

Fayetteville State University
College of Arts and Sciences
Department of English and Foreign Languages
EDUC 480 Student Teaching in Secondary Schools (Spanish)
Spring 2010

I. Locator Information:

Instructor: Dr. José M. Franco Rodríguez

Course # and Name: Student Teaching in Sec. Sch. / Spanish -2839- EDUC 460 -10

Semester Credit Hours: 6

Day and Time Class Meets: Observations schedule TBA

Location: South View High School

Total Contact Hours for Class: 90

Office Location: Modular bldg. next to Lilly Gym, 100

Office hours: T & Th 12:00pm – 2:00pm

Th 3:00 – 4:00pm

F 1:00pm – 4:00pm

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<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. Course Description: An internship in the public secondary school providing prospective education professionals with opportunities to observe professionals in the classroom, to practice teaching under supervision, and to participate in other activities expected of regular in-service teachers. *Prerequisite: Admission to student teaching (one semester prior) and permission of instructor.*

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbook & Materials:

1. No textbook is required for this course.
2. A notebook or diary and/or a three-ring binder to file lesson plans and any other documentation related to the course.

V. Student Learning Outcomes – After successfully completing this course, students will be able to:

- a) effectively teach Spanish in grades 9-12 by utilizing most up-to-date teaching methods, materials, organizational patterns, and administrative procedures as well as being able to provide course content that is relevant to the needs of each individual student
- b) demonstrate professional interest by participating in such activities as professional organizations, cultural activities, workshops, college activities written or oral presentations, committee work and the display of enthusiasm and interest forwards the foreign language teaching profession in general
- c) demonstrate an accomplished skill level in a variety of teaching practices
- d) demonstrate through teaching the ability to attain desired behavioral changes in the learner
- e) develop units and lesson plans
- f) maintain an optimal interaction with cooperating and supervising teachers

EDUC 480 contributes to the following FSU Core Objectives:

Communication Skills

1. Evaluate effectiveness of various forms of communication.
2. Create written and spoken communication: organization.
3. Create written and spoken communication: clarity.

Reasoning: Critical Thinking

4. Evaluate reasonableness of arguments.
5. Construct reasonable arguments.

Inquiry Skills

6. Formulate effective questions.
7. Organize, sort, evaluate and retrieve academic information.

Scientific Literacy

8. Apply scientific knowledge to situations common to daily life to promote physical and psychological well-being.

Global Literacy

9. Appreciate global diversity of cultures
10. Create solutions to intercultural problems

Ethics and Civic Engagement

11. Develop and demonstrate a personal system of ethics and morality.
12. synthesize source material to understand and apply theories of morality and ethics.

NCDPI, NCATE OR SPECIALTY AREA STANDARDS

Standards Used in this Course	NCDPI Spanish Standards	NCATE Standard(s)	Assessment(s)
X	1. Teachers demonstrate target language competency commensurate with their role as second models. The function effectively in interpersonal, interpretive and presentational modes using listening, speaking, reading and writing skills.	Content Knowledge	-Observations (visitation form) -Evaluation rubric
X	2. Teachers demonstrate understanding of the basic linguistic components of the target language (e.g., units of sound, grammar, vocabulary, syntax, pragmatics and discourse).	Content Knowledge	-Observations (visitation form) -Evaluation rubric
X	3. Teachers demonstrate familiarity with cultures represented by the target language as they relate to products (e.g., foods, games, literature and laws), practices (e.g., customs, patterns of social interactions) and perspectives (e.g., beliefs, values and ideals).	Content Knowledge	-Observations (visitation form) -Evaluation rubric -Lesson plans
X	4. Teachers demonstrate insight into how the target language and cultures compare to the students' language(s) and culture(s).	Pedagogical Content Knowledge	-Observations (visitation form) -Evaluation rubric
X	5. Teachers demonstrate familiarity with current theories in second language acquisition, human cognitive development and brain research.	Content Knowledge Pedagogical Content Knowledge	-Observations (visitation form) -Evaluation rubric
X	6. Teachers employ multiply strategies to engage students actively and effectively in learning the target language and cultures.	Professional Pedagogical Content Knowledge Student Learning	-Observations (visitation form) -Evaluation rubric -Lesson plans
X	7. Teachers identify, select, adept and use a wide variety of instructional resources and technology to enhance students' learning and to provide access to the target language and	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	-Observations (visitation form) -Evaluation rubric -Lesson plans

	cultures.		
X	8. Teachers understand the sequential nature of the second language curriculum and articulate the instructional program accordingly.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	-Observations (visitation form) -Evaluation rubric -Lesson plans
X	9. Teachers link the skills and knowledge between the broader curriculum and second language instruction.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	-Observations (visitation form) -Evaluation rubric -Lesson plans

