



WORLD LANGUAGES OTHER THAN ENGLISH

Early Adolescence and Young Adulthood ♦ Ages 11–18+

Entry 1:

Designing Instruction Over Time

Entry 2:

Building Communicative and Cultural Competence

Entry 3:

Engaging All Learners

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Entry 1: Designing Instruction Over Time

This is probably the easiest, but perhaps the most time consuming, of the four entries to complete. Do not create a new lesson. Use something you are already doing. (You may have to tweak your lesson a bit but do not add stress to your life by starting from scratch.) Pick a previously-taught lesson/unit that incorporates

- manipulatives/hands-on learning opportunities,
- clear learning goals,
- much student speaking in the target language,
- a variety of instructional strategies
- a cultural aspect (implicit or explicit),
- multiple styles of assessments,
- non-textbook materials,
- a mix of teacher-to-student and student-to-student interactions, and
- a variety of thoughtfully spiraled learning activities.

Even though the entry asks you to analyze and reflect on the learning of just two students, I would strongly recommend you focus on four to six students. Teach the unit with the mind-set that any of the four to six you've mentally pre-selected could end up being the final two for the entry. In other words, do not narrow down the two students before you teach the unit/lesson. The two best choices will become apparent.

a. Knowledge of Students (KOS)

- ◆ For “Contextual Information” portion, consider the following:
 - Use the following sources: QPA building profile, school counselors, school nurse, district office and/or publications, IEPs, parents, etc.
 - Poll and survey students on non-confidential issues: pre- and post-surveys, previous language studies, interest surveys, learning styles, personalities, etc.
 - Each section below will affect what and how you teach specific students. Select only the areas below that are specific to your setting and are necessary to demonstrate student impact for the lesson explained in the portfolio.
 - Gender and age (physical and psychological age, e.g., 8-year-old thinks s/he is 16)
 - Academic ranges (multi-grade classrooms, strengths and weaknesses, honors, advanced placement prerequisites, reading-math-writing levels, etc.)
 - Special needs (medications, 504 – IEP, para support, emotional level, physical limitations, student life experiences – e.g. foreign/foster/migrant/mobility/military/, gender issues)
 - Student interests (art/sports/drama/etc.)
 - Family (economics of household, free and reduced lunch, level of parental education, family structure, cultural mindset [e.g., Ruby Payne – *Understanding Poverty*], level of technology)

- Ethnicity (native speakers, languages spoken at home)
 - Cultural issues (religion, holidays, observances, attire, etc)
 - Community (urban, rural, suburban, exurban)
 - Geographical (any environmental influences)
 - Cultural life experiences (gang-related environment, extended families, level of diversity, access to library and museum, etc.)
 - Career plans of students
- ◆ For your selected two students, consider the following:
- Use any of the above “Contextual Information” that is helpful. But now you must focus on the specific learning styles, personalities, and needs of your selected 4-6 (see preface) targeted students.
 - Other resources for gleaning information about the 4-6 students:
 - Student conferences (formal or informal)
 - Parent-teacher conferences (formal or informal)
 - Observations of classroom behavior
 - Previous language teacher’s input/observations
 - Surveys, polls, (can be completely informal – “raise your hand if you ...”)
- ◆ Suggestion: One idea is to use a spiral notebook. Allow 5+ pages for each student. Record everything you know about each of the 4-6 prospective students; keep track of responses to informal polls; write observations about each student’s classroom behavior, successes, challenges, etc. Another idea is to use a file crate with separate files for each student. Either way, you need to keep data in some organized manner. This is part of why this entry is time-consuming. But this step will help you select the two key students AND it will give you data and insight for your reflective summary at the end.

b. Knowledge of Language (KOL)

- ◆ Use the target language whenever possible, both you and your students.
- ◆ Without a video as evidence of your use of the language, you must be convincing that you used the language in the assessment, feedback to students, and/or instruction. Ways to do this include
 - With the student work samples you submit, make sure you have some comments to student written in the target language.
 - If appropriate for the language level, have assessment prompts in the target language.
 - In your written commentary, tell what you said and how you responded.
- ◆ As you write the description and analysis portions of the entry, keep in mind

that the assessor may not speak the language you teach.

