

Impact on Student Learning:
A Unit on Weather for Spanish One
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IMPACT ON STUDENT LEARNING

Abstract:

After a weeklong unit on weather with all three of my Spanish One classes, there is evidence of student learning. By comparing the scores from the pre-test to those of the mid-unit quiz and the post-test, it is clear that I am an effective teacher and that students can learn from me. I explain how I can use these results to drive future instruction. Also outlined are best teaching strategies, methods, and techniques from books by Doug Lemov, Edmund Emmer and Carolyn Evertson, Fred Jones, and Harry and Rosemary Wong. Their strategies are explained and used throughout the unit. After discussing the evidence of student learning, I reflect on my journey as a teacher: what I believe in and the experiences that have got me to the point of graduating with my teaching degree from Manchester College.

IMPACT ON STUDENT LEARNING

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A Unit on Weather for Spanish One

Between Friday, March 23rd and Friday, March 30th 2012 I taught a unit on weather for my Spanish One students at Columbia City High School. I taught three different periods this same unit: period two, three, and four. Period two consists of twenty-one students, two of which are Hispanic and one of which is African American. In period three, I have twenty-four total students; the only other ethnicity besides Caucasian in this class is one Hispanic student. I have one student in third period with a learning disability; according to his IEP, the only adaptation he needs is extra time to complete tests or quizzes. For both the pre-test, mid-unit quiz, and post-test, this student was one of the first few finished each time and did very well. Therefore, I was not required to make any specific modifications. Also in third period, I have a foreign exchange student from Norway; she is labeled as an English Language Learner, even though she does speak English in some of her classes at home in her country. To help her, I always make sure that I am speaking clearly and that I explain the difference between Latin American Spanish and the Spanish from Spain that she learns at her school. Sometimes, she knows different words for things like they would say in Spain. My biggest challenge is that she usually uses the *vosotros* form of speaking, as they do in Spain; this means that the other students in the class have a hard time understanding her. She has trouble understanding the difference between what I teach and what she learned at her school. I always try to re-explain or use both Spain and Latin America's form of Spanish in class. My last class, period four, has only seventeen total students, of which only one is an African American; the rest are Caucasian.

My unit on weather consisted of verbs, weather vocabulary, and a weather project. Because the textbook does not have a sufficient vocabulary section for teaching this unit properly, I

IMPACT ON STUDENT LEARNING

created my own vocabulary list. I included months, seasons, verbs, and common weather phrases. I first conducted a pre-test, asking students to see what months they remembered in 1b from Spanish 1a. I did not ask students questions about the weather unit because I knew that because this is a foreign language, there was no chance for success. I wanted a true pre-test in a foreign language class: a test that asks students to recall knowledge from a different class and apply it to mine. It would have been really hard for the students to think of any other words or phrases within my unit. After the pre-test, I asked students to copy the vocabulary list from the overhead. I had previously typed each word on to a Word document and put it on the overhead for students to copy down and reference later, since we did not use the textbook vocabulary list. Then, I spent the next few days going over the vocabulary usage, the conjugation of the weather verbs, and ways to ask about and describe the weather. I used worksheets that my cooperating teacher had, some activities from the textbook, interactive websites for grammar or vocabulary, YouTube videos, and small group and full class discussions. I spent one full week on the grammar and vocabulary in order to prepare students for the project that I asked them to do. For this project, students were asked to divide a piece of construction paper into six equal sections on both sides. Afterwards, they were to write in each box the twelve months of year in Spanish. Within each box, students were also asked to also write which season in Spanish the month would belong in, include five phrases or vocabulary words that describe the weather for that month, and include five pictures that show cultural Hispanic/Latino/Spanish customs, holidays, or recreational activities for that month.

Overall, I think my unit went really well. I had a lot of fun teaching weather, as there is so much that one can do with this unit. I experimented with different types of teaching and with different activities. I specifically enjoyed the interactive websites, the funny videos that I

IMPACT ON STUDENT LEARNING

showed, and the project. I think each of these things went really well and helped students remain engaged throughout the course of the unit. I enjoyed seeing my students learn and interact with the contents of this unit from the first day until the last day. They found the interactive websites to be a great break from always using something in the textbook. I am not a huge textbook teacher anyways, but this unit was definitely a fun change of pace. They found the YouTube videos to be funny and helpful, as they review vocabulary in a song or a funny skit to help students remember their meanings. Also, the students seemed to enjoy the project because it was a way for them to show their creativity while working with the content. I have many students that are very creative and talented when they are given the chance to show it. Because of the impressive work of this project, I will surely use it again for a different class someday.

