theory
1 min	Clean Up and Closing: Teacher collects extra pink sheets and printed projects. Teacher reminds students that if they did not present today, they will present tomorrow.	Leaving a minute or two at the end of the period makes classroom management and organization easier. It is also important to remind students of their deadlines, so that they do not come in the next day not ready to present.

Materials and Resources	
○ List and attach the handouts, notes, books, and other materials you will need for the lesson.	
Smartboard to project the slideshows, printed copies of slideshows, rubrics on which to grade, pink compliment sheets	

Differentiation/Planned Support For Students	
<p>○ How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson? As I mentioned earlier, a gap in knowledge that would affect this learning segment is that some students may not have as much experience creating a slideshow, especially in Spanish. I supported these students by offering conferences on Monday to help them start. Monday through Wednesday I roamed and edited and was available at all times. Lastly, Students will have printed copies of instructions on how to add accents and instructions on how to submit their projects (for both Google Slides and PowerPoint).</p> <p>○ Strategies for responding to individual students or groups of students with similar learning styles, needs, IEPs or 504, ELL. What alternative approaches do you have to content for these students? Certain students have the opportunity to submit and present tomorrow, or if needed Monday, due to the needs stated by their IEPs. There will be no penalty.</p> <p>Another group of students that I must address is those that are more anxious or introverted and have expressed that they do not feel comfortable speaking publicly. As this is part of the project, I still want them to participate orally in some way, but I also recognize the validity of their anxiety. I offered them two options: they could record their voices and play it with the PowerPoint or they could present to a smaller group (the two teachers and two peers).</p> <p>Students who do not have access to internet or computers at home, but needed extra time outside of the three days in the computer lab, were given options as well. They could come during lunch or after school to use a school laptop.</p> <p>○ Strategies for responding to common errors and misunderstandings. What alternative approaches do you have to content if you need it?</p> <p>In the beginning of the lesson, I review the pronunciation of a few words that I noticed many students were struggling to say. I observed this gap in prior knowledge in the computer lab on Wednesday while students were either speaking to me or reading their presentations aloud. I address this issue as a whole class and will dress more specific or personal issues in the one-on-one conferences.</p>	

2.4.2 Site Supervisor Observation Report



Student Teacher	Jasmyn Chacko	Cooperating Teacher	
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Date of Observation	4/6/17	Observer Name and Role	
Period or Block (minutes)	Period 10, 48 minutes	Grade Level & Class Title	Spanish 3

Planning the Lesson

	<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Area for Growth</i>
Plans were submitted in a timely fashion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
States central focus clearly	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans activities to support learning objectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses prior learning and prerequisite skills related to central focus	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses personal/cultural/community assets related to central focus	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans supports for varied student learning needs (students with IEPs, ELLs, students with gaps in prior knowledge, and/or students needing greater challenge)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans formal and informal assessments of students' content understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes assessment adaptations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans instructional supports to help students understand and use academic language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses the Common Core Standards in Spanish	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses procedural fluency	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses conceptual understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teaching the Lesson

Launch/Hook	<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Area for Growth</i>
Gains students' attention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes clear purposes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Middle of the Lesson	<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Area for Growth</i>
Engages students in developing understanding of the content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses high quality questions to deepen students' understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages students in discussion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Middle of the Lesson	<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Area for Growth</i>
Elicits and builds on student responses to promote thinking and develop understanding of content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports students in using language to develop understanding of content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employs suitable pacing in the lesson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitors student understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides feedback to guide further learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Links instruction to students' prior learning and personal, cultural and community assets	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports varied student learning needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports students in using academic language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports students in using higher-level thinking	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Closing the lesson	<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Area for Growth</i>
Focuses student attention on the central focus of the lesson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gathers evidence of student learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives follow-up assignments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Promoting a Positive Learning Environment

	<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Area for Growth</i>
Communicates clear expectations about behavior	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distributes materials efficiently	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoids unnecessary delays, interruptions, and digressions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages efficient transitions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides clear directions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotes on-task student behavior	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitors behavior throughout the room	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intervenes appropriately when students are off-task and non-disruptive	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intervenes appropriately when students are off-task and disruptive to the learning of others	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Area for Growth</i>
Demonstrates rapport with and respect for students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes a challenging positive, low-risk social environment that promotes mutual respect among students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on lesson by student teacher (What worked? What didn't? For whom?

What changes would you make to better support student learning?):

Upon reflection, Jasmyn felt that she could have expanded and further clarified the writing activity of each student writing a compliment sheet. She thought the motivation for the compliment sheets was effective as it increases accountability for each student.

Jasmyn felt that biggest issue with this lesson was behavioral management. She felt that students were disrespectful, off task, rude, and distracting to the presenters. Jasmyn used certain techniques like oral reminders, suggesting that the student take a walk in the hall, and proximity. She took Diana's suggestion of a reflection at the end as a ticket out the door and felt that was a great idea. Jasmyn felt that implementing was the right thing to do as students had things to say and that there was a lot of frustration in the room. Although she is not unhappy with how she handled all of this, but she know there's room to improve.

Jasmyn felt that the presentations ogistically went well because they had each slideshow already downloaded and opened and the students were given their paper copies and we had the rubrics.

Brief summary of lesson by observer:

Students were to take the first 15 minutes of class to fine tune and rehearse their presentations. After that time, students shared their Travel reports in the form of a power point. Students who were in the audience had to complete a feedback form in which they were to share what they thought was good about the presentation.

Comments on the strengths of this lesson:

This lesson was well designed, but student behavior was very challenging. While students read their presentations, two students who are native speakers of Spanish who were sitting together, laughing and heckling the presenters. She said to one of the students, "You need to be respectful." When he failed to do so, she asked him, "Do you need to go outside (in the hall)?" When he continued to be disrespectful towards his classmate, Jasmyn sat next to him and the behavior subsided.

Jasmyn downloaded students' presentations prior to the beginnning of the presentations so that the class could run smoothly. Therefore, she had to get up and move from her spot next to the disruptive student and she sat in the back of the

room, to be able to monitor all students' behavior. When the two students continued to harass a female presenter, one rather quiet, reserved student became upset and shouted at the two causing the problems. Jasmyn intervened by telling everyone to calm down and listen to the presentation.

The young woman presenting was not a native speaker and was very shy about presenting as she knew that she would be judged by her Spanish speaking peers. Because of this, she practiced the pronunciation prior to her turn and in previous class meetings. She did an excellent job and was able to pronounce many challenging words that would trip up anyone who is new to the language. She also addressed her classmates at the beginning of her presentation asking them to put away their phones and pay attention. This was impressive and demonstrated a high level of maturity.

Jasmyn kept students on task during their peers' presentations by handing out a strip of paper that said "In celebration of (name student)____" and under it "Something I enjoyed about the presentation was ____". This activity forced students to pay attention and find something positive in each of their peers' work.

Because the challenging behavior dominated the presentations, Jasmyn stopped class early and asked students to take a moment to write down what they could have done better during the class period. This allowed students to reflect on their behavior and share their thoughts on the lesson. The feedback facilitated a lively discussion afterwards, which Jasmyn handled both professionally and sensitively.

Comments on areas of needed improvement:

This is an incredibly challenging class. I think Jasmyn was able to learn a lot from this lesson and will continue to reflect on it in the future when faced with similar situations. One suggestion I had was to separate the two disruptive students. They were sitting next to each other and perhaps they would not have 'fed off each other' as much if they were not so close. Another suggestion I have is to give students more focused expectations for when they are working to prepare and rehearse the lesson. Many students were off task, but she was able to pull them in and get them focused.

Do you judge this candidate to have:

- exceeded expectations in this lesson?
- met expectations in this lesson?
- met most (but not all) expectations in this lesson?
- failed to meet most expectations in this lesson?