c. Goals of instruction (G/I)

- ◆ Goals tell what you want the students to be able to do with language at the conclusion of this unit of instruction. Tell what real-life language skill you want the students to be able to do as a result of the instructional sequence.
- ◆ Explain the goals prior to this featured instructional sequence.
- ◆ Tell why the goals you have identified are important and relevant to student learning. Relate it to your students' level of language acquisition, if possible.
- ◆ Remember activities are not goals.

d. Assessment (ASMT):

- ◆ Select assessments that are appropriate for the age and language level of your students.
- ◆ The goal is to use an early assessment to determine student progress, to adjust/modify instruction based on student response to the assessment, to provide continued learning opportunities for student learning, then to use a summative tool to monitor student progress toward goal.
- ◆ Remember assessments can be formal or informal.
- ◆ An accomplished teacher will use a variety of assessment formats to glean information about student progress, not just a paper quiz or test provided by the textbook publisher. Consider
 - games that require a written response
 - bellringer activities that require a written response
 - listening activities that require a response
 - written activities (draw-and-describe, write an email to ..., make a list of ..., etc.)
 - computer/lab activities (if those resources are available to you)
- ◆ Tell why that assessment is appropriate for each student you have selected. (Go back to your spiral and re-read what you know about each student. Why was this assessment activity/format good for Student A? Why was it appropriate for Student B? This is actually analysis covered in more depth below.)
- ◆ How did you provide feedback if the assessment was informal? What did you say? What did you do? How did you respond? Remember to use the target language (KOL from above section).
- ◆ Suggestion: Keep data from assessment #1 for all 4-6 students.
- ◆ The WLOTE content area is highly conducive to performance assessments.

Consider possible summative assessments other than a publisher-provided test. How will you know if the student has accomplished the real-life goal you established at the start of this learning sequence? Consider

- skits
 - oral presentations
 - smooth books
 - powerpoints
 - stories
- ◆ If you choose a performance assessment, you can require the student submit a written copy of the script or presentation as part of the assessment that can be submitted with this entry.
 - ◆ If you select a performance assessment, you will need to submit your rubric showing what was evaluated and how you assessed the student.
 - ◆ All feedback must be meaningful, clear, and relevant. This is difficult to do in the target language, especially in the lower levels. That's okay. In this case, being meaningful and relevant trumps target language.
 - ◆ Suggestion: I went to Kinkos and made color copies of my students' work and of the rubric on which I had evaluated their work (and provided feedback when possible in the target language). I gave the originals back to the students and submitted the color copies with my portfolio.

e. Instructional Resources (I/R):

- ◆ Simply: Use resources other than the textbook!
- ◆ Most textbooks provide an array of ancillary materials. If appropriate for your instructional sequence, use them. Use teacher-created materials. Use video. Use audio activities. Use songs. Use manipulatives. Use movement and motion. Show that you are not a turn-the-page teacher. Show that you can engage students through a wealth of purposeful instructional resources. Make sure your materials and activities are culturally accurate.
- ◆ However, all of your instructional resources **MUST** support the instructional goals and connect students to learning. Everything must have a purpose.
- ◆ Make sure your resources are age-appropriate, current, and relevant.

f. Instruction (INS):

- ◆ Once you see how your 4-6 target students responded to Assessment #1, tell what you learned (analysis). And, most importantly, tell how you used that knowledge to plan your next instructional sequence.
- ◆ Based on evidence from Assessment #1, you must define clear, personalized instructional goals for each of the targeted students. Then, based on the

learning styles, personalities, etc. of each student, you must design instruction that brings each student to that new goal.