On the other hand, there were a few unexpected surprises during my unit. The surprise that sticks out the most in my mind occurred while we were doing the project. Everyone was working very diligently and using their time wisely. A student asked to use the restroom, so I let him go. When he returned from the restroom, he found his project to look different than how he left it. He brought it to me and said, "Someone wrote this on my paper. What do I do?" I looked at his project and noticed some vulgar comments on it that were clearly not done in his handwriting. I then questioned the members of his group one by one in the hallway. Two of the other three group members confessed to writing the comments and words in his paper. I then wrote down what they said and told my cooperating teacher what had happened during prep that day. She could not believe what had happened because the two ladies that did it were perfect A students, having the two highest grades in the class. I was also very surprised because I knew that they were great students. According to school rules as well as my classroom rules, students are not permitted to use vulgar, hurtful, or profane language in the classroom. Therefore, I wrote up both

IMPACT ON STUDENT LEARNING

students for this incident. Per administration's decision, they were both given ISS for one class period and asked to complete their class work for that day in ISS. A negative aspect of this situation is that the student, whose paper was technically vandalized, is not a strong student. Sometimes he needs some motivation to complete class work. Because of this incident, he had to start over! He ended up doing well on the project the second time, but he should have been able to complete it without this occurring the first time.

Since this incident, I am sad to say that one of the two students involved in this problem has continued this behavior. After multiple private talks with her, phone calls to parents, emails home, and two write-ups, I have since found another paper with similar comments. Because this led to three write-ups, she had to have a parent meeting in order to resolve the issue. If she gets written up for the same offense four times, she loses her credit for the class. I clearly do not want this to be the case. In the parent meeting, I made it clear that I did not want to take away an A that she has earned. I also made sure she knew that respect is the missing factor in this situation and that her success in my class is my overall goal. Unless she starts to respect me, this cannot take place. However, if I only have one major issue with a student out of a total of almost ninety students that I teach, I can say I am doing quite well.

To create this fun unit, I used a varying array of teaching strategies, styles, and methods. At the beginning of each period, I stated my objectives for the lessons so that students knew what to expect. H. Wong and R. Wong (2009) state that, "the objective in the object of the lesson" (p. 243). They suggest writing the objective on the board because students are more likely to participate, "if they know why they're doing it" (Wong & Wong, 2006, p. 243). I agree with this statement, which is why I stated my objective for the whole unit at the beginning of the unit, as well as each individual objective for the day. I had an overall goal: to get students to learn how to

IMPACT ON STUDENT LEARNING

speak about, ask about, and describe the weather in Spanish. Then, I broke my goal into parts for each day in order to lead into that larger goal, or objective. Wong and Wong (2006) suggest that my method of beginning a lesson with the objective, referring to the objective during the lesson, and finishing a lesson restating the objective leads to an effective way of teaching to check for understanding and keep students interested (p. 243). Similarly, Doug Lemov (2010) mentions an effective teaching method called “Post-It,” in which a learning objective, or goal, is visible in the classroom (p. 63). This way students, peers, and administrators can “identify your purpose for teaching that day” (Lemov, 2010, p. 63). Lemov (2010) suggests that a teacher defined as good or a lesson defined as good does not have as much substance as it could have if the evaluator know what the learning goal is (p. 64). If the evaluator know the learning goal, than the evaluation is based off of telling how well the teacher helped students achieve the objective and whether or not the learning goals that day met the objective effectively. With as much as teachers are being evaluated this year, this is essential.

In order to help my students meet my learning objectives, I followed H. Wong and R. Wong’s (2010) advice about understanding that “learning has nothing to do with what the teacher covers. Learning has to do with what the student accomplishes” (p. 223). I did not get to everything in my unit that I would have liked to. However, I did not want to rush the students and ‘cover’ everything, then give them an assessment only to find out that they were not given enough time to master the learning goals. Hurrying into a next chapter to ‘stay on target’ or stay with a curriculum map is not acceptable. Students need to be given the chance to learn the material, not just see it once and be done. After all Wong and Wong (2010) remind us that “students come to school for one reason only---to learn” (p. 223). It is not the teacher’s job to cover material, but to uncover the lessons by “telling the students, up front, what the students

IMPACT ON STUDENT LEARNING

will accomplish” (Wong & Wong, 2010, p. 227). From the very first day of my unit, I made sure that students knew what it was I wanted them to know. Then, I created lessons to help foster that learning goal and to help mastery take place. I strived to achieve what Wong and Wong (2010) refer to as “mastery learning,” and opposed to “mystery learning” (p. 227). Because students knew what they would be doing, the mystery was taken away and students could concentrate more on the learning part of the lessons, leading to mastery.