2.4.3 Self-Reflection

Journal Entry: April 6th

One improvement to the lesson could have been to expand on the writing activity of each student writing a compliment. I'm thinking of this because edTPA makes us think of missed opportunities as they call it. I'm not sure I'd call this a missed opportunity exactly, but perhaps an area to explore in the future. I kept in mind that learners should not be passive as many professors always told me, which is why my host teacher and I decided to give the students "celebration sheets" which requires them to praise each student in one or two sentences for their presentation. This activity increases accountability for each student must listen more carefully when there is a reflection following. The only thing is that there was no prompting or guiding for their praises to be concrete or detailed, so I am not sure they completely fulfilled the purpose of focusing the students. I wonder if a more elaborate worksheet would have been better with more prompts. The students could have written each presenter's name, place of choice, the most appealing part of each possible trip, and then one general piece of positive feedback. Another benefit is that these sheets would make the transition smoother for the voting process. While they vote, they could reference this outline of how they felt about each potential trip.

The biggest issue with this lesson was clearly behavioral management. Like many other days, I struggled to keep a few students in control. They were disrespectful not only to me but to each other, off-task, and distracting to the presenters. Specifically, there were a few native-speakers who were mocking the non-native speakers during the presentations. They would comment on inaccurate pronunciation, laugh loudly, or ask sarcastic questions. On top of this, they had their phones out throughout the presentations and would have full-volume conversations between each other while another student attempted to speak. I used certain techniques like oral reminders, suggesting that one of the student take a walk in the hall, and proximity. I sat down next to the students and this reigned them in a bit, but not enough. If I could do it again, I would also have stopped the presentations and separated the students before moving on to the rest of the slideshows.

Towards the end of the class, my host teacher suggested we do a reflection at the end as a "ticket out the door." A ticket out the door is a slip of paper with a prompt and students must turn it in before leaving the class. I agreed with her that it would be a good idea. When the presentations ended, I told students the prompt: Write down something you could have done better as an audience member today and what was difficult for you as a presenter. Implementing this quick reflection felt right because I could tell students had things to say; there was a lot of frustration in the room. I was proud of myself for taking more initiative in the classroom and confronting an obstacle I had been facing over the course of the entire semester: classroom management. I felt proud of this step, but still unsatisfied for I know there's room to improve.

One of the greatest successes despite the disrespect that was present in the classroom was that one student felt empowered enough to ask students to put their phones away before she began her presentation. This was a student who had needed extra support and encouragement to do the presentation in the first place. I had spent most of the workshop period that was allotted in the lesson plan with her, reading over her slideshow and modeling proper pronunciation. She had several questions and expressed her

nervousness. A few minutes later when it was her turn to present, she walked up to the room and addressed the boys who had been misbehaving during the presentations prior to her own. She asked them firmly to put away their phones and pay attention to her presentation. My host teacher and I looked at each with surprise and awe. Her confidence to do this proved that we had created an environment of autonomy and empowerment, especially considering her initial resistance to presenting.

The presentations in terms of logistics went really well. There was a lot of preparation to ensure that it was organized and seamless. I had each slideshow already downloaded and opened; the students were given their paper copies and I had the rubrics. The transition time between each presentation was minimal, a small but important success.

Chapter Three: General Reflections

In this chapter, I will answer six questions that require me to reflect on my performance as a student teacher in the past semester. Some questions may have subsections for organizational purposes. This section will make references to both Chapter Two and the Appendices for this section draws all the data together from all of the lesson plans, reflections, and site supervisor reports gathered over time.

3.1 What main changes did I make as the weeks progressed? Were they positive or negative changes and to what extent?

3.1.1 Use of the Target Language:

At the start of my teaching in this placement, there was a weak presence of the target language. Bound by the insecurity to speak in my second language and the misunderstanding that my students would not understand me in Spanish, I often relied on English to give instructions, provide feedback, and execute other classroom procedures. My main method of communicating to students was to speak in English despite the fact that the content was Spanish. In my study of pedagogy and methods, my professors always emphasized the use of the target language over the primary language. I wholeheartedly agreed, but found it more difficult to implement than I imagined.

As previously mentioned, there were two major problems that restricted my use of the L2, Spanish. They manifested themselves in both how I wrote my lesson plans and then how I implemented them. In the beginning of my placement, I did not specify in which language the teacher and students would speak. Phrases like “teacher gives instructions” and “students answer independently” needed to be modified to include “in Spanish” or, less frequently, “in English.” At first I did not believe that adding this detail,

which seemed self-explanatory or obvious, would directly affect my teaching. I added it more for the sake of the reader and to demonstrate the student's use of the target language in the classroom. Nonetheless the impact was even bigger than I expected. I began to write scripted examples of instructions in Spanish within my lesson plans. This was particularly beneficial to one of the major problems I listed: my concern that students would not understand if I primarily used Spanish in the classroom.

The class population that serves as the focus for this Capstone project was at the proficiency level titled Novice Mid by ACTFL (ACTFL, 2017). In more accessible, lay terms, they were high beginners and could understand simplified sentences in Spanish whether through reading or listening. My fear was that conducting the entire, or even just the majority, of the class in Spanish would leave students confused and frustrated. In fact, at times when I attempted to speak more in Spanish at the beginning of the process, I often saw visual signs of these two feelings in the body language of my students. Sometimes they were expressive of their trouble understanding by sighing, asking many questions, or articulating concerns. My belief that it would not be viable to conduct the class in Spanish, and then their negative reactions when I did attempt to do so, discouraged me from continuing to maintain a high level of Spanish in the classroom. My progress in this area plummeted as I began using a lot of English, especially to explain directions, procedures, and expectations. In Lesson #1, the instructions for the Mid-Year Benchmark Speaking practice are given in English, as shown by the lesson plan in Chapter Two, and the slides are primarily in English, which can be found in the Appendices. Moreover, in this lesson I instruct the introduction in Spanish and move on to give the directions in English. This mix between English and Spanish without structure

is problematic because “the constant switching between languages disturbs the natural learning process of seeking to understand from context, and of gaining confidence that one can express oneself adequately in the FL {Spanish} without need of the mother tongue {English}” (Liao, 13). My host teacher and site supervisor both responded with the suggestion to reincorporate more Spanish as seen in the following quote from the Mid-Placement Evaluation, which can be referenced to in Appendix B. The prompt asks the supervisor to list areas in which the candidate should focus on for continued growth; she responds with,

“Instructing in the target language (more linguistic input) – think of the simplest way to say things to students using cognates or short phrases to get the idea across, using lots of visual representations, gestures, etc”

(Appendix B).

My host teacher had similar advice, stating that there were three pillars of increasing the use of Spanish in a way that is manageable and comprehensible to every student: use of repetition, cognates, and gestures. Rod Ellis in “Principles of Instructed Second Language Learning” confirms the value of these methods to providing comprehensible input in the target language. “If learners do not receive exposure to the target language, they cannot acquire it. In general, the more exposure they receive, the more and the faster they will learn” (Ellis, 38). However, it is crucial to realize that he does not simply argue for increased input, but states that it must be comprehensible “either by modifying it or by means of contextual support” (Ellis, 39). The three methods suggested by my host teacher do exactly that; they supplement the spoken Spanish and support students who have weaker listening comprehension skills or have gaps in knowledge. There is still a lot of

room for me to grow in this area, but there is evidence in the reports by my site supervisor that I responded appropriately to the feedback by increasing the use of the L2 gradually over the course of the lessons.

As a non-native speaker of Spanish myself, my knowledge of the content has its limits, which made me nervous. I learned to accept and celebrate my identity as a non-native speaker, and I found it created a more supportive and positive classroom atmosphere. When students made mistakes, I was able to praise them for their attempt and participation. Similarly, there were incidents when I made my mistakes myself, and students, whether a native or non-native speaker, corrected me. I used these moments to highlight that I am a student, too, and learning a language is a lifelong process. In her observations of my lessons, the site supervisor draws attention to this. On February 16th, she wrote:

“Also, when a student asked for clarification on a verb conjugation, there was a bit of confusion as to the correct formation of the verb, but Jasmyn encouraged the student by saying, ‘Good for you for challenging me, see, I am learning, too!’...She has established a good rapport with the students”
(Found in Chapter Two under Lesson #1).