- ◆ This section – instruction-based-on-analysis – is the crux of the entry.
- ◆ Show how well you know the students (KOS).
- ◆ Show your knowledge of second language acquisition. Use Stephen Karshen’s theories as a reference (e.g. – CI+1, monitor hypothesis, etc.). If you are a TPRS teacher, cite Blaine Ray’s theories.
- ◆ Show your knowledge of brain research, long-term vs. short-term memory, learning styles, etc.
- ◆ Show that you can familiarize students with the products, practices and perspectives of the target culture. Language and culture are intertwined. How are the two inter-meshed in your instruction?
- ◆ Explain how learning was enhanced by your actions. You may need to reference other informal assessments done in class to show student progress toward goal.
- ◆ Keep in mind that you may need to do several “Assessment #2’s” in order to find the one that fulfills all the requirements.

g. Analysis (ANA):

- ◆ Analysis is critical to the success of this entire entry.
- ◆ In the Portfolio Instructions go to the “Get Started” section do the practice activities. DO NOT SKIP this step.
 - After Assessment #1, ask yourself for all 4-6 targeted students:
 - What did student do correctly? Incorrectly?
 - What is the most striking feature of the response?
 - What patterns emerge in the response?
 - What misconceptions does the student have?
 - What insight is revealed in the response?
- ◆ Did the student achieve the initial set of goals? If yes, cite evidence to prove it. If no, cite evidence to show what skills still need to be developed.
- ◆ Remember, you are being evaluated on the quality of your analysis not the quality of student work.
- ◆ You must include references to the student’s prior language experiences in your analysis, even if they are first-year students with no previous language exposure.
- ◆ In your written summary, identify what the assessor will see on the submitted student sample.

h. Reflection (R):

- ◆ Identify areas that were successful and why. Point out specific examples. Justify with evidence.
- ◆ Identify areas that were not as successful and why. Point out specific examples. Justify with evidence.
- ◆ Tell what you would do differently next time and why.
- ◆ Justify your reasons for using the identified strategies (technology, hands-on, role-play, graphic organizers, etc.).
- ◆ Identify possible alternative approaches that might be effective paths for student learning.
- ◆ Explain how you could move this lesson from good to great.
- ◆ Identify what you learned from this lesson that can be applied to future lessons.
- ◆ Identify peak moments in this instructional sequence that raised your own personal definition of quality instruction.

Entry 2: Building Communicative Cultural Competence

This entry is more restrictive than the other two entries. As you contemplate what you teach, you can probably identify multiple lessons or units that can be adapted to fit the requirements of Entry 1: Designing Instruction Over Time. Or you can easily think of lessons that have multiple learning opportunities for Entry 3: Engaging all Learners. However, this entry is completely unique to WLOTE. It requires careful planning and forethought because the lesson must incorporate so many different elements of instruction AND must have a strong element of culture (with authentic materials) woven with a real-world communicative task.

- ◆ Plan this entry first since it is the most restrictive.
- ◆ Identify several (2-3) lessons/units that are possibilities based on the requirements. Thus, if the video doesn't work (or isn't appropriate) with the first lesson you tape, you have a back-up-plan ready to implement.
- ◆ Videotape early and often. (Murphy's Law is alive and well. It never fails. You will identify the ideal lesson for this entry and something unexpected will happen—to the camera, to the battery, to the microphone, whatever—on the day you plan to tape your “golden segment”.) Tape early and often so both you and the students get used to a camera running, and so you will have all the bugs worked out before the critical video-recording days. Be sure to practice with the best placements for the microphone.
- ◆ Remember that a textbook is not an authentic material (or realia). If you have no authentic materials on which to base a lesson, go find them now. Authentic materials can include but aren't limited to
 - photographs
 - artifacts
 - foreign films or videos
 - menus
 - authentic food items
 - labels on food items
 - works of art
 - foreign webpages
 - anything that was printed, painted, created, designed, grown, or produced within, and specifically for use in, the target culture
- ◆ Authentic materials are not textbooks, publisher-created webpages, publisher-printed photos, or items made in another country for primary consumption and use in the U.S.
- ◆ Note: You do not have to show the authentic materials on the video. But the backbone of this entry is the tie between culture and communication. It is evidenced in your goals and then pervasive throughout the instruction. Your

written commentary will show the assessor how you tied authentic materials to culturally appropriate communication, even though the “authentic materials” portion of instruction may not be featured on the video.