Alongside mastery, comes the concept of following standards. State standards are directly correlated with objectives. Wong and Wong (2010) stress that standards are the basis for learning, creativity, and describe what to teach, not how to teach it (p. 229). When reviewing my standards, I noted what students should be able to do, determining what to teach. I then used what I know about objectives to decide how to teach the material. Standards and objectives conjunctively are the guidelines to help educators teach and to help students learn. I did so by not letting the standards limit my creativity, but by using them to help me design my lessons. I was given an absolute ending goal, but I had to accomplish smaller goals along the way, and develop ways to get me to that ending goal. My ending goal was, to repeat from earlier, to enable students with the tools to speak about, ask about, and discuss the weather in Spanish. I used smaller goals like being able to identify the month, season, and characteristics of weather to lead me to my larger goal. By doing so, I met my learning objectives.

In each individual lesson, I was reverting back to both the larger goal and the individual learning goals. One way I helped students check for understanding was to use the method of guided practice, in order to achieve mastery. Fred Jones (2000) suggests that guided practice through work check helps the teacher check the work as it is being done, versus after the student has either made an assumption of how to do an assignment or has learned the material incorrectly

IMPACT ON STUDENT LEARNING

(p. 93). By helping students step-by-step and checking work as we do it together in class, my students gained more confidence in their ability to discuss the weather. I would explain a grammar point, have them practice, and then go over the correct answers with an explanation. Essentially, the student receives information, uses the information, then checks to see if he or she used the information correctly. This is especially important for a foreign language classroom, where students are highly likely to have no background in the skill being taught.

To help students fine-tune their skills and to achieve mastery, I scaffolded instruction in various ways. Scaffolding techniques in the classroom can include displaying graphics or visuals, activating prior knowledge through questioning, modeling an activity beforehand and giving examples, and introducing motivational techniques to heighten student interest. Doug Lemov (2010) explains a technique called Cold Call that helps teachers scaffold instruction by “start[ing] with simple questions and progress[ing] to harder ones, drawing students in, engaging them on terms that emphasize what they already know, and reinforcing basic knowledge before pushing for greater rigor and challenge” (p. 117). This asks teachers to break up the larger learning goal into a smaller series of questions or into smaller learning goals. By using Cold Call in my classroom during my lessons, the students were listening to see when they would be called on and were engaged because they knew they were getting help constantly throughout the learning process. I was scaffolding, or helping support students’ learning during each step of the mastery process. When learning the new grammar points, I would ask what each word means, then piece the sentence together in English to relate to what they already know. During translation of sentences, I would start with the basic words, then progress to the harder words, leading to the meaning of the whole sentence. I broke the larger sentence/task into smaller

IMPACT ON STUDENT LEARNING

sentences/tasks to ensure true learning. As the process went on, the questions became more challenging, until the ultimate learning goal was met and/or discussed.

To keep students engaged, I used many different techniques. In a foreign language classroom, I think that there needs to be a balance between grading for accuracy and grading for completion or for trying, especially at the beginning of learning a new concept. I used this technique to ensure student motivation. They knew that as we were learning, they would also get credit for having an answer that was really close or for completing a worksheet that we would go over in class the next day. This helped students that may not have had the greatest test scores, as they were given another grade for the grade book. I do not deem this as an easy A because students were still expected to complete all assignments and to try their best because they were graded for getting answers that were very close. If I graded for accuracy on every assignment, those student that try hard, but do not have strong academics would fall behind very quickly. I tried to benefit all students. Jones (2000) tries to stress the difference between quantity of work versus the quality of work by stating that work quantity is defined as “diligence or working hard,” versus quality of student work being “excellence or working carefully” (p. 86). I want my students to work carefully and to take pride in their work. I want them to understand the material and gain deep knowledge, rather than hurrying through a task in order to have more free time. I pushed my students to take their time while working, but to not dawdle. Jones (2000) also mentions that a good way to motivate students is through incentives (p. 87). I do not agree with just giving students extra credit if they do something or “giving them something” for doing what they should be doing anyways. What I did do in my unit plan was tell them that we were not going to do the project at the end of the unit or watch anymore videos in other lessons if they did not pay attention to the videos for this unit, if they were not participating in class, and/or if they

IMPACT ON STUDENT LEARNING

were not working on their assignments properly. Most students were excited to start the project, so they worked with quality throughout the majority of the unit. The project they were excited about that I explained earlier acted as a “learning project,” as defined by Jones (2000) as a “worthwhile teaching activity, or preferred activity, that allows students to be inquisitive, creative, and learn the material by doing something” (p. 95). After grading the projects, I found that students were able to use their creativity to help them learn the content. I noted this as a positive way to motivate students to learn and to encourage student engagement in class.

