French 482, German 482, Spanish 482/601, English as a Second Language 482/601

Directed Teaching
in the Elementary and Secondary French, German, Spanish or ESL Classroom

Course Web Page: http://www.longwood.edu/staff/goetzla/StudentTeaching/

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Course Links:
Important Due Dates
Scavenger Hunt
Rules for Student Teachers
Agreement on Expectations between
Cooperating Teacher and Student Teacher
Student Teaching Daily Observation Notes
The Effective Foreign Language Teacher checklist
Best Practices for World Language Instruction
(Pittsburgh Public Schools)

Links for the Office of Professional Services:
OPS main page
Cooperating Teachers' links
Student Teachers' links
University Supervisor's links
Student Teaching Handbook
Methods Course
Professional Organizations
Graduate Program for Spanish Teachers
Modern Language Program

Course Descriptions (From Longwood University Catalog):

FREN/GERM/SPAN/TESL 482. Directed Teaching in the Elementary and Secondary French/German/Spanish/English as a Second Language Classroom. Required of all students seeking PK-12 Teaching Licensure in French/German/Spanish/English as a Second Language. Each student is assigned to work with qualified cooperating teachers in selected school settings off campus. Settings will be chosen among elementary, middle and secondary levels. The student teacher follows the schedule of each cooperating teacher and will take over all duties under the supervision of the cooperating teacher. The schedule involves a minimum teaching day of five to six hours for five days each week (300 hours total). Prerequisite: completion of the Modern Language Major (French, German, Spanish or ESL concentration), the Study Abroad requirement, and a minimum cumulative and major GPA of 2.50. 12 credits. Fulfills General Education Goal 15.
Spanish / English as a Second Language 601. Graduate Directed Teaching in the Elementary and Secondary Classroom. Required of students seeking K-12 teaching licensure in Spanish or English as a Second Language. Each student is assigned to work with qualified cooperating teachers in a selected elementary school setting and a selected secondary school setting off campus, for six weeks in each setting. The student teaching intern follows the schedule of each cooperating teacher and will take over all duties under the supervision of the cooperating teacher. The schedule involves a minimum of 300 hours total in the schools. For those who are already teaching under a Provisional License, the Directed Teaching semester will be a mentorship of their current teaching position. Prerequisites: Passing Praxis I and II scores, completion of all coursework for the degree and a minimum GPA of 3.0. 6 credits.

Required Texts:


Course Objectives / Learner Outcomes: * (Numbers in parenthesis correspond to the Longwood University Conceptual Framework.) Upon Completion of Student Teaching, students will be able to:

- Demonstrate an understanding of current practices and approaches to foreign and second language teaching. (1, 2, 3, 4, 5, 6, 7, 8, 9)
- Plan long-range and daily lessons that integrate the National Foreign Language Standards or the National ESL Standards with state or district guidelines, and carry them out in a classroom under the guidance of a language teacher. (1, 2, 3, 4, 5, 6, 7, 8, 9)
- Recognize relationships among teacher expectations, instructional planning, classroom management, and student behavior. (1, 2, 3, 4, 5, 6, 7, 8, 9)
- Demonstrate in their lesson plans and in their teaching current methods of communicative, contextualized language instruction for proficiency in all of the Communication modes (interpersonal, presentational, interpretive) and in cultural knowledge. (1, 2, 3, 4, 5, 6, 7, 8, 9)
- Design a variety of authentic assessment practices, demonstrating current methods of evaluating students' abilities in the the Communication modes (interpersonal, presentational, interpretive) and cultural knowledge using authentic contextualized instruments. (1, 2, 3, 4, 5, 6, 7)
- Demonstrate the effective use of technology to enhance instruction. (1, 2, 4, 5, 6, 7)
- Establish a positive learning environment. (3)
- Demonstrate effective strategies for classroom management. (4)
- Participate in professional activities and organizations. (1, 6, 9)
- Begin to evaluate, select, adapt materials, including textbooks, workbooks, videos, software, authentic texts, for the communicative language classroom. (1, 2, 3, 4, 5, 6, 7, 8, 9)
- Locate good sources of teaching ideas and demonstrate their ability to utilize these sources. (1, 2, 4, 5, 6, 7, 8, 9)
- Demonstrate ethical conduct and professionalism. (9)
- Take the role of teacher as researcher engaged in a continuing development process. (9)
- Be reflective teachers. (1, 2, 3, 4, 5, 6, 7, 8, 9)
* Longwood University Conceptual Framework, "Educators as Reflective Citizen Leaders":

