## Assessment 7: Professional Development Portfolio: Three Reflective Essays

### 1. Description of the Assessment

This assessment demonstrates the candidate's understanding of the role of the language teaching profession in today's schools, and the candidate's commitment to ongoing professional development. To evaluate these skills and dispositions all candidates will create a three-part documentation summarizing their reflection on and philosophy of foreign language teaching as their chosen profession (ACTFL Standards 6a, 6b). These three essays will be included in their portfolio which will be graded as a whole.

### 2. Alignment with ACTFL Standards

This assessment chiefly addresses Standard 6, documenting candidate engagement in professional development opportunities (6a), reflection on their own teaching practice (6a) and candidate preparation to become an advocate for foreign language learning (6b). As candidates reflect upon their own performance as student teachers, they also "reflect on the results of student assessments" (5b). The videotape of their classroom performance will also show student response to their instruction, and candidate's reflection on that response relates to Standards 5b and 5c. The third component requires them to consider ongoing professional development opportunities, which relates to ACTFL Standards 1a as well as 6a.

### 3. Analysis of Data Findings

All six student teachers, as can be seen in the data tables below, exceeded expectations in Standards 5b, 6a, and 6b. The final drafts of their three assessments were presented as part of their portfolio presentation during the final student teaching seminar held in May just prior to graduation.

### 4. Evidence of Meeting ACTFL Standards

Each of the three reflections exceeded standards 5b, 6a and 6b, thus indicating that our candidates meet ACTFL standards.

### 5. Assessment Documentation

### 5a. Assessment Tool (Three Parts)

#### Student Assignment during Methods/Field Experience (ESEC 385/386):

Write a three-page reflective essay (in English) describing your attendance at a professional meeting for foreign language teachers. Good choices are the New Hampshire Association of World Language Teachers (NHAWLT) annual meeting, or the local teachers' collaborative, Pizza and Pedagogy, which meets five times during the academic year on campus in Morrison

Hall. Pizza and Pedagogy, founded by Keene State College faculty to support the work of local teachers, discusses current events in Francophone and Hispanic cultures, classroom techniques, teaching skills, and shares information, tips, and useful student activities. This small scale, localized cooperation can help you bridge the gap between the student experience and the teacher experience.

The New Hampshire Association of World Language Teachers (NHAWLT) annual meeting takes place in the fall, and provides important contacts with language teaching professionals. The College's Honors and Enrichment Program recently established a Student Conference Fund which may help cover your expenses for attending NHAWLT.

Your essay should describe the workshop(s) or event(s) you attended and what you learned from them. Note also what you learn about the organization itself and how it functions. Comment on how the group could be useful to your development of teaching skills. (ACTFL Standard 6a). What support can this group provide to your advocacy for foreign language learning? (ACTFL Standard 6b).

## Student Assignment During Student Teaching (ESEC 460):

Videotape your student teaching experience, demonstrating your teaching skills, language proficiency, and cultural knowledge. (You should be able to have your class videotaped in the school where you are student teaching.) The planning and purpose of your lesson should be obvious from the videotape. The lesson should last at least 30 minutes, and the tape should include some coverage of how students respond to your instruction. With your videotape, include your lesson plan, a reflective essay commenting on what went well, what could have been done better, and how you would alter your lesson plan in the future. Address specifically your own linguistic and cultural competence and steps you can take to strengthen them (ACTFL Standard 6a). Analyze the relative success and failure of your lesson plan and instruction, and how you have altered or will be able to adjust your teaching to better meet student needs (ACTFL Standard 5b).

## Student Assignment During Student Teaching (ESEC 460):

Write a comprehensive reflection in English summarizing your philosophy of teaching. Draw upon your earlier writing in Methods, using assignments such as your essay "What it means to be a professional in a high school language classroom," your Methods journal entries recording your observations on the cooperating teacher's performance, and your final Methods paper on the kind of teaching style you wish to use in the classroom. Describe what you have learned about advocating for language study through organizing student clubs, field trips, and other school-related events (ACTFL Standard 6b). Include reflections on your own student teaching experience, and on the feedback you received from your cooperating teacher. How will you improve and renew your knowledge of language and culture once you have made the transition from student to teacher? (ACTFL Standard 6a).What do you consider your strengths as a teacher? What areas need improvement? Set some concrete goals for your future development and improvement.