Similar to, yet different from student engagement, is student participation. Throughout my unit, I had a varying degree of student participation. Depending on the activity, some students dominated the discussion and participation, while others remained quieter. The question and answer-like discussions were dominated by the more talkative students, while small-group work activities were dominated by the other students because they seemed to only feel comfortable talking in their groups and not with the whole class. I found this to be a trend half-way through my unit, so I tried to counteract this by leading class discussion and asking students for answers that do not normally volunteer answers. This was a way of getting a better read on student understanding of the concepts. Emmer and Evertson (2009) also agree that it is not a good idea to “limit class participation only to volunteers” because the teacher needs to be sure that “everyone has a response opportunity” (p. 30). If I only rely on call-outs or volunteers, I may get an “inaccurate impression of overall understanding,” which is what happened at the beginning of my unit until I changed teaching methods (Emmer and Evertson, 2009, p. 30). Because students were giving me the answers, I was under the impression that they were understanding what I was teaching. What I realized is that only the students that knew the answer were participating, and it was usually the same students. Those that did not know the answer never tried to answer,

IMPACT ON STUDENT LEARNING

possibly for the fear of being incorrect. Because I started asking for answers, students from then on in class gained more confidence and were able to take control of their learning by understanding that trying and being incorrect is better than not trying at all. I told students that I would much rather have an incorrect answer to use as an example or to re-explain something than only have correct answers, which leads to the perception that students have a true grasp on the concepts being taught. It may seem like they understand, but it is likely that many students have the same question and are not given an opportunity to ask it. Since this unit, I have been able to judge by the looks on their faces whether or not the students understand the concepts being presented. I use the method of calling on those that do not volunteer answers more often now.

To prevent only teaching basic concepts, I used techniques in class to get students to think critically about the educational goals. I stimulated critical thinking by asking questions that progress from simple to complex, a strategy outlined by Doug Lemov (2010) that explains that “effective questions initially engage students’ thinking about a topic in contained and concrete ways and then push them to think more deeply and broadly” (p. 239). By leading students to the more difficult question in a sequential order, students can “activate their memory of relevant facts and details to support their opinions” (Lemov, 2010, p. 239). Then, they are able to develop and reflect on ideas, and will “likely answer broader and deeper questions more factually, more insightfully” and more “confidently” (Lemov, 2010, p. 239). When students recognize that they got the first few questions (the easier questions) correct, they will be able to gain confidence and think through the harder questions and will be more likely to want to participate and to answer. I followed the sequential order of Bloom’s taxonomy throughout each lesson, and consequentially, throughout the unit. When students did not understand the question that I was trying to ask, I

IMPACT ON STUDENT LEARNING

would rely on Lemov's (2010) concept of using verbatim when repeating a question (p. 240). He explains that in order for students to accurately process the question it is important for teachers to repeat the exact question. Sometimes when repeating a question, teachers may accidentally ask a new question, or it may seem like a new question to students, leading to a different answer.

When re-asking the same exact question, students have time to think about an answer; when the question is changed, students have to re-start the thinking process. When re-stating the same question, I also used Lemov's (2010) concept of making my questions clear and concise (p. 240-241). If my questions were too wordy, students could not process my information and arrive at an answer. Lemov (2010) offers five steps to making a clear and concise question: start with a question word, limit them to two clauses, write them in advance when they matter, ask an actual question, and assume the answer (p. 241). By making questions clear and concise, students are more likely to succeed and gain confidence from the presented material.

I can tell that by using all of these teaching methods, my students learned from me. I created a graph to show my evidence of student learning. My pre-test asked students to list the twelve months in Spanish. According to my data, second period only scored a thirty-two percent, third period scored a forty-two percent, and fourth period scored a thirty-four percent after converting my twenty-four point quiz into one hundred points for easier comparison. Students could receive a possible two points for each of the twelve answers by listing the correct months in order and by spelling them correctly in Spanish. (I have attached a photocopy of a student's pre-test.) My mid-unit quiz took place halfway through the unit and asked students to complete the same task, only the months were not given in sequential order. It is evident that I taught students this task and that they successfully met this standard and objective because second period went from a thirty-three percent to a ninety-two percent, third period went from a forty-two percent to a ninety-one

IMPACT ON STUDENT LEARNING

percent, and fourth period went from a thirty-four percent to a ninety-six percent. (I have also attached a student's mid-unit quiz.) My post-test, the final assessment for this unit, assessed multiple learning goals, not just the months. When looking at my graph, one would think that students actually scored lower on the post-test than the mid-unit assessment, possibly leading one to think that I did not meet my learning goals or objectives. When looking at the attached post-test, one can see that only the first part of the test contained the information from the pre-test and mid-unit assessment. Because there were other learning goals and objectives for this unit, it would have been very hard to only assess one learning goal or to only compare one learning goal. I chose to show the overall score out of a converted one hundred when looking at the post-test. In my opinion, students did meet the objectives and learning goals for this unit because second period scored an eighty-nine percent, third period scored an eighty-six percent, and fourth period scored an eighty-five percent. Of course I would have loved for average scores for each class to be higher, but each class scored at least an eighty-five percent! According to Columbia City High School's grading scale, each class scored an average of at least a B. In my opinion, that is a good test score, especially for classes of freshman and sophomore Spanish One students. Typically, Spanish One students score lower than upper level Spanish students, unless they work really hard and study a lot. My post-test shows evidence of mastery of the months, seasons, vocabulary, weather phrases, usage of weather phrases, and basic verb conjugations associated with weather. By asking students to do this many tasks in the first year of learning a foreign language, I must say that having class averages of at least a B is definitely evidence of student learning. One must remember that by only comparing the post-test to the pre-test or mid-unit test, one is not judging my teaching effectiveness fairly. From the beginning of the unit to the

IMPACT ON STUDENT LEARNING

end, the learning objectives got more and more complex. Again, I believe that my students did show evidence of learning, and evidence of mastering the learning objectives that I set for them.