I made sure to maintain and expand on this behavior throughout the rest of the placement as evidenced by the site supervisor’s praise in the final assessment.

“Jasmyn routinely used students’ errors as teachable moments, often connecting her own misconceptions to those of the students. This method was effective as it demonstrates that teachers are also learners”
(Appendix A).

3.1.2 Lecture-Style Teaching

Earlier in my teaching placement, I instructed in lecture format more often than I did by the end of my time there. On March 6th, the site supervisor suggested that I incorporate more interactive activities in which the students are producing in the target language and not simply listening to me. Under the section titled “Comments on areas of needed improvement,” she wrote:

“The lesson could have been tighter, with students more focused and using the target language. Once students get more confident with the vocabulary, they could do more interactive, communicative activities. But, this lesson was creating that base from which to grow” (Found in Chapter Two under Lesson #2).

After reading her constructive criticism, I appreciated the hopeful tone of the last sentence and intended to make her suggestion a reality.

My struggle was that I thought new information always had to be presented in a lecture style and did not consider other less traditional possibilities such as inductive learning. In my earlier lesson plans, I presented the information and had students practice with minimal interaction. Students were seated for the entirety of the lesson, spoke less than I did, and were passive, especially if new information was involved. With time, I addressed this problem by making broader changes to my lesson plans and the engagement they required, but the first step was simpler. A quick change that kept students more engaged and pushed them to speak in Spanish, if the written text was in the target language, was to have students read aloud from worksheets or the board. It was a small, but important adjustment that kept students more engaged and pushed them to

speak in Spanish if the written text was in the target language. Another quick shift was to refrain from giving students the translations for each vocabulary list. Instead they were given the vocabulary in Spanish and told to find the translations with the resources provided. They could use the textbook, online translators, or dictionaries. More drastic changes took more time and thought and by the end of my field placement, I was including more oral activities and even assigned an oral presentation (as found in Lesson #3 and #4).

In the last month of my field placement, I was incorporating more games and projects. I utilized the supply of resources online to create thrilling and modern ways to review vocabulary and grammar from the online application called Kahoot to classic games like Pictionary. Designing projects for the classroom required more time and work, but had incredible results. “Method of projects, as learner-centered technology of the 21st century, is becoming more pronounced creative and social purposes, so that at the current stage of development of foreign language education is given much attention” (Lakova & Chaklikova, 7898). I used additional data from these researchers and my own description in Lesson Plan #4 to further this argument. In the case of Lesson Plan #4, I felt the Plan a Trip Project better taught and engaged students because the independence and creativity of the project supported them to be active learners, rather than the passive learners they were during my lectures.

3.1.3 Understanding of Background Knowledge

One challenge was that I did not have a strong grasp on the breadth of the students’ background knowledge. I often had to ask clarifying questions of my host teacher such as whether the students had learned the imperfect tense or whether a text would be too

difficult for the class to read. Despite steps I had taken to familiarize myself with the curriculum, not fully appreciating the extent of student knowledge was a relatively unavoidable problem in this situation since I was beginning work in a classroom halfway through the school year and ability levels varied by each individual. My solutions were to read through old work that my host teacher kept, making sure to read from a broad range of levels and types of students to elucidate the range of ability in the classroom. I would also communicate transparently with my students and simply ask them if they had learned the target structure in question. Many times, that simple question was used to generate a rich discussion and quick review of an old topic. As a consequence of the steps I took and the passing of time, my familiarization with the students and their background knowledge increased and I was better equipped to plan lessons within their ‘zone of proximal development’ (Vygotsky, 1978), i.e. a level of difficulty that was made manageable for these students with appropriate instructional scaffolding, and instruct them using a level of Spanish that was just within their reach. I remember in my first week always using the phrase “¿Alguien puede leer las instrucciones?” ‘Can someone read the instructions?’ only to face confusion even after several repetitions. I eventually realized they had not learned “alguien” ‘anyone’ and I immediately changed the phrase to “Necesito un voluntario para leer” ‘I need a volunteer to read’, which was met with raised hands. These changes made huge differences. It was crucial that I understood the students’ abilities and understood how to communicate with them in Spanish. This example represents one of my greatest strengths in this teaching context: my willingness to reflect on my weaknesses and make appropriate changes to improve.

3.2 What motivated me to make these changes? Was it conscious?

The changes I made to my instruction were very conscious and deliberate. In the reflective journal entries after each lesson, I often mentioned that a constructive criticism by my host teacher, or by my site supervisor, inspired me to make a certain change or improve upon a certain skill. This even happened with some regularity within the school day, influencing how I taught the later classes. When a mid-day change occurred, I wrote about it in the journal entries to demonstrate how the change over time in my instructional choices were not just between lessons, but sometimes even within a single lesson. For example, in the Self-Reflection for Lesson #2, I wrote,

“{The host teacher} had noticed that I would call on a student very quickly; the hands that are up the quickest are usually those students who always answer. She gave me this reminder early on in the day so that I could put it into practice for the rest of the day. I tried it out with mixed success.”

My appreciation for the experience and expertise of my host teacher was the incentive for making these changes so immediately. I trusted in her advice to lead me to greater success.

One of my biggest motivations to make positive changes in the classroom was my work outside of the classroom on the edTPA certification exam, a New York State assessment in which future educators, usually student teaching candidates, prove their readiness to lead a classroom through a series of content-specific tasks. This assessment requires the candidate to justify all instructional choices using language pedagogy. The research I read to reference in the edTPA exam exposed me to new techniques to use in my field placement and, specifically, it led me to review the approach of Universal

Design (UDL Center, 20117). I had originally been exposed to Universal Design (UD) in a Special Education course, which presented UD as a framework for differentiating and modifying the classroom in order to make the content accessible and engaging for all learners. Reading over the theory, I decided to adapt more of its practices in my high school classroom; my application of this theory to my lesson plans is explained below as well as in Lesson Plan #3 and #4.

The goal of Universal Design is to design a class for all students without removing any academic or curricular challenges and goals. There are three main access points in UD: inputs, engagement, and expression (UDL Center, 2017). Input is the information that the student receives through listening or reading. Engagement is how the student interacts with the material and expression is how the student uses the target language. These are often referred to as the ‘what,’ ‘why,’ and ‘how’ of learning. I decided to start incorporating this approach by diversifying options for engagement and expression. In other words, students would have more choice in the classroom and the activities would require different methods of engagement in order to reach the diverse body of students.

The main principle of Universal Design is that people learn and respond to different teaching techniques in unique ways; consequently, the teacher must diversify his or her instructional practices in order to properly provide the opportunity of success for every student. I felt that the classroom had many traditional forms of assessments and in my few months there, I had either witnessed or administered several traditional-style quizzes or exams. I designed two major assessments that defied the typical for this classroom. For a unit on the future tense, I exchanged the grammar quiz for a brief written composition. Secondly, the “Plan a Trip” lesson segment, seen in both Lessons #3 and #4 in Chapter 2,

replaced the unit exam for the chapter. These assignments followed UD guidelines by allowing students to show mastery in an alternative way; instead of completing multiple choice or fill-in-the-blank sentences under a strict time limit, they could work at their own pace to complete a writing task or presentation. In addition to proponents of UD, other researchers see value in creating communicative tasks. Rod Ellis states, “The ability to get a multiple-choice question right amounts to very little if the student is unable to use the target feature in actual communication” (Ellis, 41).

3.3 What were my greatest challenges? What were my greatest strengths and weaknesses? Which populations did I fail to reach?

3.3.1 Challenges and Weaknesses:

One of my greatest challenges this semester was classroom management. I had not faced this problem, or at least not to the same extent, the prior semester when I had had a field placement at a middle school. I had expected an increase in issues related to classroom management; I was also aware that my proximity in age to the students at the high school would make behavioral problems even more challenging to handle. Some groups were more difficult than others, and I had one group in particular that struggled to stay on task and to be respectful and school appropriate. Specifically, my weakness was that I did not have a full understanding of my disciplinary options as a teacher and of how to implement them. I initially needed a lot of guidance from my host teacher, but gradually I asserted myself more.