a. Knowledge of students (KOS):

- ◆ Refer to suggestions provided in Entry 1. Remember to include only contextual information that is relevant to your instruction.
- ◆ Explain how knowledge of your students influenced the video segment that the assessor will see on the video.
- ◆ This entry requires that you show a “deep” knowledge of your students as individuals and as language learners. Tell how their language backgrounds and previous experiences influenced instruction.

b. Goals and Connections (G/C):

- ◆ Refer to suggestions provided in Entry 1.
- ◆ One of the goals for this entry should reflect a cultural element. A second goal should relate to communication. And, most importantly, the two must tie together in some way. You can certainly have more than two goals, but all of the goals must drive instruction.
- ◆ Justify your reasoning for selecting these goals. Tell why they are important to student learning and language acquisition. Use this opportunity to show KOS and KOL.
- ◆ While the NBCTS process never recognizes the national standards (Five “C”s) defined by ACTFL, similar wording is used in the NBSTC standards. You’d be remiss not to acknowledge that, as an accomplished teacher, you design instruction with those five C’s in mind. Culture, Comparisons, Communication are all present in this entry. This small reference to ACTFL shows the assessor that you are informed and cognizant of what is happening at a national level, which ties to Standard XIII: “Professional Communities.”

c. Instruction (INS)

- ◆ Refer to suggestions provided in Entry 1.
- ◆ Tell how the instructional sequence shown on video connects with previous and post instruction.
- ◆ Show your knowledge of adolescent behavior and learning styles (need for movement, need for relevancy, attention span, memory, etc.). Tell how your knowledge of student development influenced the instructional activities you selected for this lesson.
- ◆ Show that instruction is carefully and purposefully sequenced. Show how the learning is spiraled, how it connects to and expands previous learning.
- ◆ Show your knowledge of language acquisition. Cite experts in the field if you are incorporating any of their theories into your daily practice. Tell how

your knowledge of language acquisition influenced the sequence of activities selected for this lesson.

- ◆ In your instructional sequence, include opportunities for open-ended expression. Tell how and why this enhances linguistic ability and student confidence with language.
- ◆ Additionally in your instructional sequence, you need to give students the opportunity to communicate in the interpersonal, interpretive, and/or presentational modes. You may not have all three present in the instruction, but you need, obviously, at least one and you must identify it in your written commentary.
- ◆ Suggestion: You may want to survey your students at the end of the unit asking them what they learned, thought, felt, etc. This will give you student quotes to use in your reflection and/or analysis.

d. Appreciation of Culture (AOC):

- ◆ Tell how this sequence of instruction allows students to experience or expand their awareness of the products, practices, and perspectives of the target culture.
- ◆ Remember that culture is not a single event. It's the norms, the actions, the unexplainable rules within a society. Those actions, norms, rules become evident through art, through food, through gestures, through the media, through daily life, etc.
- ◆ Allow the students to make comparisons between their own culture and the new culture. In your reflection, tell if there were any "aha" moments as students made comparisons and connections.

e. Knowledge of Language (KOL):

- ◆ Refer to suggestions provided in Entry 1.
- ◆ Use the target language to question students and to paraphrase.
- ◆ A wisely-selected video segment will show your interaction with the students in the target language. It should not focus entirely on you but should allow the assessor to see how comfortable you are at using the target language with your students on a regular basis.

f. Learning Environment (LE):

- ◆ Tell what you do to lower the "affective filter" in your classroom. Tell what you do to encourage student interaction and to ensure that students feel emotionally safe to take risks with language.
- ◆ Demonstrate that students are engaged in real-world activities where they are encouraged to use the target language for their own needs.
- ◆ Move around the room. Provide positive feedback. Call students by name. Smile. Laugh. Enjoy. Show humor. Look at students. Love language. Love

what you do. Celebrate. Make these actions an every-day-practice and your love-of-teaching will come through on your video!