When looking at the data overall, I can use this data to drive future instruction. I understand that because my post-test assessed many different learning goals, I could have assessed these goals that were not included in the pre-test or post-test in a similar way. To explain, I could have given more quizzes during the unit to assess student learning as we were learning it, instead of relying on just homework grades or the final post-test assessment. By using more individual grades, I would have gotten a better feel for student mastery during the unit. Also, it is evident by looking at the overall data on the graph and the chart that second period made the most improvement in their learning. They went from a thirty-three on their pre-test to an eighty-nine percent on their final assessment. I am not sure why second period seemed to have improved more than third or fourth period. The only idea that I have that could help future instruction is that that class is typically more dynamic and tends to be more involved with lessons during and throughout instruction. The other two classes are quieter. This may affect their test scores negatively. In the future, I will push all classes to evenly participate, even if there is one class that volunteers answers and two classes that require more teacher direction. Maybe I was too helpful for second period and did not use enough clues or enough of the best teaching techniques for the other two classes? Looking back, I definitely taught them a little differently, which I must watch for during future instruction.

I believe that because I am able to reflect like this and examine what happened during my unit, I have definitely grown as a teacher over these past four years. I can take ideas and now make them a reality in my classroom, instead of just making a theoretical lesson plan in class. I am now able to put into practice the strategies and content that I have spent these past four years

IMPACT ON STUDENT LEARNING

learning. I am very excited to be graduating with my degree and to put what I have learned from class and student teaching into practice.

In my credo from Intro to Teaching from January 2009, I mentioned my educational goal “to prepare my students for their future and to provide them with the knowledge to be able to succeed in the classroom by using ideas from progressivism, existentialism, essentialism, and reconstructionism.” As a senior finishing student teaching, I think that I have held true to this initial goal that I set for myself as a freshman here at Manchester College. I still want my students to succeed both while in my classroom, as well as when they leave my classroom. I understand the importance of helping students meet and achieve life-long goals, not just my classroom learning goals.

My first belief, progressivism, focuses on a not-so-formal way of instruction. There is an emphasis on learning by doing through projects and being involved in the learning process. During my unit, the students were involved in their learning and did a hands-on project. Next, I was focused on a thematic unit and had a focused learning goal: explaining the weather in Spanish. I use elements of problem solving and critical thinking, group work, and helping students develop social skills that they can use within or outside of my classroom. This idea of progressivism extends beyond the present and helps students look at what they will need skill-wise for their future. I fostered this idea in my unit by noting what skills they would need and by noting what was really important for them to know. I then used these skills as the focus of creating my objectives.

My second belief, existentialism, focuses on the educator being in charge of helping the learners find the meaning of their lives. This is especially important in a secondary setting, where if students do not understand themselves, it is not possible for them to comprehend other

IMPACT ON STUDENT LEARNING

students' views or the course content designated by the curriculum. Existentialism stresses that students should draw from their own conclusions and that they should have freedom of choice. If students do not feel comfortable stating their own opinions, they will not feel comfortable in a setting where they will have to listen to others' points of view. I also included this educational theory in my unit by asking students to think critically and develop their own answers to questions, and to be valued for giving correct and incorrect answers. Often, an incorrect answer is a learning opportunity for all involved, and there may be several other students with the same questions. This educational theory relates to my overall goal of helping students use what they have learned in my classroom to develop life skills.

Thirdly, essentialism, holds that a successful classroom cannot simply be based on what the student feels to be important. All schools have standard curriculum which must be followed. I believe that these curriculums are designed to prepare students for their next stage in life. Even though student opinions are important in my classroom, they do not govern what learning does or does not take place. For example, just because a student does 'not like' something does not mean the teacher can decide to just not teach it in order to keep students happy. All teachers must teach at least the essentials in order to prove student learning. In my unit, I valued student opinion, but I did not let them persuade me to teach something else, or to teach it in a different way.