During phase one and two of the field placement at the high school, I had delegated all classroom management duties to my host teacher. The expectations outlined by these two phases allowed me to rely on my host teacher through a co-teaching model. We

deliberated separated our roles to highlight my strengths, which was an instructor rather than a disciplinarian, and ensure my comfort. Even in the beginning of my independent teaching, I still relied completely on her for this type of help. She would intervene in the classroom when necessary and I would step back from my role as primary teacher for the time needed to calm the classroom or discipline a student. She also handled phone calls home if a student severely misbehaved, and the paperwork to send the student to an administrator. It was clear that we had created specific spheres of responsibility, which we each would oversee, and monitoring behavior fell under her sphere. In my Mid-Placement Assessment, the supervisor comments on this weakness; in response to the question of which area should the candidate improve upon, the supervisor wrote:

“Classroom management: refer back to the list of body language/ phrases to use with students and observe the other Spanish teacher in the building to get more ideas” (Appendix).

I regret these defined lines that I let become entrenched out of fear, since avoiding an area of potential growth only limited me as an instructor. Thankfully, however, I did not let the division of roles continue for the entirety of the field placement. Towards the end of my time at the high school, I began to assert myself in the realm of classroom management more frequently. My subsequent development is best represented by the way the supervisor’s comments on classroom management shifted from the prior tone of criticism to a new tone of praise. In the End-of-Placement Assessment, the site supervisor commented:

“When tensions rose in the classroom and personality differences flared between students, Jasmyn handled herself calmly and professionally and

found a way to diffuse the situation in such a way that students felt heard and respected.” (Appendix A)

It is noteworthy that this final report was written shortly after “Lesson Plan #5: Plan a Trip Presentation Day,” a class period that was riddled with student behavioral issues.

“Lesson Plan #5: Plan a Trip Presentation Day” was within the last week of my field placement. By this point, I had gained more confidence and more willingness to step outside of my comfort zone. I had made the effort to delve into the classroom management side of being a teacher, and my host teacher was supporting my pursuit to take on the extra responsibility. The lesson’s journal entry in Chapter Two reveals the specifics of the situation, but the most noteworthy detail is the independence and initiative I displayed in the situation. For so long, I had depended on my host teacher, but I finally handled a behavior issue using the techniques that my host teacher had taught and modeled for me. I began with verbal redirection and proximity. When the issue persisted, I gave the unruly student the option to leave the classroom for a moment. Ultimately, I needed to terminate classroom activities, have a full group discussion with the class, and ask certain students to stay after class. Since the group discussion was not entirely successful in resolving the issue, I notified an administrator, who talked to the student the following morning. The site supervisor’s observation of this situation may have led her to include the comment about classroom management in her final assessment of my teaching. Ultimately, I believe that classroom management was one of my greatest challenges during the teaching placement and remains an area in which I must improve.

3.3.2 Least Impacted Population

One population in my classroom that I did not reach to my fullest potential was the native speakers of Spanish and the heritage learners of Spanish in my classes. Since this particular school did not have a specific and modified language track for more fluent Spanish speakers, my host teacher implemented her own, which separated them from the remainder of the class. These students had the opportunity to use the class time as a structured study hall or as an independent study in Spanish. In order to begin one of these options, they had to pass a placement exam that mimicked the final exam of the class. After completing this requisite, the students would either do independent projects in Spanish or seek extra help in subjects in which they struggled. During my time as lead teacher, I occasionally asked them to join the remainder of the class, particularly for review of the future tense, which they all struggled with on the placement exam. They also were required to participate in the general classroom if they were off-task and not using their time productively. Since this program separated them from classroom procedures and activities, I did not have much direct contact with them. The program allowed them to be independent and check-in with the teacher minimally. The consequence of the lack of direct contact with these students is inexperience in and uncertainty of the instructional techniques that work best for this population of students. I hope to expand my knowledge in this area in the future.

3.3.3 Strengths:

My greatest strength as an individual has always been my love for people and my ease working and interacting with others. Without this quality, I probably would not have considered teaching as a profession for I knew it would be a necessary trait. After an extended period of working with both children and adults in a professional teaching

capacity, I understand more than ever its importance. Establishing a positive learning environment for students is possibly the most important ingredient to ensuring success as a teacher; a positive environment means an environment that is safe, comfortable, and productive, and I feel I have excelled in this domain as evidenced below.

The School of Education at Syracuse University employs a rubric with five main standards for student teaching candidates. The fourth standard is titled “Learning Environment” and states the following: “Teachers work with all students to create a dynamic learning environment that supports achievement and growth.” Elements of the environment are listed to further elucidate this expectation, each with its own explanation. Some highlights include: “supports student diversity,” “interacts with students,” and “promotes student curiosity and enthusiasm.” I was rated in the top category (4/4) on three out of the four elements in this standard, making it one of my strongest attributes (For the full list of elements, see the document titled “End of Year Assessment by Site Supervisor ” in Appendix A).

Within this same section, the Learning Environment section, I received a score of three out of four in the fourth element: “organizes and utilizes available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.” This element has three requisites: “organizes learning environments, manages volunteers and/ or paraprofessionals, and establishes classroom safety.” Since I did not receive the highest possible rating in this category, there is room for improvement. During my field placement, I rarely collaborated with paraprofessionals, and I did not participate in a review of safety rules or the design of the classroom since these procedures usually occur in the beginning of the school year. Thus, although I did

not fulfill my potential in this final element, with my performance in the other elements, I believe that with sufficient opportunity, I could reach the highest level in the final element.

Despite a majority of top ratings in creating a positive learning environment, forming relationships with my students proved to be more difficult than it had been in my previous placement. In the fall of 2016, I was working part-time as a student teaching candidate in a suburban middle school. The younger age of my students in comparison to the later teaching placement made them more receptive to me and facilitated the formation of relationships. Based on the subsequent experience in a high school, it seemed that older students needed more time to develop interpersonal connections. Despite the added time and difficulty, I grew quite close to my high school students and was consistently strong in the disposition focused on forming relationships throughout the field placement. The site supervisor commented on this as early as February 16th. In her report on that day, she pointed out that a student approached me for advice about an internship application. Both my site supervisor and I agreed that this was a sign that I was building a strong between the students and me.

In order to develop this rapport with my students, I took great interest in their lives outside of the classroom and purposefully learned about their interests, dislikes, learning styles and more. The main way of obtaining this information in an appropriate and productive way was to use the first few minutes of each period to talk informally in the target language. As seen in the lesson plans shown in Chapter Two, each lesson began with an introduction to the day and time to share a fun, upcoming weekend plan or a stressful moment of the day up to that point. As long as students spoke in Spanish and it

was school appropriate, students could discuss whatever they liked. I used the information I gathered in these discussions to create learner-oriented examples in my class and to express regard for the students beyond the content of Spanish.

By my Mid-Placement Evaluation (see Appendix B), the interpersonal relationships were even stronger, which was noticeable to my site supervisor, “*{Jasmyn} connects with her students. She is invested in their learning*” (Appendix B). She supported this written claim in her rating of me under “Standard 1: Knowledge of Students and Student Learning.” Specifically, I received the highest available rating (4/4) for “Standard 1.4: Acquires knowledge of individual students.” My dedication to building connections with my students continued to the very end of my time with my classes, which she verifies in the final assessment with the following comment:

“Jasmyn made reference to her students' heritage in lesson plans, inviting them to share their experiences and perspectives. She also shared her own experiences with students, which helped her to better connect with them” (Appendix A).

It was an important success in my eyes to excel in the standard relating to knowledge of students since I see it as the cornerstone of the profession. Many professors from Syracuse University and teachers from my other field placements emphasized the value of developing a connection to my students. This particular host teacher believed relationship development was especially important in urban settings since, in her experiences, many of her students lacked strong support systems or positive role models in their home environments.