**5b.**

## Assessment 7: Professional Development Portfolio Scoring Guide

|  | Unacceptable (1) | Acceptable (2) | Exceeds Standard (3) |
|---|---|---|---|
| Overall presentation | Little or no organization; some components incomplete; form of materials presented is sloppy or unprofessional. Writing contains grammatical, mechanical and organizational errors. | Neat and clear organization, all materials edited and in final form according to assignment. | Professional quality of presentation, all materials edited and in final form, descriptions clear and accurate. Writing is clear, mature, engaging, and includes terminology of language pedagogy. |
| Knowledge of language teaching techniques, skills, and dispositions. (ACTFL Standards 5b, 6a, 6b) | Fails to demonstrate knowledge of language pedagogy; superficial knowledge of teaching techniques. | Demonstrates awareness of contemporary methodology, professional organizations, and the candidate's place in the profession as beginning teacher. | Demonstrates eagerness and enthusiasm for language teaching; presents her/himself as ready and qualified to join language teaching profession |
| Reflective practice; commitment to ongoing professional development (ACTFL Standard 6a) | Little evidence that candidate has done more than assemble past work; perfunctory description of professional organization, little commitment to professional development. | Portfolio articulates personal goals for teaching, demonstrates clear analysis of own performance. | Reflects upon experiences and demonstrates commitment to own goals for professional readiness and substantial progress toward mastery of successful teaching skills. |
| Advocacy for foreign language learning (ACTFL Standard 6b) | Brief, perfunctory statement of support for language learning. | Candidate manifests knowledge of and competence in advocating for language learning. | Commitment to advocacy is clear and enthusiastic. Participation in professional development opportunities and work as student teacher support advocacy. |

**5c Data**

## Professional Development Portfolio (French)
## 2006/2007 Academic Year

| n = 0 students | | | |
|---|---|---|---|
| ACTFL Standard | Approaches Standard (1) | Meets Standard (2) | Exceeds Standard (3) |
| 5b | | | |
| 6a | | | |
| 6b | | | |

## Professional Development Portfolio (French)
## 2007/2008 Academic Year

| n = 0 students | | | |
|---|---|---|---|
| ACTFL Standard | Approaches Standard (1) | Meets Standard (2) | Exceeds Standard (3) |
| 5b | | | |
| 6a | | | |
| 6b | | | |

## Professional Development Portfolio (Spanish)
## 2006/2007 Academic Year

| n = 3 students | | | |
|---|---|---|---|
| ACTFL Standard | Approaches Standard (1) | Meets Standard (2) | Exceeds Standard (3) |
| 5b | | | 3 |
| 6a | | | 3 |
| 6b | | | 3 |

## Professional Development Portfolio (Spanish)
## 2007/2008 Academic Year

| n = 3 students | | | |
|---|---|---|---|
| ACTFL Standard | Approaches Standard (1) | Meets Standard (2) | Exceeds Standard (3) |
| 5b | | | 3 |
| 6a | | | 3 |
| 6b | | | 3 |

## The Ideal Teacher

Everybody has their own definition of what an ideal teacher should be, and what characteristics this person needs to run a classroom. Hopefully every college aged person has had the chance to learn in a classroom with an amazing teacher and has learned something from them, or maybe they were in a classroom with a horrible teacher and that inspired them, but either way most people have their own definitions of an ideal teacher and ideal teaching methods.

Personally, I have a problem pin pointing exactly what makes an ideal teacher, I have some ideas about it but they seem to be changing all the time. The most important thing to me in an ideal teacher is that they kind of have to be a little crazy. I know that sounds ridiculous but most great teachers I have met have been a little on the nutty side, but nutty in a good way! And especially think that language teachers are amongst the craziest of all because sometimes they have to do really silly things to get their students involved and having fun because learning a new language can be extremely scary to children. All of the teachers that I have loved and admired have all been a little crazy when it comes to teaching, but they also had a great passion for the subject they were teaching and they were enthusiastic about teaching it to other people. And that is very important.

Passion is definitely up there on the list of characteristics for an ideal teacher. If you do not have passion about teaching and for working with other people then really what is the point. I feel that at times people just pick teaching because they think it is easy and that they have summer vacation, well yes summer vacation is a great perk but that should not be your reason for teaching, and if it is you need to think a little bit more about what you are getting your self into. Every great teacher has had a passion for what they are doing, and you can never let that passion disappear.

You should also not be afraid of making mistakes, we are only human so therefore we are not perfect. Sometimes teachers forget that, they put themselves up on a pedestal and think that they are perfect and will never make a mistake, well guess what everyone has made a mistake. I think it is important for your students to see that you are human and that even though you are a teacher sometimes you do not know every thing there is to know about your subject, I mean really it truly is not possible to know every thing.