Lastly, reconstructionism, suggests that students take much of their knowledge from outside the classroom and bring it in, as well as taking what comes from the classroom out into the world. I feel that schools do have the power to transmit knowledge and that they can help to reconstruct society. After all, the students in the schools now are our near future leaders. Every president and high-ranking official was once in school! If we can teach essential skills to change the way society views things, we can change society. In my unit, I did not concentrate on this

IMPACT ON STUDENT LEARNING

concept, but I did note that any experience they have in my classroom could affect my students' decisions later. I tried my best to maintain a safe, positive, and fun learning environment that fostered hard work, creativity, and stressed the importance of school.

With each of these concepts in place and with the completion of my unit, I can relate to other aspects of my student teaching experience that have changed and shaped who I am as a teacher. I am now more aware of what each of my students are doing. I can help one student, but be able to simultaneously keep an eye on the entire class, which is something that I struggled with prior to student teaching. Also, I can foster a positive, fun attitude toward learning a second language, while stressing the importance of knowing more than one language. I tried my best to keep students motivated and to help them want to continue learning Spanish. I have a better understanding of how to vary instruction in a real-life setting throughout an individual lesson, unit, or trimester. I learned how to balance fun in the classroom with learning, and sometimes how to accomplish these two essential techniques at the same time. I now have a stronger ability to command and lead a group of students, while showing that I am both a role model and the authority figure. I have learned how to use better questioning techniques to incorporate critical thinking. I know more now about the rights and responsibilities of teachers from within and outside of the classroom. I can monitor and record students' grades and behavior effectively and safely. I can make appropriate relationships with students, while still being the adult and the authority, instead of being 'too friendly,' as some teachers unfortunately do. I have seen how important it is to know the office staff and to ask for help when needed. I understand the importance and effectiveness of a parent email, phone call, or meeting to help a student make better choices. I can take a concept and create an engaging and educational unit. I can form relationships with colleagues and my leaders. I can balance a professional life with a personal

IMPACT ON STUDENT LEARNING

life effectively. And, above all, I have learned what it takes to be a great teacher. I cannot wait to have my own classroom this fall. Manchester College has taught me almost everything I know about what it means to be an effective, caring, and productive teacher.

IMPACT ON STUDENT LEARNING

Pre-Test

January			
February			
March - marzo	+2		+5
April - abril	+2		
May			
June			
July			
August			
September - septiembre	+1		
October			
November			
December			

*The student's name has been removed for confidentiality. The student was asked to list the months that he or she remembered how to say in Spanish. The pre-test was out of twenty-four possible points: one for listing the month and one for spelling it correctly. This student received five out of twenty-four points.

IMPACT ON STUDENT LEARNING

Mid-Unit Quiz Assessment

Spanish Quiz

1. julio
2. noviembre 21/24
3. mayo
4. enero
5. septiembre
6. marzo
7. junio
8. agosto Agosto
9. febrero febrero
10. diciembre
11. abril
12. octubre octubre

*The student's name has been removed for confidentiality. This mid-unit quiz varies from the pre-test because the student was asked to list the months that he or she heard the teacher say in Spanish. The months were given out of order. This assessment was out of twenty-four possible points: one for listing the month and one for spelling it correctly. This student received twenty-one out of twenty-four points.

Nombre: _____ Clase: _____ Fecha: 3-29-12

53/58

EXAMEN: LOS MESES, LAS ESTACIONES Y EL TIEMPO: A

Sección Uno: Write the Spanish month next to the corresponding English month.

- | | | | |
|--------------|----------------|---------------|-------------------|
| 1. January: | <u>enero</u> | 7. July: | <u>julio</u> |
| 2. February: | <u>febrero</u> | 8. August: | <u>agosto</u> |
| 3. March: | <u>marzo</u> | 9. September: | <u>septiembre</u> |
| 4. April: | <u>abril</u> | 10. October: | <u>octubre</u> |
| 5. May: | <u>mayo</u> | 11. November: | <u>noviembre</u> |
| 6. June: | <u>junio</u> | 12. December: | <u>diciembre</u> |

Sección Dos: Match the Spanish word on the left with correct English word on the right. Write the correct English answer on the blank next to the Spanish word.

- | | |
|----------------------------|------------------------|
| 1. <u>H</u> hace sol | <u>A</u> It's cloudy |
| 2. <u>D</u> hace calor | <u>B</u> It's cold |
| 3. <u>B</u> hace frio | <u>C</u> It's cool |
| 4. <u>Z</u> hace fresco | <u>D</u> It's hot/warm |
| 5. <u>J</u> hace viento | <u>E</u> It's humid |
| 6. <u>I</u> está soleado | <u>F</u> It's raining |
| 7. <u>A</u> está nublado | <u>G</u> It's snowing |
| 8. <u>E</u> está húmedo | <u>H</u> It's sunny |
| 9. <u>F</u> está lloviendo | <u>I</u> It's sunny |
| 10. <u>G</u> está nevando | <u>J</u> It's windy |

Sección Tres: List the four seasons in Spanish on the left. Write their English equivalent on the right.