3.4 How did this field placement differ from my suburban placement?

3.4.1 The Suburban Placement

In the fall of 2016, I was working part-time as a student teaching candidate. This was the first part of the student teaching experience as mandated by the School of Education at Syracuse University. The school in which I worked was a middle school in a suburb close to the city of Syracuse. This school had 934 students in grades five through eight. The fifth graders were mostly separated from the rest of the school. There was a transitional program at the end of the fifth grade to prepare the students to enter the middle school. 14% of the student body at this school was in Special Education and 1% was classified as English Language Learners. 7.6% of students were eligible for free lunch.

I was working in three Spanish classes: in sixth, seventh, and eighth grade classes. My focus class, which was the one in which I taught, was the latter. The school generally implemented tracking by ability, but since they did not have sufficient enrollment for two separate classes, my class was a mixed class of honors and regular students. The Spanish department did not use a textbook, but rather used a curriculum designed by my host teacher at the time. There was a great deal of flexibility in terms of the content and the timeline.

3.4.2 The Urban Placement

From the day of my field placement assignment in an urban high school, my professors began drawing comparisons, preparing me for what to expect. The data speaks for itself. In the high school, there were a total of 461 students between grades nine through twelve. All students received free lunch to provide for the large population (71%) of students that come from low-income families. 3% of students were English Language

Learners. Students with disabilities made up 14% of the population (NYSED). These statistics show some differences in the demographics of this field placement in comparison to my prior experience at the middle school in the suburban school district; the biggest contrast was the large population of socioeconomically disadvantaged students in the urban field placement.

The difference in this demographic affected my classroom because my students often were struggling with issues outside of the classroom that affected their mood, attendance, and performance in the Spanish class. One of the most prevalent problems I witnessed was frequent absenteeism. Specifically, I had a Level Three class during the second period of the day and there was one student who only attended class 38% of the time. I learned this specific number at a staff meeting, where a statistics specialist presented spreadsheets to show varying levels of absenteeism with highlights for the students who were most chronically absent. When approached about the issue, the student responded that she was in charge of bringing her siblings to the pre-school and elementary school each morning. Her mother worked more than one job and could not afford a babysitting service or something similar. The student was acting as a caregiver, affecting her ability to come to school on time. This situation is only one example of many students I met who were facing similar difficulties. Similarly, in my former placement, if a student did not complete his or her homework, the explanation was usually that he or she forgot. On the other hand, in the urban placement, the excuses were indicative of how socioeconomic factors affected their education. For example, a typical explanation would be that the student's shift was until late at night and he or she fell asleep without completing the assignment. One student was a mother to a young baby

and would often explain that her responsibilities as a mother inhibited her from excelling in the class. While students at both placements surely had obstacles, I more often witnessed ways that the students at the high school were drastically affected by outside factors.

At times, witnessing these struggles affected my teaching. I knew, despite the validity of the aforementioned reasons for tardiness, there would need to be consequences to provide the necessary negative reinforcement of a poor behavior that negatively affect a student's education. Tardiness is a "disruption to the general learning process as students interrupt the class with late entry and teachers take time away from the lesson to redirect late students for discipline actions...Chronic tardiness and absenteeism continue {s} to hurt student academic performances" (Quarles, 91). While I understood the negative effects of absenteeism and desired to maintain a rigorous and organized learning environment, I also desired to be compassionate to the students and their personal lives. My host teacher's policy on late work and retaking assessments was lenient, but she used participation points as a way to award students for attendance. If a student was not in class, he or she would receive zero participation points for the day, a consequence that would not dramatically affect an overall grade if it did not happen chronically. I felt this combination was a fair and humanistic balance and decided to keep the same policies in place during my independent teaching.

Another difference between my two field placements was class size. My classes at the high school were quite small with the largest at thirteen; on the other hand, my classes at the middle school had twenty to twenty-five students. I enjoyed the smaller class size because I was able to learn more in-depth about each student and build a stronger rapport.

I had more time to dedicate to each student and see each one improve, which was a rewarding experience.

3.5 What aspects of these lessons could be transferred to other levels and other populations? Which would not be so successful in other learning contexts?

Since this teaching placement was in a high school, the maturity of the students allowed me to plan more frequent and extensive independent work. Especially as I learned to deviate from lecture style, I gave the students more time to navigate the material independently. “Changing the ratio of classroom and independent work towards increasing the share of self-learning in the educational process influenced on the training of future specialists, competitive on the labor market...and ready for professional growth and self-developing throughout life” (Masalimova & Chibakov, 2016). This is best represented in the learning segment called “Plan a Trip.” Two lessons from this week long segment are shown in Chapter Two, and the portion of the learning segment not formally shown in the lesson plans was the less teacher-led component, in which students had three entire class periods of independent workshop time in the computer lab. To maintain order and productivity, I set out expectations and deadlines at the beginning of each period, and I roamed around the room to answer questions and make edits.

It will be interesting to see whether and how the skills and techniques I acquired in the teaching placement described here transfer to other populations given the specialized nature of the school. The educational context in which I will join for the coming 2017-2018 academic year is rather different: teaching English in an elementary school in Madrid, Spain. Not only will the students be younger and the target language different, this will be a context of Content and Language Integrated Learning (Snow, 2013), where

native-Spanish speakers learn English in both language and content classes. Despite the many aspects of the new setting that are unfamiliar to me, moving from assisting in a suburban middle school to full blown teaching in an urban high school has shown me that I have the flexibility, perseverance, and commitment to development to take on this next step.

3.6 Did my activities align with a specific pedagogical approach or theory? Have I begun to create my own teaching style?

I strongly believe in the pedagogical approach of Communicative Language Teaching, which I was exposed to mainly in my Linguistics class with Professor Amanda Brown, who became my advisor for the Capstone project. Communicative Language Teaching (CLT) is a methodology that employs learner-centered activities and real-world situations with the goal of “the teaching of communicative competence, which includes grammatical competence, sociolinguistic competence, discourse competence and strategic competence” (Liao, 26). While I did not set out to fully adopt this approach, its features when designing my plans often inspired me. I particularly agree with its values of student choice, personalized learning, and communicative proficiency and wanted to incorporate them into my teaching.

Communicative Language Teaching has been gaining more popularity as the globalized world begins to value students’ ability to truly communicate rather than the ability to pass an exam. ACTFL, an association that writes standards for foreign language classrooms in the USA, also greatly values communicative proficiency for the purpose of globalization; in fact, its statement of philosophy asserts, “The United States must educate students who are linguistically and culturally equipped to communicate

successfully in a pluralistic American society and abroad” (ACTFL). This appreciation for communication has not always been at the core of language classes.

“Although the concept of communication underlying CLT may seem self-evident as a goal for language education, a generation ago (and still in many parts of the world today) teaching and learning another language were often more concerned with language analysis, literary text analysis, memorization, translation, or high-stakes multiple-choice language testing” (Duff, 15).

With CLT as the mainstream pedagogical approach, the language classroom should include more discussions, practice of speech acts such as forgiving and persuading, and culturally fluent communication. These new emphases motivated me to align my teaching more closely to CLT principles.

Unfortunately, implementing CLT-infused practices proved to be difficult. As Duff (2013) comments,

“Even teachers who subscribe to the principles of communicative methodology must sometimes compromise their own beliefs about instruction to prepare students for the high-stakes assessment that might reward very traditional forms of knowledge, such as grammar and detection of written errors” (Duff, 25).

While there was no high-stakes assessment during the teaching placement described in the current project, I faced a similar hesitation to implement CLT models when there were upcoming classroom-based assessments. The in-class quizzes and tests required students to translate vocabulary, use target words in a sentence, fill in blanks, and

complete other traditional linguistic tasks. To prepare students for these assessments, I often felt bound to the traditional-style drills that mimicked the style of the tests. Such practices are known as “washback”, which Duff (2013) describes as having a negative impact on teaching.

“This negative effect of assessment practices on teaching, known as negative washback, plagues language teaching all over the world...{communication skills} are more expensive and logistically challenging to assess than grammatical or lexical knowledge” (Duff, 25).

For this reason, CLT was not always appropriate or easy to apply to the classroom.

