

0056-1

# Reaching for PASS in Second Languages - The Pre-Service Alignment Project

**Proficiencies  
Indicators  
Experiences  
Assessment**

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## Reaching for PASS in Second Languages The Pre-Service Alignment Project

For second language instructors to effectively teach in a standards-based system they are in need of abilities which include: (1) *language and cultural skills* and, (2) *pedagogical expertise*. The 10 pedagogical proficiencies are interdependent with the teacher's skills in the second language and culture.

### Language and Cultural Proficiencies Appropriate to Oregon's Standards-Based System

**Demonstrates proficiency in the second language.**

#### Indicators

- understands the second language when spoken at a rate of a native speaker
- speaks the second language with sufficient proficiency in vocabulary and syntax to express both abstract and concrete thoughts at normal speed with pronunciation, stress, rhythm, and intonation commensurate with the teacher's role as the second language model
- reads general printed matter with comprehension on the literal, interpretive, and critical levels
- writes clearly, correctly, and effectively in the second language
- extensively uses the second language with facility in order to conduct classroom activities and daily routines

**Teaches aspects of the second language culture(s) appropriate to the developmental needs and interests of students.**

#### Indicators

- plans activities that incorporate culture from appropriate age group into the second language lesson
- compares and contrasts cultural aspects from the second language to first language culture
- serves as a role model for the second language culture and foster a positive attitude toward the culture
- plans activities that provide students with concrete experiences with relevant cultural behavior patterns and practices
- conveys a range of differences (social, political, geographical, economic) among societies which use the second language

In order to teach effectively in a standards-based system a teacher should possess, at a minimum, an ACTFL Advanced level of proficiency in all modalities. Opportunities and appropriate courses/experiences to continue personal language proficiency development should be made available for inservice teachers as well as pre-service teachers.

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**Reaching for PASS in Foreign Languages**

**Proficiencies and Indicators for Second-Language Teaching**

**Proficiency 1 . Knows and distinguishes various learning styles**

**Indicators**

- Understands how current brain research affects second language instruction
- Considers learner style in development and use of instructional and assessment activities
- Teaches strategies that will help learners take more responsibility for their learning
- Documents student learning styles

**Experiences**

- study legal aspects of state requirements for Talented and Gifted and Special Education programs
- do readings on brain research and learning styles
- do a self-assessment of learning style
- administer a learning style diagnostic to students in the field for inclusion in the students' portfolios

**Assessment**

- analyze and critique a variety of activities for their effectiveness in addressing different learning styles

**Resources**

- reading: *Newsweek*, February 28, 1996
- Bloom's taxonomy
- Gardner's multiple intelligences
- bank of diagnostic instruments for all age levels

**Timeline: fall term**

**Proficiency 2 Understands second language education as a profession**

**Indicators**

- knows the history of second language education
- understands how research, legislation and social factors have affected second language education/learning
- collaborates effectively with colleagues
- understands importance of serving beyond the profession as an advocate for second language education
- understands the importance of continuing professional growth

**Experiences**

- reading, discussion, presentation about history of profession
- group discussion and narratives of own language-learning experience, surveys of other learners' experiences
- attend professional conference or work with materials used in conference
- job shadow (including reading memos, etc.) at different levels, aspects of profession
- discussion anticipating common objections to new curriculum
- attend community meetings about language programs, as available
- examine materials (journals, newsletters, conference information, classroom resources, curriculum statements) produced by professional organizations

**Assessment**

- instructor evaluation of exam, discussion, role-play, presentation
- student's plan for in-service personal development (see proficiency 10)

**Resources**

- legislative documents, landmark reports, histories of profession, earlier curriculum documents

**Timeline: start of each course**

0056-5

5

Proficiency 3 Knows the benefits of second language instruction to promote learner motivation

**Indicators**

- researches student and parent motivations for learning a second language
- tailors instruction to address varying individual motivations in the class, providing specific materials and instruction according to student needs
- proves to students usefulness of second language in tangible ways and conveys second language learning as a lifelong process

**Experiences**

- scavenger hunt for materials to motivate students (find real-world, concrete proof that this second language is needed and useful)
- research resources to satisfy motivational needs of heritage learners
- job shadowing
- modify an existing lesson plan to meet the needs of a variety of student motivations
- review existing surveys on learner motivations

