

Assessment 5: Candidate Effect on Student Learning Culture Lesson During Student Teaching

1. Description of the Assessment

Candidates prepare a lesson based on a topic from the current culture of the country where they studied, for example presenting a festival in Brittany including pictures, PowerPoint, dances, costumes, and cuisine. They will engage students in an activity to reinforce the learning experience. Students could then make and sample a traditional cake from the region or learn one of the dances. Students will also learn ten vocabulary words related to the experience.

Since all teacher candidates have studied abroad for one semester, this lesson provides an opportunity to draw on personal experience of the target language's culture. The ultimate goal is for students to experience this culture as alive, engaging, and deserving of further exploration.

2. Alignment with Standards

This lesson involves teaching culture to a language class and is intended to be one of many lessons which will foster understanding and respect for a way of life different from our own.

The incorporation of three teaching and learning strategies allows candidates to demonstrate their ability to "address the needs of diverse language learners" (ACTFL Standard 3b). Candidates pre-test students to assess their knowledge of the topic. After the candidate's lesson, students are given a test to determine what they have learned (ACTFL Standard 5). Candidates subsequently write a reflection on the lesson experience and results of their assessment (ACTFL Standards 5 and 6).

3. Analysis of the Data Findings

During their cultural lessons, four out of the six candidates exceeded in Standard 1 with almost flawless presentations with regard to the target language. The other two students, while committing only minor errors, met the standard.

Because of the study abroad experience in Ecuador and Spain, all of the student teachers in this report exceeded (Standard 2). Since the lessons weren't conducted at advanced level classes, the student teachers had to adapt the lesson so that it would be appropriate for that level as well as for different learners (Standard 3). All demonstrated awareness of the ACTFL standards in their lesson plans as well as the classrooms. The types of assessment incorporated during the activities demonstrated that the student teachers were all aware of the need for "ongoing assessment" (Standard 5). After the cultural lesson all of the student teachers saw ways on how to improve the effectiveness of the cultural lesson (Standard 5).

4. Evidence for Meeting Standards

Based on the data, the candidates have met the standards. See detailed description below of ACTFL Standards addressed by the various components of this assessment.

5. Assessment Documentation

5a. Assessment tool

A. Narrative of the Task

1. Candidates will prepare a culture lesson based on the culture of the country where they studied. They will begin with a pre-test to assess students' knowledge of the cultural topic.
2. Candidates will present ten vocabulary words connected to the theme of the culturally based lesson. Candidates will present the vocabulary in the target language using proper pronunciation. (ACTFL Standards 1a, 1b)
3. Candidates will present these words and their correct meanings through simultaneously visual and auditory means. (ACTFL Standards 1a, 3a, 3b)
4. During the lesson and activity candidates will use three strategies appropriate to the needs of diverse learners. (ACTFL Standards 3a, 3b)
5. Candidates' presentation will demonstrate their own linguistic and cultural competencies.(ACTFL Standards 1 and 2)
6. Candidates will (as much as possible) conduct the learning activity in the target language dependent upon the students' proficiency level. (ACTFL Standards 1a, 3a)
7. Candidates will make connections to other disciplines during the lesson and activity (ACTFL Standard 2c)
8. Candidates will design pre- and post-tests appropriate to the developmental level of their students and reflecting knowledge of New Hampshire Guidelines for World Language Learners and ACFTL Proficiency Guidelines for speaking and/or writing (ACTFL Standards 4a, 4b, 4c and 5a, 5b, and 5c).
9. Candidates' lessons will be between twenty and thirty minutes in length, excluding pre-test and post-test activities.
10. Candidates will present the assignment, lesson plan, goals, and activities to the professor in written form at the end of the college class.
11. Candidates will be evaluated according to the rubric for this lesson.
12. Candidates will give the professor a written self-reflection based on the lesson the week following the culture lesson. Reflection will analyze student learning of vocabulary and cultural concepts, and will include ways to adjust instruction to improve student performance (ACTFL Standards 5a, 5b, 5c).

B. Prompts

1. School factors: This lesson is destined for students in a middle or high-school classroom.
2. Classroom factors:
 - a. It is assumed that the class size will not exceed thirty students.
 - b. Classroom seating will adequately accommodate all students.
 - c. The seating arrangement will allow the teacher to circulate freely within the room.
 - d. The class will be at least thirty minutes long.
 - e. The classroom will have requisite lighting and conform to state and national standards for safety.
 - f. The classroom will contain an overhead transparency projector, transparencies, a white board, and colored markers.
 - g. Supplies available for student use will include paper, small white boards, markers, and erasers.
 - h. All necessary accommodations will be in place for learners with special needs.
3. Student characteristics: Students in this world language class will have studied the world language of today's lesson for at least one month.
4. Instructional implication for planning and assessment:
 - a. This cultural lesson can stand on its own in representing life in the particular country. It is not imperative for it to be connected to a chapter in the textbook.
 - b. Assessment for this lesson will be based on the rubric which accompanies it.
 - c. The minimal acceptable score for this lesson will be "Meets Expectations" for six out of nine categories