One way I combated 'negative washback' was to modify the assessment to follow more CLT principles. As previously mentioned, I designed two major assessments, a writing composition using the future tense and the “Plan a Trip” slideshow, each of which replaced a quiz and an exam, respectively. By creating assessments that were less traditional, the precursory lessons were less bound to tradition as well. Specifically, I attempted to follow many CLT principles in the learning segment that culminated in the “Plan a Trip” presentations, examples of which follow.

The “Plan a Trip” lesson segment was a week long and the first and final lesson plans are included in Chapter Two. Using authentic texts is a primary element of the CLT approach. Liao (2013) defines authentic materials as “pieces of language, either spoken or written, which were originally messages produced for communication in a non-teaching situation” (Liao, 20). For the ‘Plan a Trip’ project, the students received a list of countries and a corresponding website. I chose to assign each of the designated countries an authentic website instead of creating my own tourist materials or allowing students to

choose their own source. I required them to use the websites I had assigned because they comprised 'realia', i.e. genuine, linguistically rich resources that would be used outside of an educational context. In this case, the websites were tourist sites of Spanish-speaking countries that provided their information in both Spanish and English.

According to Liao (2013), CLT requires that teachers "create real life situations in classes and have students play roles, simulations, true-to-life interactions, and other communicative activities" (Liao, 9). Designing an ideal trip may have been engaging and open to student choice, but the reality is that it was not a true-to-life situation. When I said there was a prize for the student voted to have designed the best trip, one student even joked, "Is the prize that we get to go on the trip?" If I could actually have taken them on the trip, then it would have fit CLT guidelines, but of course that was not feasible. Arguably, the task I had assigned, to design a trip, still possessed some authenticity since the student may need or want to use those skills outside of an educational context later on his or her life. "Research has found that having a personal or professional goal for learning English can influence the need and desire for native-like pronunciation" (Gilakjani, 76). I also recommended that students considering applying to Syracuse University choose Chile or Spain for their project since the University has study abroad programs in those two locations. I knew some students who had expressed interest in attending Syracuse University and potentially studying abroad; I capitalized on this information to make the task more authentic to this population.

Navigating a new classroom, new age group, and new responsibilities as I began teaching my own class full-time, I did not always complete my goals as planned. Thankfully, I still have time to learn and grow. With regards to the CLT approach, I

would like to explore its practices more in my next teaching position, which will be as an English teacher in a Spanish elementary school. Once again, the learning context in which I will teach will change dramatically and I will continue to learn about different student populations and teaching styles. Despite the clear differences between my future placement and my previous experiences, there are so many lessons I have learned by completing an intensive, structured reflection of my semester as a student teacher that will remain with me not only in Spain, but when I return to hopefully obtain a teaching position here in New York. Besides the specific elements of my teaching that I have analyzed in this project, the most powerful lesson I have gained from this project is that there will always be room to improve. We should never be completely satisfied with our product for there will always be new research, the need to update material to make it current and engaging, and personal limitations to address. It turns out that as teachers, we are also students – students for life.

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Appendices

A. End-of-Placement Report



End-of-Placement Field Performance Assessment (Decision Point 3B)

Candidate's name	Jasmyn Chacko	Reviewer's name	
Program	Spanish Education	School	
Decision Point		Date	4/17/17

Please assess the candidate's performance on each part of each standard and disposition using the following scale:

The candidate demonstrates:

4 = Evidence that the candidate is **highly effective** at this stage of his/her program.

3 = Evidence that the candidate is **effective** at this stage of his/her program.

2 = Evidence that the candidate is **developing** at this state of his/her program.

1 = Evidence that the candidate is **ineffective** at this stage of his/her program.

Please refer to the SU-adapted NYSUT Teacher Practice Rubric for description of evidence of "highly effective", "effective", "developing" and "ineffective" practice for each element indicator rating.

NEW YORK STATE TEACHING STANDARDS — The teacher candidate ...		RATING	EVIDENCE
Standard 1: Knowledge of Students and Student Learning			
Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.			
Element 1.1: Demonstrates knowledge of child and adolescent development including students' cognitive, language, social, emotional, and physical levels. <ul style="list-style-type: none"> Describes and plans using knowledge of developmental characteristics of students 	1.1 4	Jasmyn responded to students' needs in a variety of ways by recognizing strengths and where they needed to improve. She incorporated ways which helped her to connect with students who were struggling and not motivated.	
Element 1.2: Demonstrates current, research-based knowledge of current research in learning & language acquisition theories and processes <ul style="list-style-type: none"> Uses strategies to support learning and language acquisition Uses current research 	1.2 3		
Element 1.3: Demonstrates knowledge of and is responsive to diverse learning needs, strengths, interests, and experiences of students. <ul style="list-style-type: none"> Plans for student strengths, interests, experiences to meet diverse learning needs of each student 	1.3 4	See comment in 1.1	
Element 1.4: Acquires knowledge of individual students from students, families, guardians/other caregivers to enhance student learning. <ul style="list-style-type: none"> Communicates with parents, guardians and/or caregivers 	1.4 2	Jasmyn was able to communicate with parents once, but did not do so on a regular basis.	

<p>Element 1.5: Demonstrates knowledge of and is responsive to economic, social, cultural, linguistic, family & community factors that influence his/her students' learning.</p> <ul style="list-style-type: none"> • Incorporates the knowledge of school, community & environmental factors. • Incorporates multiple perspectives 	<p>1.5 4</p>	<p>Jasmyn recognized that students were not getting the same academic support outside of the classroom and was able to offer extra supports in the class so students could be successful.</p>
<p>Element 1.6: Demonstrates knowledge and understanding of technology & information literacy and how they affect student learning.</p> <ul style="list-style-type: none"> • Understands technological literacy and its impact on student learning. 	<p>1.6 4</p>	<p>Jasmyn used a variety of technological resources to enrich her lessons</p>
<p>Standard 2: Knowledge of Content and Instructional Planning Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.</p>		
<p>Element 2.1: Demonstrates knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).</p> <ul style="list-style-type: none"> • Understands key discipline concepts, themes, learning standards & key disciplinary language • Uses current development in pedagogy and content 	<p>2.1 4</p>	
<p>Element 2.2 Understands how to connect concepts across disciplines, and engages learners in critical and innovative thinking and collaborative problem-solving related to real world contexts</p> <ul style="list-style-type: none"> • Incorporates diverse social and cultural perspectives • Incorporates individual and collaborative critical thinking and problem solving • Incorporates disciplinary and cross-disciplinary learning experiences 	<p>2.2 3</p>	<p>Jasmyn made reference to her students' heritage in lesson plans, inviting them to share their experiences and perspectives. She also shared her own experiences with students, which helped her to better connect with them.</p>
<p>Element 2.3: Uses a broad range of instructional strategies to make subject matter accessible.</p> <ul style="list-style-type: none"> • Designs learning experiences that connect to students' life experiences • Designs self-directed learning experiences 	<p>2.3 4</p>	<p>Jasmyn not only connected with students' experiences, but had them open their perspectives by researching other countries that they would like to visit. This allowed students to design their own learning. The students then shared their research in the form of a travel project which was presented in powerpoint slides and an oral presentation.</p>
<p>Element 2.4: Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.</p> <ul style="list-style-type: none"> • Articulates learning objectives/goals with learning standards 	<p>2.4 3</p>	
<p>Element 2.5: Designs relevant instruction that connects students' prior understanding and experiences to new knowledge.</p> <ul style="list-style-type: none"> • Designs instruction using current levels of student understanding • Designs learning experiences using prior knowledge 	<p>2.5 4</p>	<p>Writing assignments were clearly explained with rubrics and model assignments were shown so that students knew exactly what was expected of them.</p>
<p>Element 2.6: Evaluates and utilizes curricular materials and other appropriate resources to promote student success in meeting learning goals.</p> <ul style="list-style-type: none"> • Organizes time • Selects materials and resources 	<p>2.6 3</p>	
<p>Standard 3: Instructional Practice Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.</p>		
<p>Element 3.1: Uses research-based practices and evidence of student learning to provide developmentally appropriate and</p>	<p>3.1 4</p>	<p>Jasmyn routinely used students' errors as teachable moments, often connecting her own</p>