CORE STANDARDS

Standards Used in this Course	NCDPI Core Standards	Assessment(s)
X	1. Teachers know how to teach students.	-Observations (visitation form) -Evaluation rubric -Lesson planning -Diary
X	2. Teachers are reflective about their practice	-Observations (visitation form) -Discussions with student teacher -Evaluation rubric -Lesson planning

DIVERSITY

Diversity Standards Used in this Course	NCDPI Diversity Standards	Assessment(s)
X	1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	-Lesson planning -Observations (visitation form) -Evaluation rubric -Discussions with student teacher
X	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	-Lesson planning -Observations (visitation form) -Evaluation rubric -Discussions with student teacher

TECHNOLOGY

Technology Standards Used in this Course	NCDPI Technology Standards	Assessment(s)
X	1. Teachers demonstrate a sound understanding of technology operations and concepts.	-Lesson planning -Observations (visitation form) -Evaluation rubric
X	2. Teachers plan and design effective learning environments and experiences supported by technology.	-Lesson planning -Observations (visitation form) -Evaluation rubric

X	3. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	-Lesson planning -Observations (visitation form) -Evaluation rubric
X	4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	-Lesson planning -Observations (visitation form) -Evaluation rubric
X	5. Teachers use technology to enhance their productivity and professional practice.	-Lesson planning -Observations (visitation form) -Evaluation rubric
X	6. Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.	-Lesson planning -Observations (visitation form) -Evaluation rubric

DISPOSITIONS

Professional Competence		Professional Responsibilities	
X	Appreciates and engages in self-reflection	X	Dresses appropriately for the setting
X	Shows a commitment to ongoing learning	X	Is punctual
X	Desires to learn and apply new technologies	X	Attends class regularly and participates in the class
	Is receptive to new ideas and feedback	X	Completes assignments and tasks in a timely manner
X	Writes and speaks clearly and effectively	X	Willing to go beyond required assignments
X	Uses culturally sensitive language when communicating with families	X	Shows initiative and motivation
X	Respects the privacy of students and their families	X	Assumes fair share of responsibilities
Professional Dispositions and Qualities		Professional Integrity	
X	Believe all children can learn	X	Displays high and ethical professional standards
X	Understands the culture of students and their families	X	Is honest and dependable
X	Values and respects diversity and individual differences	X	Is courteous and respectful
X	Demonstrates flexibility and adaptability	X	Has a positive professional attitude
	Treats all students fairly and equitably	X	Accepts and uses constructive criticism
X	Is sensitive to the feelings of others	X	Maintains emotional control and appropriate behavior
X	Interacts appropriately and positively with others		

VI. Course Requirements and Evaluation Criteria

a. Grading Scale

A	B	C	D	F
90-100%	80-89%	70-79%	60-69%	59 and below

b. Attendance Requirements

Students are expected to attend all meetings with the university supervisor and be present and punctual at the school site that s/he has been assigned through the semester.

c. Expectations

Responsibility and courtesy characterize the teaching professional. Below is a list of expectations to remember during the student teaching experience. A more comprehensive list of Competencies and Indicators for Student Teachers is provided in Appendix C of the Student Teaching Handbook.

1. Be responsible for attendance and promptness.
2. Honor local education agency and university policies.
3. Submit all requested paperwork (Clearance Form, Form A, Test Scores, etc.), to the Office of Teacher Education.
4. Submit lesson plans to the Cooperating Teacher and University Supervisor.

5. Attend faculty meetings and other school related meetings as required by the Cooperating Teacher.
6. Manage all personal and confidential information about students in a professional ethical manner.
7. Refrain from making unfavorable remarks about the university program, the cooperating school, and the community.
8. Observe all rules of professional courtesy toward members of the school and community.
9. Discuss any concerns about assignment with University Supervisor and Director of Teacher Education.
10. Invite constructive criticism from cooperating teacher.

d. Assessment

Students will be evaluated according to the following:

- Exit Criteria rubric (see <http://www.uncfsu.edu/ote/forms.htm> under university supervisor): This document will be used to evaluate the overall performance of the teacher candidate.
- Lesson plans: Students will develop a lesson plan for each class period taught at the assigned school site. These lesson plans should consider the guidelines stated on page 19 of Student Teaching Handbook: <http://www.uncfsu.edu/ote/forms2005/Teacher%20Candidates%20Handbook%20%20Revised%20SY%202008-09.pdf>). Lesson plans are to be reviewed by the cooperating teacher and archived through the course. Points 1 and 6 are 10% of the grade each, and the rest of the points are 20% each. The lesson plan must include the materials used, estimated time, and standards covered. (See [lesson plan template below](#))
- University supervisor observations: The observations will be based on the [Teaching Aptitude rubric below](#). After each observation the candidate, the university supervisor, and, when possible, the cooperating teacher will meet to discuss the candidate's performance and provide him/her with feedback and ideas to improve instruction.
- Student teachers should start a diary the first day s/he begins his student teaching at the assigned school site. This diary will be used to evaluate professional reflection on teaching practices. The diary should comment on:
 - Lesson procedures: i.e. starting of the lesson, transitions between activities, and closing (20%)
 - Lesson goals: e.g. Were goals clearly explained? Is the lesson plan designed to reach the goals? Were the goals attained? Is this lesson connected to the previous one or to previous knowledge? (20%)
 - Activities: e.g. What type of activities: listening, speaking, writing, and reading? Did it contain culture, connections, comparisons, communication, and/or communities? Were the activities long enough or too long? Were the activities all connected? How was the flow of the lesson? Was there a variety of interaction: teacher-student, student-student, group, pairs, etc.? (20%)
 - Follow-up: How did you feel about the activities? What would you change? What would you keep as it is? How is the next lesson going to link to this one? (20%)
 - Personal notes: schedules, colleagues, paperwork, students, administration, parents, extracurricular activities, or anything that is having any type of impact on your student teaching experience. (20%)
- Advocacy Project: This project offers teacher candidates an opportunity to demonstrate leadership within the school and the teaching profession by promoting the knowledge of Spanish and Spanish-speaking cultures within and/or beyond the school in collaboration with students, colleagues, staff, administration, specialists, parents, and the community. Specific directions and/or requirements for the evidence provided to the candidates:
 - The project must focus on an activity or event that will promote Spanish or its cultures within or beyond the school.
 - Candidates must consider the school improvement plan to develop the project and the project must always be developed under the knowledge and approval of the school administration. In the case that the school improvement plan does not consider a project of this type explicitly, candidates must identify possible ways of contributing to the meet school's needs with the advocacy.
 - The project must include at least colleagues, students, parents, and one of the following: staff, administration, specialists, parents, and community members.
 - Candidates must align the project with the current school improvement plan or use appropriate data to identify areas of need that should be addressed in a school improvement plan.
 - The project and proof of its implementation must be submitted via TaskStream.
 - The Advocacy Project will be used to assess the candidate's performance in the following areas of the Exit Criteria:

- Professional growth:
 - It promotes Spanish and its cultures in collaboration with others and, therefore, it is an activity that contributes to professional growth.
 - It requires the development of professional relationships and networks.
- Cooperation with parents and community: It requires the inclusion of parents and students and, desirably, the community.
- Student leadership: The participation of a group of students in the Advocacy Project contributes to the development of collaboration and student leadership.

VII. Academic Support Resources

- Curriculum Learning Resource Laboratory (first floor of FSU's library)
- Center for Innovation in Teaching and Learning
- Cooperating Teacher
- Supervising Teacher

VIII. Course Outline and Assignment Schedule for Traditional Student Teaching

Prior to the first week of full time student teaching, the teacher candidate will spend one day a week for five consecutive weeks (all day) with the cooperating teacher in order to become familiar with the instructional environment. The **Student Teaching Schedule**, prepared by the Director of Teacher Education, will suggest an approximate timeframe for the teacher candidate to assume full responsibility for preparing, planning, and teaching lessons. The cooperating teacher and the teacher candidate will make the final decision for assuming responsibility of the teaching load. During the **five** weeks of observation, the teacher intern should engage in the following activities:

First Week

- meet principal and cooperating teacher
- become familiar with school policies, discipline, philosophies, facilities, personnel, etc.