- ◆ Do not worry if your class is not perfect! Off-task kids reside in every classroom in the nation. It's not new. Don't sweat it. Instead, address it in your written commentary. Acknowledge it based on your KOS. That student's behavior gives you valuable material for the reflection portion of the entry.

g. Instructional Resources (IR):

- ◆ Refer to suggestions provided in Entry 1.
- ◆ You must be convincing that you can use and adapt a "variety of authentic materials." To me, that implies "use at least two or more" authentic materials. However, you must interpret "variety" in your own way.
- ◆ See the preface above about what is and is not "authentic material."
- ◆ You need to be convincing that your students are being exposed to multiple aspects of language and culture. (Again, reinforcement for the more-than-one-authentic-material concept.)

h. Assessment (ASMT):

- ◆ Refer to suggestions provided in Entry 1.
- ◆ Though assessment is not the driving force behind this entry (as it is in Entry 1) an accomplished teacher is always monitoring student progress toward the goal—regardless of the lesson, level, or language.
- ◆ Tell how you identified student learning. Tell how that learning connected with your goals. If you modified instruction because students were not progressing toward the goal, tell how you modified.
- ◆ Remember that many of the best assessments are informal.

i. Analysis (ANA):

- ◆ Refer to suggestions provided in Entry 1.
- ◆ Reread the section in the Portfolio Instructions about the different types of writing. (You may think you don't need to do this, but you do.)
- ◆ Analysis = answering the "so what?"
- ◆ Answer the questions: What does it mean? Why is that significant?
- ◆ If you describe it, you need the subsequent analysis. The "it" in that sentence might be a learning activity, a student response, an off-task behavior, a writing prompt, a listening exercise, etc. Without the analysis, the "it" is irrelevant to the entry.
- ◆ You must be ready to defend why you included that piece of information in this entry. What bearing does it have on the big picture? If you cannot defend the description with an analysis, delete the description.

- ◆ Make your writing as clear as you can for the assessor. Remember that you know the students better than he/she does.

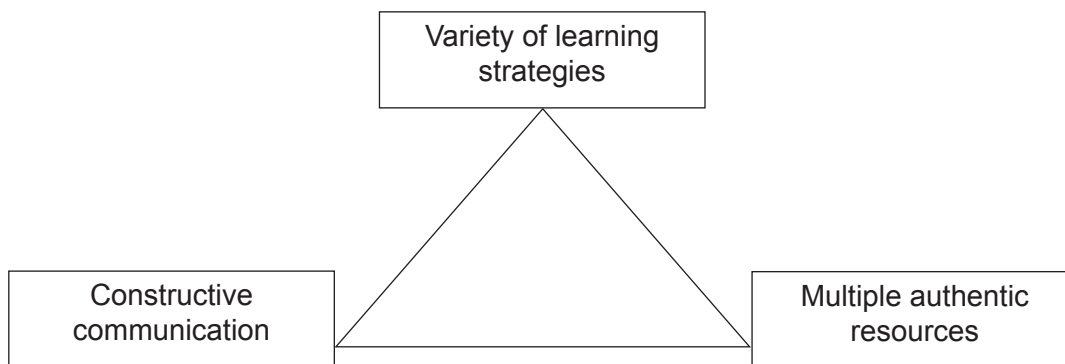
j. Reflection (R):

- ◆ Refer to suggestions provided in Entry 1.

ENTRY 3: Engaging all Learners

Do not be fooled by the title of this entry. Candidates tend to think they have demonstrated their cultural expertise in Entry 2, so it is not as important in this entry. Not true. The Level 4 rubric for this entry references the word “culture” no less than four times.

After the very structured focus of Entry 2, this entry is somewhat broader. It includes three key components: a “mosaic” of authentic materials and resources; a wide variety of carefully selected and differentiated learning activities in which students are actively engaged; and, an emphasis on constructive learning and communication.



Other WLOTE candidates have indicated this was the most difficult entry. Many of us incorporate two of the three required elements—in different combinations—into our instruction on a daily basis. But adding the third element into instruction makes this more challenging. Most of us do not pull a plethora of authentic materials into our classrooms every day. Unfortunately, finding appropriate, authentic resources takes time and often money. Thus, determining which sequence of instruction to select for this entry is not usually as obvious as for the other two entries.