standards-driven instruction that motivates and engages students in learning. <ul style="list-style-type: none"> Aligns instruction to standards Uses research-based instruction Engages students 		<p>misconceptions to those of the students. This method was effective as it demonstrates that teachers are also learners.</p>
Element 3.2: Communicates clearly and accurately with students to maximize their understanding and learning. <ul style="list-style-type: none"> Provides directions and procedures Uses questioning techniques Responds to students 	3.2 3	
Element 3.3: Sets high expectations and creates challenging learning experiences for students. <ul style="list-style-type: none"> Articulates measure of success Implements challenging learning experiences 	3.3 3	<p>While Jasmyn encouraged students to work to their potential, I feel that some students could have been pushed more. I believe that when Jasmyn is in her own classroom, she will be able to establish a learning environment in which students are challenged and feel comfortable taking the risks necessary to learn a language.</p>
Element 3.4: Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement. <ul style="list-style-type: none"> Differentiates instruction Implements strategies for mastery of learning outcomes 	3.4 4	
Element 3.5: Engages students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology . <ul style="list-style-type: none"> Provides opportunities for collaboration Provides synthesis, critical thinking, and problem solving 	3.5 3	<p>I observed a lesson in which the students worked together to offer feedback, support and constructive criticism on a project. However, there were many opposing opinions in the class and at times the discussion became heated. Jasmyn handled the situation professionally and de-escalated the situation by opening the lesson to class discussion and sharing of opinions. This allowed students to be heard and demonstrated respectful discussion and disagreement.</p>
Element 3.6: Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs. <ul style="list-style-type: none"> Uses formative assessment to monitor and adjust pacing Provides feedback during and after instruction 	3.6 4	
Standard 4: Learning Environment Teachers work with all students to create a dynamic learning environment that supports achievement and growth.		
Element 4.1: Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student. <ul style="list-style-type: none"> Interacts with students Supports student diversity Reinforces positive interactions among students 	4.1 4	<p>See comments in 3.5</p>
Element 4.2: Creates an intellectually challenging and stimulating learning environment . <ul style="list-style-type: none"> Promotes student pride in work and accomplishments Promotes student curiosity and enthusiasm 	4.2 4	<p>Jasmyn often wrote students notes, commending them on a job well done. On the travel project, students who were not presenting were asked to write a positive remark to those who had presented. This allowed students to take pride in their own work and to celebrate the efforts of their peers.</p>
Element 4.3: Manages the learning environment for the effective operation of the classroom.	4.3	

<ul style="list-style-type: none"> Establishes routines/procedure/transition and expectations for student behavior Establishes instructional groups 	4	
<p>Element 4.4: Organizes and utilizes available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.</p> <ul style="list-style-type: none"> Organizes learning environments Manages volunteers and/or paraprofessionals Establishes classroom safety 	4.4 3	
<p>Standard 5: Assessment for Student Learning Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.</p>		
<p>Element 5.1: Designs, adapts, selects, and uses a range of assessment tools and processes to measure and document student learning and growth.</p> <ul style="list-style-type: none"> Designs and/or selects assessments to establish learning goals and inform instruction Measure and records student achievement Aligns assessment to learning goals 	5.1 4	
<p>Element 5.2: Understands, analyzes, interprets, and uses assessment data to monitor student progress and to plan and differentiate instruction.</p> <ul style="list-style-type: none"> Uses assessment data as feedback to set goals with students Engages students in self-assessment 	5.2 3	
<p>Element 5.3: Communicates information about various components of the assessment system.</p> <ul style="list-style-type: none"> Accesses, analyzes and interprets assessments 	5.3 3	
<p>Element 5.4: Reflects upon and evaluates the effectiveness of the comprehensive assessment system to adjust assessment and plan instruction accordingly.</p> <ul style="list-style-type: none"> Understands assessment measures and grading procedures Establishes an assessment system 	5.4 4	Jasmyn sets clear expectations and when a written/oral project was assigned in place of a formal written assessment, she explained the difference to the students and effectively explained the rubric.
<p>Element 5.5: Prepares students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.</p> <ul style="list-style-type: none"> Communicates purposes and criteria Provides preparation and practice 	5.5 4	
<p>Standard 6: Professional Responsibilities and Collaboration Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.</p>		
<p>Element 6.1: Upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities.</p> <ul style="list-style-type: none"> Demonstrates ethical, professional behavior Advocates for students Demonstrates ethical use of information and information technology Completes training to comply with State and local requirements and jurisdictions 	6.1 4	
<p>Element 6.2: Engages and collaborates with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.</p> <ul style="list-style-type: none"> Supports the school as an organization with a vision and a mission Participates on an instructional team 	6.2 3	Diana told me of many times that Jasmyn participated and supported the rest of the department.

<ul style="list-style-type: none"> Collaborates with the larger community 		
Element 6.3: Communicates and collaborates with families, guardians, and caregivers to enhance student development and success. <ul style="list-style-type: none"> Communicates student performance to families 	6.3 3	
Element 6.4: Manages and performs non-instructional duties in accordance with school district guidelines or other applicable expectations. <ul style="list-style-type: none"> Maintains records Manages times and attendance Maintains classroom and school resources and materials Participates in school and district events 	6.4 3	
Element 6.5: Understands and complies with relevant laws and policies as related to students' rights and teachers' responsibilities. <ul style="list-style-type: none"> Communicates policies Maintains confidentiality Reports concerns Adheres to policies and contractual obligations and accesses resources 	6.5 3	
Standard 7: Professional Growth Teachers set informed goals and strive for continuous professional growth.		
Element 7.1: Reflects on own practice to improve instructional effectiveness and guide professional growth. <ul style="list-style-type: none"> Reflects on evidence of student learning Plans professional growth 	7.1 4	Over the year, Jasmyn and I spoke about how to modify lessons to suit different learning styles.
Element 7.2: Sets goals for, and engages in, ongoing professional development needed to continuously improve teaching competencies. <ul style="list-style-type: none"> Sets goals Engages in professional growth to expand knowledge base 	7.2 4	
Element 7.3: Communicates and collaborates with students, colleagues, other professionals, and the community to improve practice. <ul style="list-style-type: none"> Gives and receives constructive feedback Collaborates 	7.3 4	
Element 7.4: Remains current in knowledge of content and pedagogy by utilizing professional resources. <ul style="list-style-type: none"> Accesses professional memberships and resources 	7.4 3	Jasmyn attended the NYSAFLT Conference in October, but I would encourage her to seek out more opportunities for development.

The Scale for Use in Rating Candidates' Dispositions

4 = There is clear and consistent evidence of a commitment to most or all of the values of this disposition.

3 = There is clear evidence that reflects a commitment to the values of this disposition.

2 = There is little or no evidence of a commitment to the values of this disposition.

1 = Evidence is markedly inconsistent with the values of this disposition.

DISPOSITIONS (Behaviors reflective of particular commitments, habits, attitudes and values)		
D1 Demonstrates a clear and consistent commitment to the development of personal maturity	D1 4	
D2 Demonstrates a clear and consistent commitment to one's own personal professional growth and accountability.	D2 4	

D3 Demonstrates a clear and consistent commitment to diversity and equity .	D3 4	
D4 Demonstrates a clear and consistent commitment to subject matter excellence .	D4 4	
D5 Demonstrates a clear and consistent commitment to professional ethics and integrity, professional standards of practice and the profession at large .	D5 4	

Comments on candidate's overall professional development over the course of his/her placement:

I believe that this placement was one that both challenged Jasmyn and broadened her perspective. The students' academic ability and motivation levels in this placement were quite diverse. Jasmyn recognized this and was able to connect with students in such a way that demonstrated to them that she was invested in their learning. When tensions rose in the classroom and personality differences flared between students, Jasmyn handled herself calmly and professionally and found a way to diffuse the situation in such a way that students felt heard and respected.