- | | |
|------------------|---------------|
| Spanish: | English: |
| <u>primavera</u> | <u>Spring</u> |
| <u>Verano</u> | <u>Summer</u> |
| <u>otoño</u> | <u>Fall</u> |
| <u>Invierno</u> | <u>Winter</u> |

IMPACT ON STUDENT LEARNING

Post-Test: Page Two

Sección Cuatro: Translate to English.

- 1. ¿Qué tiempo hace? what is the weather like?
- 2. ¿Qué tiempo hace hoy? what is the weather like today?
- 3. Hace buen tiempo. good weather
- 4. Hace mal tiempo. bad weather
- 5. Tormenta - storm
- 6. Relámpago - lightning flash
- 7. El trueno - thunder

Sección Cinco: Translate to Spanish.

- 1. rain (noun) - lluvia
- 2. snow (noun) - nieve
- 3. cloud (noun) - nube
- 4. temperatura - temperature
- 5. degrees - grados
- 6. weather - tiempo

Sección Seis: Translate to Spanish.

- 1. There is very bad weather. Hace ^{muy} mal tiempo.
- 2. There is very good weather. Hace ^{bueno} buen tiempo.

Sección Siete: On the line provided, write how the following verbs change. If the verb does not change, write "regular." If the verb does change, say how on the line. Some verbs may change in more than one way!

(Word Bank: regular, go verb, u - ue, e - ie) (example: Tomar -> regular)

- 1. Hacer go verb
- 2. Tener go verb e - ie
- 3. Llover o - ue
- 4. Nevar e - ie

4

IMPACT ON STUDENT LEARNING

Post-Test: Page Three

Sección Ocho: Conjugate the following verbs.

1. Estar:

yo:	<u>estoy</u>	nosotros:	<u>estamos</u>
tú:	<u>estás</u>		
ud/ella:	<u>está</u>	uds/ellos/ellas:	<u>están</u>

2. Tener que:

yo:	<u>tengo que</u>	nosotros:	<u>tenemos que</u>
tú:	<u> tienes que</u>		
ud/ella:	<u>tiene que</u>	uds/ellos/ellas:	<u>tienen que</u>

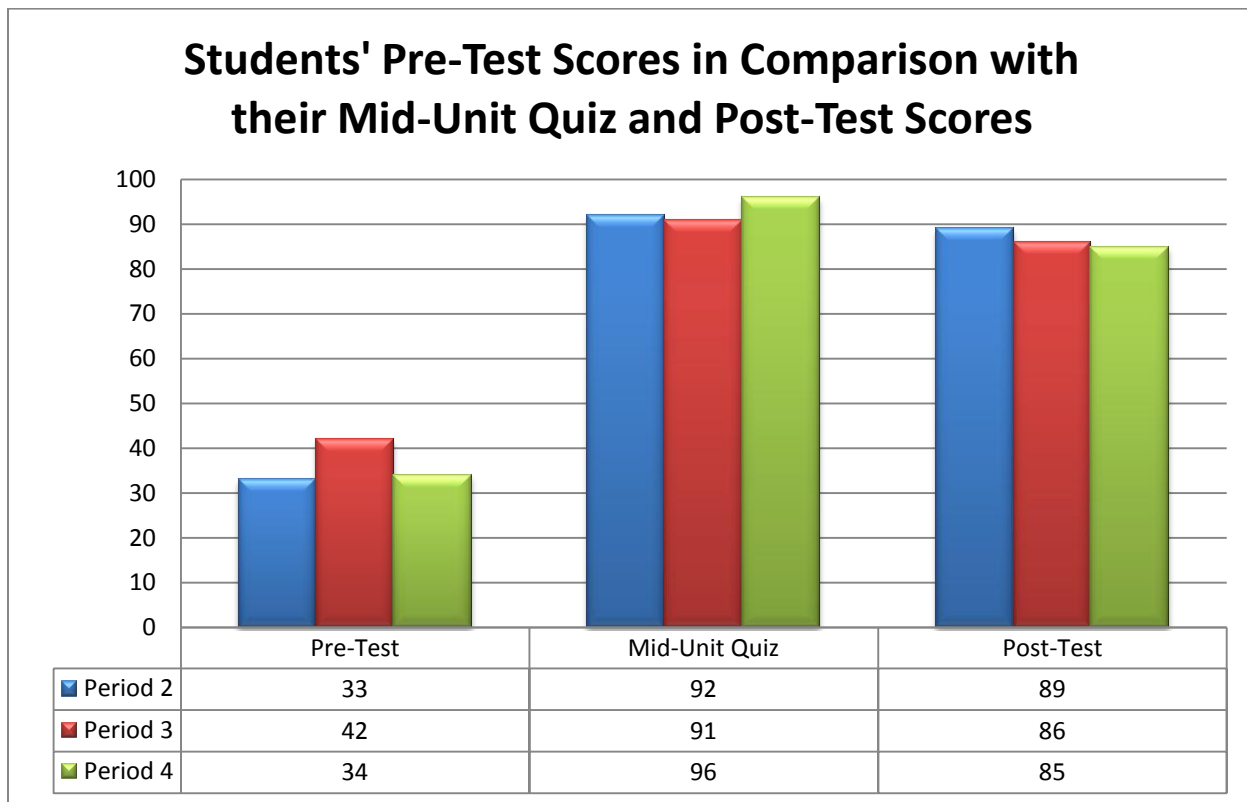
Sección Nueve: ¡DOS PUNTOS EXTRAS! EXTRA CREDIT! *Translate to English.