Second Week

- expand on any areas relating to operating of schools
- become more acquainted with classroom routines and procedures
- observe cooperating teacher and other classrooms
- assist with individual student or small group
- carry out other duties as assigned

Third Week

- observe and discuss lessons taught by cooperating teacher
- observe students in the class to identify and understand both the similarities and differences
- assume responsibility for bulletin board or interest area
- carry out other responsibilities as assigned

Fourth Week/Fifth Week

- continue to expand on activities and responsibilities suggested above
- continue working with groups and/or individuals
- prepare lesson plans for all teaching activities
- make preparation for gradual assumption of daily teaching

Sixth-Fifteenth Weeks

- refer to the **Student Teaching Schedule** prepared by the Director of Teacher Education

IX. Teaching Strategies

- Observations
- Conferences with student and cooperating teacher
- Feedback sessions

X. Bibliography

- BATEMAN, BLAIR E. (2008). "Student Teachers' Attitudes and Beliefs About Using the Target language in the Classroom." *Foreign Language Annals* 41(1):11-28.
- BIBLIOTECA DEL PROFESOR DE ESPAÑOL: http://cvc.cervantes.es/obref/biblioteca_ele/
- BLAZ, DEBORAH (2002). *Bringing the Standards for Foreign Language Learning to Life*. Larchmont, NY: Eye on Education.
- GIOVANNINI, A., et al. (1999a). *Profesor en acción 1. El proceso de aprendizaje* (2nd ed.). Madrid: Edelsa.
- --- (1999b). *Profesor en acción 2. Áreas de trabajo* (2nd ed.). Madrid: Edelsa.
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- *La enseñanza de léxico en español como segunda lengua/lengua extranjera*, Madrid, España, Sociedad General Española de Librería, 2004, [Revista *Carabela*. Segunda etapa; 56].
- NUNAN, D. (1998). *El diseño de tareas para la clase comunicativa* (2nd ed.). Trans. M. González Davies. Madrid: Cambridge University Press.
- RICHARDS, J. C. & LOCKHART, C. (1998). *Estrategias de reflexión sobre la enseñanza de idiomas*. Trans. J. J. Zaro. Madrid: Cambridge University Press.
- SÁNCHEZ LOBATO, J., & SANTOS GARGALLO, I. (Eds.). (2004). *Vademécum para la formación de profesores. Enseñar español como segunda lengua (L2)/ lengua extranjera (LE)*. Madrid: SGEL.
- *Standards for Foreign Language Learning in the 21st Century: Including Chinese, Classical Languages, French, German, Italian, Japanese, Portuguese, Russian, and Spanish*. Lawrence, KS: Allen Press. 1999.
- WILKERSON, CAROL (2008). "Instructors' Use of English in the Modern Language Classroom." *Foreign Language Annals* 41(2):310-320.
- ZANÓN GÓMEZ, J. (Coord.). (1999). *La enseñanza del español mediante tareas*. Madrid: Edinumen.

Appendix I: Teaching Aptitude Rubric (see next page)

Teaching Competency	Components	Yes	No	n/a
Focus & Review	• Connects to prior knowledge			
	• Reviews main point(s) that prepare for the lesson			
	• Lasts < 5 minutes			
Objective	• Describes what students will be able to do in real life			
	• Focuses on one particular language skill / point			
	• Lasts < 5 minutes			
Presentation	• Is contextualized			
	• Involves learners			
	• Provides several examples			
	• Considers different learning styles			
	• Promotes critical thinking			
	• Lasts = 1/6 of class time			
Controlled practice	• Models the activity and provides several examples			
	• Checks understanding with whole class correction			
	• Provides further practice if necessary			
Guided practice	• Models the activity and provides several examples			
	• Resembles lifelike use of the language			
	• Is meaningful to learners			
	• Considers different learning styles			
	• Is monitored by instructor			
	• Involves all four or most communicative skills			
	• Diversifies work: individually, in pairs, in groups			
	• Promotes critical thinking			
	• Transitions between activities are smooth			
	• Implements all/most of the five Cs			
	• Requires a specific end result for each activity			
	• Is appropriate to group and level			
	• Comprises a range of varied activities			
	• Includes alternative or extra activities			
	• Lasts = 1/2 of class time			
Production	• Promotes free use of the language			
	• Is task-based and requires a final product			
	• Resembles lifelike use of the language			
	• Provides enough time to finish the task			
Closure	• Shows learner's knowledge of new material			
Technology	• Complements or enhances instruction			
	• Has been prepared / rehearsed			
Materials	• Are appropriate to the task			
	• Are appropriate to the group and level			
	• Have been proofread / Are free of errors			
	• Are diverse			
TOTAL (percentage of "yes" out of all applicable components)				

Appendix II: Lesson Plan template

Lesson Plan Template

Instructor:
Level:
Unit:
Date:

Phase	NCSCS	Activity	Materials	Duration
Phocus & Review				
Objective(s)				
Teacher input (presentation)				
Controlled and guided practice		Controlled		
		Guided		
Independent practice (production)				
Closure				