

School-Based
Clinical Experience Packet
Part I

On-Campus and Distance

CTSE 4070

FALL SEMESTER

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Lab Project Part One: Observations, Pair Work, Teacher Interviews

Part I of your Lab experience requires **8** hours of meaningful activities in a foreign language classroom. These activities are as follows:

1. You must observe 5 blocks or 7.5 hours of classroom activities for at least two levels of the foreign language program or for 7 classes of 50 minute duration. These observations must take place during five different weeks, and they should include working with students during pair activities. Use the “Teacher Observation Guide” in this packet as an aid to thoughtful observation. After completing your observations, make an appointment to interview the teacher or teachers that you have observed. This interview must take place during the teacher’s planning time, or before or after school hours. The total time for part-one of the lab experiences should be no less than 8 hours.
2. Contact your Field Experience teacher as soon as possible to set up times for your observations. Be sure to explain to the teacher that you would like to have an opportunity to help with pair work as part of your observational experience. Then arrive early enough to speak with the teacher about the objectives for the planned pair work that you will be supervising.
3. During observations keep a thorough set of notes detailing your experience for each class observation. Date all notes and include the name and level of each class you observe. Take detailed notes concerning 1) setting the stage, 2) use of target language, 2) learning experiences, and 3) appropriate materials with formative assessments, and 4) classroom management and discipline for each class you visit during part one of your field experience. The best procedure to follow is to take handwritten notes during the class observation, and then transcribe your notes to a typed narrative shortly after your visit. When you have written your narrative concerning the three points mentioned above re-read the narrative, and write your reflections concerning the above four points. Be sure to use the “Guidelines for Observing Foreign Language Instruction for Secondary School Students” as your reference for the four categories mentioned above.
4. Make a special appointment to interview the teacher when he/she has enough free time to speak with you which will most likely be during his/her prep period or after school. This interview should take place after you have completed your observations. Think about the correspondence between what you have seen during your observations and what the teacher says in answer to your questions. We will brainstorm ideas for your interview in class.

Note 1 (For both on-campus and distance students): The checklist/rubric for part one of your field experience and the Attendance Reporting Form 1, can be found on the following pages. Please print both the rubric and the Attendance Reporting Form 1, and turn them in with your journal.

Note 2 (For distance students only): If you have to travel to another school to complete Field Experience Part I, you may do all your observations in one day. However, if you complete these observations in your own school, you should do them on different days. Please designate how you did your first field experience – in your own school or in another school.

GUIDELINES FOR OBSERVING FOREIGN LANGUAGE INSTRUCTION FOR SECONDARY SCHOOL STUDENTS

Setting the Stage:

1. Almost every lesson addresses at least two of the three communicative modes (i.e., interpersonal, interpretive, presentational).
2. The teacher explicitly draws the students' attention to the lesson's language and cultural objectives.
3. Each lesson has clearly stated language and cultural objectives, that indicate what students will know and how they will use what they know by lesson's end.
4. The physical environment, including displays of student work, is instructional, motivational, and informative.

Use of the Target Language

5. The teacher uses the target language almost exclusively (at least 90% of the time) and encourages the students to do so as well.
6. The teacher uses a variety of strategies to make language comprehensible, monitors student comprehension and makes adjustments as necessary.
7. The teacher avoids the use of translation by using verbal and non-verbal strategies such as circumlocution, body language, and visuals.

Learning Experiences

8. The lesson has a logical progression that builds increasing ability to meet the lesson's cultural and language performance objectives.
9. The teacher ensures that students use previously acquired language in a variety of contexts.
10. Differentiation addresses the diverse language and cultural learning needs and interests of students.
11. The teacher contextualizes vocabulary presentation and practice using visuals, concrete objects, and hands-on experiences.
12. The teacher includes integrated form-focused instruction where appropriate. Does the focus of the instruction lead to a real-world communicative goal?
13. The teacher avoids meaningless rote drills, ensuring that all practice requires attention to meaning.
14. The teacher provides frequent, varied classroom opportunities to communicate in real world contexts.
15. The teacher assures that there is more student talk than teacher talk as student proficiency increases.*
16. The lesson has a logical progression that results in unrehearsed student communication.
17. In every class session, the teacher provides pair and/or small group activities that engage students in using the language for meaningful communication.

18. The teacher promotes higher order thinking through unrehearsed communication, inductive grammar and cultural exploration tasks.
19. In almost every lesson, the teacher includes cultural products and/or practices and how they connect to perspectives.
20. In almost every lesson, the teacher connects to other disciplines.

***In levels 1 and 2, the teacher talks more.**

Formative Assessment:

21. The teacher uses feedback strategies that engage students in reflecting upon their language performance and how they can improve.
22. The teacher uses a variety of error-correction strategies and uses them when appropriate.

Materials:

23. The teacher uses a variety of print and non-print materials – many technologically delivered – that may include authentic materials and other teaching resources, including textbooks.
24. The teacher uses authentic materials, designing tasks appropriate to the language proficiency of the learners.
25. The teacher incorporates authentic materials that reflect the relationships among cultural products, practices and perspectives.
26. The teacher and students use available technologies to develop real world language and cultural competencies.

Classroom management and discipline:

27. Teacher appears enthusiastic and motivated.
28. Teacher creates an attractive environment that reflects the culture.
29. The seating arrangements provide optimal opportunities for teacher-student instruction and student-to-student interaction.
30. The classroom routines provide an organized safe environment.
31. Discipline is positive, prompt, and non-disruptive.
32. Teacher uses varied and appropriate rewards.

CHECKLIST SCHOOL-BASED CLINICAL EXPERIENCE PART I:

1. The **signed lab form** for all visits along with this checklist.
2. Detailed description of instruction observed (**dated and typewritten**) to include Student Learning Objectives, instruction, classroom management, and discipline.
3. **Reflections (typewritten)** should include:
 - a) Reactions to Student Learning Objectives for instruction, either stated by the teacher or induced from the instruction, and how well they correspond to the instruction.
 - b) Reactions to the instruction based on the first two sections of the observation guide (It is not necessary to address every item in the second section of the guide, only the most pertinent to what you have seen. (This is only a guide.)
 - c) Reactions to classroom management or discipline using part three of the guide. What have you learned about classroom management and discipline after observing these classes? Reactions can be both positive and negative.

Your reflections should follow each lesson description.

(Note: Use your Teacher Observation Guide to help in the writing of your reflections. The reason for this guide is to help you write appropriate reflections.)

5. A copy of **your interview questions** along with the **teacher's answers** to your interview questions.
6. You should have written **reflections** concerning the interview.
7. A **brief summary** of your experience.

NOTE 1: Include this checklist with your journal.

NOTE 2: We will use the Rubric for Field Experiences posted on the website to evaluate Part I of your School-Based Clinical Experience

Foreign Language Education Reporting Form

COURSE NUMBER: _____ Semester: _____
AU Student Name: _____ Inclusive Dates: _____
Location: _____ Total Days Required: _____
Cooperating Teacher: _____ AU Supervisor: Sue Barry

Please record the date, time of arrival and time of departure. Then have your cooperating teacher sign the sheet.

Date	Arrival	Departure	Signature

Student's Signature & ID number