**Assessment**

- four step project: (1) conduct a sample survey or interviews in field class on motivation for language study (build survey from existing models), (2) target students in sample with low motivation and develop personalized strategies to increase motivation, (3) keep journal of case study (4) write a letter to the editor supporting second language education
- produce a brochure (economics, heritage learner)

**Resources**

- examples of surveys and interview questions
- library of sample grant proposals, professional letters, PR materials, activities to increase motivation

**Timeline: early fall term**

## Proficiency 4 Knows resources appropriate to second language instruction

### Indicators

- Locates, evaluates, adapts and creates developmentally appropriate instructional resources.
- Locates and makes use of human and cross-curricular professional resources.
- Understands and uses technology in and for the second language classroom.

### Experiences

- field trips to media centers and other relevant academic departments
- locate resources, evaluate them, and describe methods used in search
- use a variety of sources including libraries, professional journals, human resources, internet, commercial media
- undergo hands-on technical training (AV, multimedia, internet, word processing, databasing)
- undertake projects involving creation of developmentally appropriate instructional materials
- compile lists of people who can help
- make contact with "human resources"
- review and compile annotated bibliographies of resources
- attend conference in culture or pedagogy
- attend a cultural event that could serve as material for instruction
- work on a cooperative project
- research outside funding sources

### Assessment

- written review of a resource, suitable for publication
- small project for instructional use (or proposal for funding such)
- on-demand resource search

### Resources

- media in the discipline

**Timeline: fall**

## **Proficiency 5 Understands childhood through adolescent development**

### **Indicators**

- Recognizes social, emotional, cognitive, and physical factors that affect second-language learning.
- Applies principles of development in the planning and delivery of second language instruction and assessment.
- Adapts instructional strategies to a range of individual student abilities, experiences and developmental levels
- Creates a developmentally appropriate physical environment

### **Experiences**

- do readings on developmental stages and their implications
- carry out classroom observation tasks (classroom setup, activities, strategies, etc, for each age group)
- interview a parent about a child's development and experience

### **Assessment**

- design on paper the floorplan, materials closet, and decorations for a classroom for a specific instructional context and age group
- with members of cohort, create critiqued lessons and assessments on the same topic for three different contexts (elementary, intermediate, secondary); video tape sample lessons from the group generated plans

### **Resources**

- Rhodes, Curtain and Haas (1990) (NE Conference Reports)
- Curtain and Pesola (1994) 2ed.

**Timeline: fall term**

**Proficiency 6 Understands and applies concepts of second-language acquisition****indicators**

- knows the theoretical base, methods, and tools of second language acquisition/learning research
- understands the relationship between first and second-language acquisition
- applies concepts to assessment and instructional practices

**Experiences**

- do readings about second-language acquisition
- attend lectures with discussion
- carry out classroom observation tasks (in field or on tape)
- interview parent about child's second-language experience (see proficiency 5)

**Assessment**

- create and present a vocabulary lesson high in comprehensible input
- written exams on theoretical information

**Resources**

- library of videotapes (Montgomery County, etc.)
- Krashen, VanPatten and Lee (1995), Omaggio (1993) 2/e

**Timeline: fall term**

**Proficiency 7 Understands how to teach, integrate and reinforce other subject areas in second language education**

**indicators**

- knows the intent of and difference between/among second language instruction models (bilingual, immersion, FLES)
- understands the relationship between K-12 curriculum and second language education
- identifies required content areas or themes compatible with second language instruction
- understands how to develop a unit to teach, integrate and reinforce key concepts from other disciplines/subject areas in the second language program

**Experiences**

- study overview of frameworks/contexts (the "big picture")
- study models of existing curricular units
- study models of quarter/yearly plans
- perform classroom observation tasks at different levels (infield or on videotape)
- perform classroom observation tasks in different models (FLES, bilingual, etc.; in field or on videotape)
- use WWWpages to access resources to build thematic units

**Assessment**

- develop a thematic unit for a specific context: a two-week unit covering three content areas