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**Schedule: Spring, 2016**

- Nov. 19, 2015: Meeting with Supervisor, 3:00, Grainger 322
- Dec. 3, 2015: Meeting with Supervisor, 3:00, Grainger 322

Jan. 7, 2016: Seminar Day 10:00-4:00pm Hull 132 Auditorium
Jan. 18, 2016: Student Teaching begins
   - 1st session: Jan. 18-March 4
   - 2nd session: March 7-April 29
Jan. 18-22: With cooperating teacher, write letter to students/parents
Feb. 23: Deadline for registration for Educ. Recruitment Day
Feb. 27: Diversity Report due
April 8: Education Recruitment Day (excused absence)
March 24: 12:00Student Teacher lunch and meeting:
   - Impact on Student Learning, Portfolio discussions
April 8: Scavenger Hunt due (2nd Diversity Report, if applicable)
April 14: 2:00 Student Teacher meeting;
   - Impact on Student Learning Project due
April 22: Portfolio due
April 29: Student Teaching ends
May 10: "Wrap-up Workshop" 11:00am-12:00pm Hull 132
May 14: Commencement

**Course Requirements:**
- Detailed Lesson Plans 30%
- Reflective Journal 20%
- Impact on Student Learning project 10%
- Effective Teaching 20%
- Professionalism: Professional Portfolio 20%

**Grading:** (90-100 A  80-89 B  70-79 C  60-69 D  59 F)

Your grade for student teaching will come from two sources. Your cooperating teacher(s) will submit an evaluation of your performance as a student teacher. I will use that and my own evaluations of your performance to determine your final grade.
**Detailed Lesson Plans 30%**: You will be expected to write detailed lesson plans for each class taught using a format similar to the one in the *Teacher’s Handbook* (Shrum and Glisan), Chapter 3. Your plans should contain the 4 stages of the "Backward Design" model (see pages 98-100). Student Performance Objectives/Learner Outcomes should incorporate Bloom’s Taxonomy. Your "Stage 3" activities should include warm-up activities, detailed descriptions of each activity, how you plan to give instructions to students, materials you will use, a "warm-down" and any formal assessments. In planning activities, contextualization and communication are very important. I will look for a PACE lesson at least twice during the semester, and an Integrated Performance Assessment (IPA) at least once. Your plans should be typed and must be approved by your cooperating teacher by the Friday before the week for which they are planned. I will evaluate your lesson plans during each observation visit. Some of your best lesson plans should be included in your professional portfolio.

**Reflective Journal 20%**: At the end of every day, you will take 10-15 minutes to write a reflective entry about that day’s teaching. In your journal, discuss lessons that worked well and why they succeeded, as well as lessons that did not go well, why you think they were not successful, and what you would do differently. This journal is a place to reflect, brag, note problems and questions you have, and analyze your progress and that of the students. You and I will be the only people reading your journal. This is also where you will keep a record of the information you discover through your "Scavenger Hunt."

**Impact on Student Learning 10%**: You will design a project to show how your teaching has impacted your students’ learning. Your project will include a pre-assessment of your students’ abilities in the area you plan to assess, the steps you take to address the proficiency level you hope the students will achieve, including all assessment instruments, materials, handouts, realia, etc., that you use during the project, and your final assessment, showing the improvement in the students’ proficiency in the assessed area. As required by OPS, you will complete the on-line Impact on Student Learning Report. This project and some of its materials should become part of your professional portfolio.