5b. Scoring guide

Assessment 5: Rubric for a Cultural Lesson During Student Teaching

		Needs Improvement (1)	Meets Expectations (2)	Exceeds Expectations (3)
Planning and Preparing Instruction	<i>Linguistic and Cultural Competency</i> (ACTFL Standards 1a, b, c and 2a, b, c)	Minimally accurate presentation; numerous errors; vocabulary incomplete; cultural activity inappropriate	Generally accurate and comprehensive presentation. Minor errors. Cultural activity demonstrates candidate's competency.	Comprehensive presentation with virtually no errors. Candidate relates culture of world language and personal experience and demonstrates ease and familiarity with topic.
	<i>Choice of Activities and strategies for diverse learners</i> (ACTFL Standards 3a, 3b)	Activities were unsuitable to the presentation or did not incorporate strategies for diverse learners	Three suitable strategies for diverse learners were incorporated into the lesson and activity	More than three suitable strategies for diverse learners were incorporated into the activities
	<i>Length</i>	Insufficient length of lesson and activity	Generally adequate length of lesson and activity	Length of lesson and activity is 20-30 minutes
Student Learning	<i>Instructional Component</i> (ACTFL Standards 2a, 2b, 2c)	Students minimally understand the cultural concept presented.	Students understand most aspects of the cultural concept. Students generally understand the vocabulary.	Students demonstrate a clear understanding of all aspects of the cultural concept. Students use vocabulary words with ease and pronounce them precisely.
	<i>Connections, Comparisons, and Cultural Perspective</i> (ACTFL Standard 2a, 2b, 2c)	Students minimally aware of connections to other disciplines. Students marginally aware of the cultural perspective or of how it compares to their own.	Students generally aware of inter-disciplinary connections and of cultural perspective. Students state one or possibly two comparisons to their own culture.	Students clearly aware of connections to other disciplines. Students state cultural perspective and compare it to their own culture's perspective in three ways.
	<i>Supportive classroom environment; meaningful interaction, varied instructional practices</i> (ACTFL Standard 3a, 3b)	Students minimally engaged in lesson and learning activity. Some were distracted or disruptive.	Students generally engaged in learning, focused and neither disruptive nor distracted. Candidate varies pace and activities during the lesson.	All students thoroughly engaged and enjoying learning. No distractions or disruptions were evident. Candidate varies pace and activities during the lesson.

Assessment	<i>Lesson Plan and assessments are well developed demonstrating knowledge of state and ACTFL Standards</i> (ACTFL Standards 3a, 3b, 4a and b)	No lesson plans used or incomplete or confusing activities.	For the most part lesson plans are complete and clear and reflect knowledge of state and ACTFL Standards. Activities enhance learning.	Consistent use of complete and clear plans reflecting knowledge of state and ACTFL Standards. Activities demonstrate exceptional understanding of concept and vocabulary.
	<i>Assessment of Student Learning</i> (ACTFL Standards 5a, 5b)	No or minimal pre-test or post-test evident or post-test demonstrates 60% or lower understanding of concepts and vocabulary	Generally adequate pre-test and post-test. Post-test indicates 75% to 84% knowledge and understanding of concepts and vocabulary.	Comprehensive pre-test and post-tests demonstrate knowledge and understanding of concepts and vocabulary at 85 % or higher
	<i>Goals and Self-Reflection</i> (ACTFL Standards 5 b and 5c)	Incomplete or partially complete goals or self-reflection	Goals and self-reflection are complete and understandable.	Goals and self-reflection are comprehensive and clearly expressed

5c. Data table

**Candidate Effect on Student Learning (French)
2006/2007 Academic Year**

n = 0 students			
ACTFL Standard	Approaches Standard (1)	Meets Standard (2)	Exceeds Standard (3)
1a			
1b			
1c			
2a			
2b			
2c			
3a			
3b			
4a			
4b			
5a			
5b			
5c			

**Candidate Effect on Student Learning (French)
2007/2008 Academic Year**

n = 0 students			
ACTFL Standard	Approaches Standard (1)	Meets Standard (2)	Exceeds Standard (3)
1a			
1b			
1c			
2a			
2b			
2c			
3a			
3b			
4a			
4b			
5a			
5b			
5c			

**Candidate Effect on Student Learning (Spanish)
2006/2007 Academic Year**

n = 3 students			
ACTFL Standard	Approaches Standard (1)	Meets Standard (2)	Exceeds Standard (3)
1a			3
1b			3
1c			3
2a			3
2b			3
2c			3
3a			3
3b			3
4a			3
4b			3

5a			3
5b			3
5c			3

**Candidate Effect on Student Learning (Spanish)
2007/2008 Academic Year**

n = 3 students			
ACTFL Standard	Approaches Standard (1)	Meets Standard (2)	Exceeds Standard (3)
1a		2	1
1b		2	1
1c		2	1
2a			3
2b			3
2c			3
3a			3
3b			3
4a			3
4b			3
5a			3
5b			3
5c			3