I also saw direct evidence of Jasmyn's supportive nature. One student was struggling with pronunciation and was quite nervous prior to her oral presentation. When the student presented and was able to comfortably pronounce the challenging words (after practicing with Jasmyn and a class mate), the proud smile that spread across this student's face was contagious. These small, proud moments are what students hold on to and use as catalysts for growth as they are instilled with the confidence necessary to take the risks to effectively communicate in the target language.

B. Mid-Placement Report



Student Teaching Mid-Placement Performance Assessment for Undergraduate Inclusive Elementary/Special Education Program

Course	EDU 508	Date	March 13, 17
Student	Jasmyn Chacko	Cooperating Teacher	
Supervisor			

		Midterm	Comments
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	4 = Highly Effective at this stage of his/her program. 3 = Effective at this stage of his/her program. 2 = Developing at this stage of his/her program 1 = Ineffective at this stage of his/her program	Tea c	Stud	SU Sup	
Standard 1: Knowledge of Students and Student Learning					
1.1	Demonstrates knowledge of child and adolescent development	3	3	3	
1.2	Demonstrates knowledge of current research in learning	2	2	2	
1.3	Demonstrates knowledge of diverse learning needs	3	3	3	
1.4	Acquires knowledge of individual students	4	4	4	I always try to incorporate personal information about the students during the introduction such as asking a student about an interview or a weekend plan I remember he or she had. I've also been approached by a student for internship advice and I check in on that when there is extra time. - Jasmyn
1.5	Demonstrates knowledge of factors that influence learning	3	3	3	
1.6	Demonstrates knowledge of and understanding of technology	3	3	3	
Standard 2: Knowledge of Content Knowledge and Instructional Planning					
2.1	Demonstrates sound knowledge of content	4	3	3	
2.2	Understands how to connect concepts across disciplines	2	2	2	Both here and for 3.5 I struggle. I am not sure how to incorporate other disciplines into this classroom right now. - Jasmyn
2.3	Uses a broad range of instructional strategies	3	3	3	
2.4	Establishes measurable goals and objectives	4	4	4	Each agenda includes a Can Do Statement that lists a measurable goal.
2.5	Designs relevant instruction	4	4	4	

2.6	Evaluates and utilizes curricular materials	3	3	3	
Standard 3: Instructional Practice					
3.1	Uses research-based practices	3	2	3	Sometimes when I use techniques I learned in RED 326, LIN 421, or Methods, I cannot cite the theory or research behind it. I can give a rationale using layman's terms and I often rely on common sense and my instinct. - Jasmyn
3.2	Communicates clearly and accurately	4	3	4	
3.3	Sets high expectations	4	4	4	
3.4	Explores and uses a variety of instructional approaches	4	4	4	
3.5	Engages students in the development of multidisciplinary skills	3	3	3	
3.6	Monitors and assesses student progress	4	4	4	
Standard 4: Learning Environment					
4.1	Creates an inclusive learning environment	3	3	3	
4.2	Creates a stimulating learning environment	4	4	3	I am in between a 3 and a 4 here. I have used a lot of lecture in the last week, but I also know that I always like to create games for the students and am trying to keep the activities modern, stimulating, and fun. - Jasmyn
4.3	Manages the learning environment effectively	2	2	2	
4.4	Organizes and utilizes available resources	4	4	4	
Standard 5: Assessment for Student Learning					
5.1	Designs adapts, selects and uses a range of assessment tools	3	3	3	
5.2	Understands, analyzes, interprets, and uses assessment data	3	3	3	
5.3	Communicates assessment information	3	3	3	
5.4	Reflects upon and evaluates the effectiveness of assessment	4	4	4	
5.5	Prepares students to understand assessments	4	4	4	

Standard 6: Professional Responsibilities and Collaboration					
6.1	Upholds professional standards of practice and policy	4	4	4	
6.2	Engages and collaborates with colleagues	4	4	4	
6.3	Communicates and collaborates with families	1	1	1	
6.4	Manages and performs non-instructional duties.	4	4	4	
6.5	Understands and complies with relevant laws and policies	3	3	3	
Standard 7: Professional Growth					
7.1	Reflects on own practice	4	3	4	Jasmyn and I have had many conversations about her lessons and I know that she daily reflects on lessons and how to improve them moving forward.
7.2	Sets goals for, and engages in ongoing professional development	3	3	3	Was able to attend PD during Superintendent's Day, attended NYSAFLT Conference in November as an assistant - Jasmyn
7.3	Communicates and collaborates with others	4	4	4	
7.4	Remains current in knowledge of content and pedagogy	4	4	4	

At this stage in the placement, what areas should the candidate focus for continued professional growth?

1. Instructing in the target language (more linguistic input) - think of the simplest way to say things to students using cognates or short phrases to get the idea across, using lots of visual representations, gestures, etc.
2. Classroom management: refer back to the the list of body language/phrases to use with students and observe the other Spanish teacher in the building to get more ideas.

Other comments and suggestions:

Jasmyn is doing an excellent job so far. She is hardworking, motivated, attentive to student needs, and quickly incorporates feedback.(Diana)

Jasmyn is open to ideas and connects with her students. She is invested in their learning. (Katie)

C. Lesson #1 Class Materials

You should be prepared to...

- * Talk six times (6 exchanges)
- * Ask and answer questions about the topics
- * Use Spanish 3 vocabulary and grammar
- * Use complete sentences (at least 1; preferably 2) every time you speak

La familia

- * You've just started studying abroad in Peru and are on the phone with your Spanish-speaking friend from home. He or she is curious about your new Peruvian family. Describe the family members to your friend.
- * How many people are in the family? Who are they and what are their relationships?
- * What are they like? Use personality traits and physical characteristics to describe each member.

La invitación

- * You are bored, so you try to make plans with your

La amistad

- * Describe your best friend using physical descriptions and character traits. Talk about what you have in common or what you do differently.
- * What do you like about your friend? What do you hope you friend will do in order to be a better friend to you? Express your preferences and wishes in a friendship using subjunctive.
- * What do you like to do? Does he or she like to do this as well? What do you guys do when you are together?

D. Lesson #3 Class Materials

D.1 Rubric for the Plan a Trip Project

¡Planea un viaje! Rubric

10 points ____ Student created an engaging introduction slide and concluding final slide.

10 points ____ Student completed “Paso 1.” He or she chose one of the specified locations and included a slide answering the designated questions.

10 points ____ Student completed “Paso 2.” He or she describes at least two activities to do and at least two places to visit.

10 points ____ Student completed “Paso 3.” He or she states the dates of the trips and talks about the transportation that will be used.

10 points ____ Student has minimal grammatical errors. Errors do not hinder comprehensibility.

10 points ____ Student used pictures and descriptions for each picture.

10 points ____ Student used a wide variety of vocabulary that is representative of a Level Three student (use the purple packet).

10 points ____ Student completes the task with many details about the trip.

10 points ____ Student made a slideshow that was visually engaging and organized.

10 points ____ Student presented to the class entirely in Spanish.

100 points

*** Chispas****

5 points ____ Student won the competition of who created the best trip.

D.2 Cornell Research Sheet for the Plan a Trip Project

<p><i>Class Notes</i></p> <p>Task: Plan a Trip! Write out your research here in bullets or sentences (always in Spanish!) to prepare you before you begin making your slideshow!</p> <p style="text-align: center;">Preguntas:</p>	<p>Name: _____</p> <p>Class: _____</p> <p>Period: _____</p> <p>Date: _____</p> <p style="text-align: center;">Respuestas:</p>
Elige el destino	
1. ¿A qué lugar te gustaría viajar?	
2. ¿Por qué?	
3. Escribe 2 argumentos para convencer a tus compañeros.	
Busca información	
1. ¿Cómo llegaremos?	
2. ¿Cuáles lugares visitaremos? ¿Por qué quieres ir a esos lugares?	

3. ¿Qué actividades quieres hacer?	
Planifica el viaje	
1. ¿En qué fechas va a ser? ¿Por qué elegiste estas fechas?	
2. ¿Qué medio(s) de transporte van a utilizar?	
3. ¿Dónde se van a alojar? ¿Por qué elegiste este sitio?	
Detalles Especiales y Chispas	