Lastly, an ideal teacher is not afraid to keep learning new things about their subject and also learning in general. It is important for teachers to keep learning, it keeps you sharp and on top of things, and your students will really appreciate a teacher who is excited about learning.

Professor Stephen Hawes
Foreign Language Methods
Professional Article Critique

"TPRS: What is it and is it for you?"
By Dr. Roy Day
*The Language Educator*, Volume 1, Issue 1, January 2006

ABSTRACT:

This article discusses using Blaine Ray's "Teaching Proficiency through Reading and Storytelling" technique (TPRS). The author focuses on what it means to be a TPRS teacher as well as the problems of using this new technique. Also, the author discusses how the technique is used in foreign language classrooms and how successful it has been in his experience thus far.

DESCRIPTION:

Having seen TPRS used in a middle school classroom here in Keene, I feel that I could definitely implement the TPRS technique into my own classroom. While I feel diving into TPRS wholeheartedly could cause some issues (in regards to culture and grammar), I think mixing it with general language teaching approaches will benefit the students even more. I believe that by teaching basic grammar to students and then incorporating the storytelling and reading aspect of this technique will allow students to see and use the language in a context that is of interest to them.

After reading this article, I agree with the author that TPRS can limit cultural understanding if the teacher uses only the TPRS materials. But I feel that the teacher can easily put aspects of culture into the stores. You do not have to stick directly with what is supplied through the TPRS materials library, but instead you can talk about time traveling

to pre-conquest Latin America or teleporting to La Feria in Spain. It seems that in the creative aspect of this technique, the teacher has free reign over what the stories are about and how they are used in the classroom.

I have also come to the conclusion that TPRS is more beneficial to younger language students. For instance, middle school students are more likely to enjoy these silly stories than their high school peers and therefore the teacher really needs to understand his or her students. If a teacher doesn't know who he or she is teaching to, it can become difficult to create appropriate stories.

I truly believe that it is possible to compliment general teaching practices with Teaching Proficiency through Reading and Storytelling as it gives students and teachers a chance to experiment with the language and create interesting stories. Therefore in my classroom, I plan to use certain aspects of this technique, specifically the storytelling aspect of it because students can make up stories with the language they are learning in the classroom setting.

This article is very interesting to me. While completing my service learning for ESEC 250, I worked at Keene Middle School with a teacher who was testing the TPRS technique. Her class involved learning a list of vocabulary (nouns, adjectives, pre-conjugated verbs) by using TPR and then creating a bunch of silly stories for the students to work with. She would also have unannounced tests, following the belief that if the students attend class, they will already know everything they need to know for the exam. I found her use of TPRS to be extremely effective as the students were able to write full, grammatically correct (or close to it) sentences. The only problem I could foresee was when the students went on to take more Spanish classes in which general teaching

practices were used. The students might become confused when all of a sudden there are more forms to the word tira (which is how the vocabulary is taught…students have a list of already conjugated verbs).

Overall, I think this technique has it advantages and disadvantages, but the teacher really has to look at the class and understand what the students will benefit more from.

## Reflection

I really feel that my lesson on the family went really well. In fact, I feel that I have improved upon my previous lesson and exceeded my own expectations.

As I was watching my lesson on the video, I noticed that I have become much more comfortable in my speaking. Still I have problems projecting because I am not teaching to a whole class, but I don't think I will have a problem when I go into a real classroom.

One part that needs some more thought is the backward vocabulary activity. I think the next time I do this lesson I will explain the family tree (just in case some students don't understand how each person is connected). Also, I would be sure to point to the overhead screen instead of the overhead itself, as I was finding myself a little confused and I can only imagine how confused my students would be. I also believe that this activity would be more beneficial if the students also had their own copy of the family tree so that they could trace the connections on their own as well. This would just reinforce how each family member is in relation to the others.

The royal family tree activity is pretty simple, but I really think it would spark discussion amongst the students (in English more likely, but that's ok because it is a culture activity). I think the next time I use this activity I would have the students ask each other the questions as well. That will get them a chance to test their own knowledge of the vocabulary. But other than that, I feel this activity went really well.

I really enjoyed how the fill in the tree game went. The students are up and moving around while testing their knowledge. I think in a real classroom situation I would break the class into groups and give each their own family tree that they would need to work out. That way everyone gets a chance to listen and use the vocabulary. I would make each tree different so that the students would have to share their trees and use the language to explain it to the class.

Overall, I feel this lesson went much better than the first and I really think that students would be engaged in the activity.