**Resources**

- video library of sample classes (e.g. Montgomery County tapes)
- sample unit plans to serve as models for study
- overviews of state/local systems' curricula (ODE Standards Review)
- WWW page for children's literature relating titles to themes
- WWW page of contributors of sample units for later reference (i.e. access to professional resources)
- readings about integration (Pesola, Kovalik, see Mary's notes for more refs)

**Timeline: spring break (end of winter, beginning of spring)**

## Proficiency 8 Understands second language education within a Standards-based system

### Indicators

- knows standards at the national, state and district level
- knows relation of national and state second language standards to learner development
- understands relation of second language standards to standards in other disciplines
- knows state curricular documents (frameworks, benchmarks)
- knows ACTFL proficiency guidelines
- knows proficiency in own *second* language and maintains portfolio documentation

### Experiences

- Examine in detail national second-language standards, benchmarks, and ACTFL proficiency guidelines
- Examine in detail state second-language standards, benchmarks, frameworks, and assessment
- Observe and note effective characteristics of instruction in a standards-based, proficiency-oriented classroom (video tape if necessary)
- Use ACTFL Guidelines to rate informally about 5 oral interviews at levels between Novice-Mid and Intermediate-High
- After examining demo taped OPI portfolio recordings, arrange to be interviewed, make the necessary technical preparations, experience the interview, rate the sample in writing, and archive the recording and evaluation (see proficiency 10)
- Carry out readings in professional literature and conduct activities with content materials from another subject area, with observation if possible (probably experienced during activities for other proficiencies)

### Assessment

- Instructor evaluation of tapes
- Exam, colloquium, or short paper: what would you do if...; or project: What did you do when you faced...
- Instructor evaluation of teaching demonstration

### Resources

- national and state language standards
- common professional literature (College Board, *Articulation & Achievement*)
- OPI tape
- videotapes of classes

**Proficiency 9 Understands second-language assessment procedures**

**Indicators**

- knows assessment procedures appropriate to learner developmental levels
- understands current state of proficiency-oriented testing and how such tests differ according to modality (speaking, writing, reading, listening)
- knows about other commonly used assessment procedures (standardized tests, portfolio, SOPI)
- knows how to use technological resources in testing

**Experiences**

- Practice an OPI interview at the district CIM and OSSHE PASS levels
- conduct a Common Assessment for currently available benchmarks and modalities (1996: speaking; later: writing, reading, listening)
- evaluate several writing samples up to CIM and PASS levels
- attend presentation about current state of proficiency-oriented testing of listening and reading
- observe, at several levels, tests that show the relation of testing technique to learners' cognitive development and world experience
- examine and discuss testing materials to understand how differences among modalities affect proficiency testing procedures
- examine and critique other commonly used assessment procedures (standardized tests, portfolio)
- read about logistical issues of large-scale testing and observe such testing or draft a plan for undertaking it
- construct or adapt a proficiency or prochievement test for writing, listening or reading
- set up audio and video equipment for an interview and record it reliably with proper microphone and camera placement

**Assessment**

- Instructor evaluation of assessment projects
- examination / colloquium / discussion

**Resources**

- see proficiency 8
- JMP/SMP assessment videos
- tapes of sample interviews
- tapes of OPI training

# Proficiency 10 Demonstrates pedagogical expertise appropriate to a standards-based system

## Indicators

- understands how teacher behaviors affect student learning
- understands and uses instructional strategies that promote second-language proficiency
- can create curricular units consistent with a standards-based system
- assesses and documents students' proficiency

## Experiences

- select and schedule experiences to be undertaken during training
- produce portfolio of training, to consist of: video etc with evidence of activities, with reflective document; topics to address/include... (see below)
- credo about philosophy of language teaching, composed as part of a job application

## Assessment

- instructor letter of recommendation based on student portfolio

## Resources

### materials preparation

- textbooks
- learning styles — teaching to breadth of class
- teaching to assessment (general; test/skills rehearsal)
- flexibility and timing; improvise
- delivery skills (voice, movement, materials)
- understand shortcomings of conventional /...all? approaches
- error management
- integration of modalities
- integrate content, culture and language
- student-centered techniques
- understand own weaknesses (turn to strengths, or at least compensate)
- patience
- consider learner background
- "sell"
- teach writing, reading, listening
- whole language and thematic units
- uses target language extensively for instruction to enhance L2 acquisition

produce portfolio of own classroom performance