**Effective Teaching 20%**: I will evaluate your performance as a language teacher in the classroom. This includes establishing a communicative classroom environment, maintaining instruction and student activities in the target language, using effective teaching methods and classroom management strategies, devoting time to the development of the four skills and cultural knowledge and appreciation through application of the National or Virginia Standards for Foreign Language Learning or ESL Standards, effective testing and evaluation methods, and attention to the contextualization of instruction. A bulletin board of your creation may also be evaluated and will be included in this grade.

**Professionalism/Portfolio 20%**: You must be on time, dress professionally, establish and maintain a good professional working relationship with all school and university personnel, and in general act like a professional at all times. You must turn in required forms on time; you must be prepared for all duties and assignments and you must always be prepared for class. If you are unsure what the appropriate action is in a situation, ask for guidance. Your "Professional Portfolio" will also be included in this grade. Follow the requirements and the rubric for the portfolio. Note the due date above.

**Grading Scale**: A B C D F (A=100-90; B=89-80; C=79-70; D=69-60; F= 59 and below )

**Attendance Policy**: You must not be absent more than twice during the semester. You are expected to be present the same days and hours as the teachers in your school, and are expected to attend the same meetings and workshops as your cooperating teacher(s). You will observe the same holidays and
snow make-up days, even Saturdays. If you are forced to be absent for any reason, you must call your cooperating teacher, the school’s main office, and leave a voice-mail or e-mail message for your University Supervisor (Dr. Goetz). See the Student Teaching Manual and Rules for Student Teachers in Field Center Schools for more information.

**Honor Code:** The Longwood University Honor Code prohibits lying, cheating, stealing, and plagiarism. Students are expected to abide by this code at all times. All work submitted in this course must be pledged, meaning that students are to do their own independent work unless an assignment is clearly designated as collaborative.

**Disabilities:** If you have a disability and require accommodations, please meet with me early in the semester to discuss your learning needs. If you wish to request reasonable accommodations, you will need to register with the Office of Disability Services (Graham building, 395-2391). The office will require appropriate documentation of the disability. All information will be kept confidential.

**Rules for Student Teachers in School Placements**

In general, do as regularly employed teachers are expected to do. This does not mean do what some teachers are able to get by with; it means to do what is officially expected of teachers. The Student Teaching Manual covers these things in detail. Here are some specifics:

1. Absences--Your absences from school are limited (2). You must always notify three people as soon as possible: your cooperating teacher, the principal’s office, and your college supervisor. Absences in excess of the number allowed will result in a reduction of your pay, which takes the form of a grade and final recommendation.

2. Arrival and Departure Times--Know and follow established procedures and schedules for your school’s faculty.

3. Lunch--Teachers are generally expected to stay in the school building for their lunch period. You may partake of the sumptuous repast available in the school cafeteria; you may brown bag it; or you may try to do without.

4. Faculty Meetings--You should attend both departmental and school-wide meetings as called by the department head or principal. Restrain yourself to the role of an observer unless you are specifically invited to do otherwise.

5. School Calendar/Schedule--Once you begin your official stay, you are to follow the schedule for the school in which you are working. This is true for all circumstances-- vacations, holidays, make-up days (on Saturdays, if necessary).
6. Dress--Not only should you follow the rules and/or custom for all teachers, but you should be even more discreet than some experienced teachers. This is true because you are on trial, especially in the eyes of your students. The more you "look like a teacher" the more likely you will be regarded as one, and that has direct payoff in classroom discipline.

7. General Conduct--While it is both impossible and distasteful to list all possible matters that may be of concern, sound judgment should guide your behavior in all matters where it is directly or indirectly connected with your role in your school. For instance, having some students in your home/apartment for either social or educational purposes may easily be seen as suspect behavior by school officials and parents, regardless of how innocent and humane the truth may be. Speak no evil of the professional efforts of others, especially when you have not had sufficient experience on which to base judgments. What appears to be a questionable practice at first may later be seen as desirable or at least necessary. Your job is to soak up, experience, learn.

**Agreement on Expectations between Cooperating Teachers and Student Teacher**

**SCAVENGER HUNT Assignment**