So what is the difference between Entry 2 and Entry 3 if they both want communication and culture?

- ▶ Entry 2: Emphasis is on demonstrating your skill at pulling culture into a content-based lesson. Ideally, the goal is for students to have an “aha” moment where they realize, *“In the Spanish/French/German culture, they do/make this because _____. Cool!”*
- ▶ Entry 3: Emphasis is on demonstrating your skill at using multiple paths to developing communicative competence, of which one or more of those paths is/are supplemented with authentic materials.
 - ◆ Accept the fact that this exact sequence of instruction may not already exist in your repertoire.
 - ◆ The authentic materials/resources should support the communication goal.
 - ◆ As with the previous entry, you do not need to show the students using the authentic materials in the selected section of videotape. But the authentic materials must be clearly referenced in your written commentary.

- ◆ The “Making Good Choices” section of the portfolio suggests you select a lesson in which students “are likely to be engaged in constructive and meaningful discourse.” Begin your lesson search with that in mind. Identify an over-riding goal for the lesson. Then determine how you can use a variety of methodologies to engage all learners and move them towards that goal. At least one of those methodologies should include authentic materials or realia. It sounds so simple . . .
- ◆ Remember! Entry 2 and Entry 3 will be evaluated by two different assessors in two different parts of the U.S. If there is wording in your written commentary from Entry 2 that applies directly to Entry 3, by all means use it—or tweak it—then use it (e.g. references to language acquisition theorists, reference to ACTFL’s 5 “C”s, etc.).

a. Knowledge of students (KOS):

- ◆ Refer to suggestions provided in Entry 1 and Entry 2.
- ◆ Remember to include only contextual information that is relevant to your instruction.

b. Goals and Instruction (G/I):

- ◆ Refer to suggestions provided in Entry 1 and Entry 2.
- ◆ Justify your reasoning for selecting the goals. Tell why they are important to student learning and language acquisition. Use this opportunity to show KOS and KOL.
- ◆ Show a connection between your goals and the cultural component.

c. Knowledge of Language (KOL):

- ◆ Refer to suggestions provided in Entry 1 and Entry 2.
- ◆ Use the target language to question students, offer instructions, provide feedback, and to paraphrase. Let the assessor see how comfortable you are using the target language with your students.
- ◆ The Level 4 rubric requires an input-rich environment. Do it! Then reference Krashen’s CI+1 theory in the written commentary.
- ◆ A wisely-selected video segment will show your students actively engaged in a constructive, communicative lesson. It should also show some form of student grouping besides straight teacher-to-student interaction. Remember your video can also show the input-rich background in your class. Don’t focus on it entirely but tell how that environment supports student learning.

d. Instruction (INS)

- ◆ Refer to suggestions provided in Entry 2.
- ◆ Be certain to include an opportunity for students to use constructive communication!
- ◆ Very important: Include a variety of activity formations: whole class, group or pair, and individual.

e. Engagement of Students (ENG):

- ◆ Show that you can actively engage all students. If one student is off-task in one activity, show or tell how he was more engaged in another. Demonstrate your knowledge of that student. Tell why his/her behavior was or was not surprising.
- ◆ Remember that no one is evaluating your students' behaviors.
- ◆ Demonstrate that students are engaged in real-world activities where they are encouraged to use the target language for their own needs.
- ◆ Select a variety of activities. Reference Gardner's multiple intelligences.

f. Learning Environment (LE):

- ◆ Refer to suggestions provided in Entry 2.

g. Instructional Resources (IR):

- ◆ Refer to suggestions provided in Entry 2.
- ◆ Refer to the preface in Entry 2 regarding what an authentic resource is and is not.

h. Analysis (ANA):

- ◆ Refer to suggestions provided in Entries 1 and Entry 2.

i. Reflection (R):

- ◆ Refer to suggestions provided in Entry 1.
- ◆ This entry specifically asks you reflect on the value of your selected resources. Pay close attention to the effectiveness of each activity/resource. Which ones are effective in moving students toward communicative competence and which did not meet your expectations?