- Hay neblina: It's foggy
- Hace sesenta y cinco grados: It's 65 degrees

*The student's name has been removed for confidentiality. This student scored fifty-three out of fifty-five possible points. This test assesses students' knowledge of the months, seasons, vocabulary, phrases, and verbs used to talk about the weather in Spanish.

IMPACT ON STUDENT LEARNING

Evidence of Student Learning



AVERAGES: Converted to 100 Pts	Pre-Test: Original: 24 points	Mid-Unit Quiz: Original: 24 Points	Post-Test: Original: 55 Points
Period Two	33	92	89
Period Three	42	91	86
Period Four	34	96	85

IMPACT ON STUDENT LEARNING

Weather Unit Vocabulary List

LOS MESES: Months

- | | |
|------------|---------------|
| 1. enero | 7. julio |
| 2. febrero | 8. agosto |
| 3. marzo | 9. septiembre |
| 4. abril | 10. octubre |
| 5. mayo | 11. noviembre |
| 6. junio | 12. diciembre |

LAS ESTACIONES: Seasons

- | | |
|-----------------------|----------------------|
| 1. primavera – spring | 3. otoño – fall |
| 2. verano – summer | 4. invierno – winter |

VERBOS: Vocabulary verbs:

- | | |
|------------------------------------|---------------------------------------|
| 1. hacer (go verb) – to make/to do | 4. nevar (e-ie) – to snow |
| 2. estar – to be | 5. tener (go verb and e-ie) – to have |
| 3. llover (o-ue) – to rain | 6. tener que – to have to |

FRASES: Phrases for vocabulary:

- | | |
|---|-----------------------------------|
| 1. ¿Qué tiempo hace? – What's the weather like? | 14. Está lloviendo – It's raining |
| 2. ¿Qué tiempo hace hoy? – What's the weather like today? | 15. La lluvia – rain (noun) |
| 3. Hace buen/mal tiempo – There is good/bad weather | 16. Está nevando – It's snowing |
| 4. Hace + ... (It is out) | 17. La nieve – snow (noun) |
| a) Sol – sun/sunny | 18. La nube – cloud (noun) |
| b) Calor - hot | 19. Tormenta - storm |
| c) Frío - cold | 20. Relámpago – lightning flash |
| d) Fresco - cool | 21. El trueno - thunder |
| e) viento – wind/windy | 22. Temperatura – temperature |
| 5. Está soleado – It's sunny | 23. Grados - degrees |
| 6. Está nublado – It's cloudy | |
| 7. Está húmedo – It's humid | |
| 8. Hay neblina – It's foggy | |
| 9. Tiempo – weather | |
| 10. Buen/bueno – good | |
| 11. Mal/malo - bad | |
| 12. Muy – very | |
| 13. Mucho – much/a lot | |

Cooperating Teacher Evaluation

Cooperating Teacher Evaluation for Impact on Student Learning Project

Name of candidate Stephanie Hofer Date _____

Name of School Columbia City High School
Grade/Subject Spanish

Signature of Cooperating Teacher
Marilyn Dykstra

How many students with identified special needs and/or high ability are in this class? 1

Check the ethnic groups present in your class: 57 Caucasian 2 African American 3 Latino
all three Spanish 1b classes

____ Other; please list _____

Please rate the teacher candidate assigned to you on the following criteria. Your impressions and observations will provide valuable feedback to the teacher candidate. Please check the appropriate box for each of the criteria:

CRITERIA	N/A	1	2	3	4
Teacher candidate provides a clear and concise introduction to the unit					✓
Teacher candidate clearly teaches the objectives					✓
Teacher candidate uses a variety of methods during the unit					✓
Teacher candidate is clearly prepared to teach this unit					✓
Teacher candidate administers a pre-test and a post-test				✓	
Teacher candidate creates grade-level and content appropriate assessments					✓
Teacher candidate checks for understanding throughout the lessons					✓
Teacher candidate provides a chance for practice (guided or unguided)					✓
Teacher candidate provides a strong closure to the lessons					✓
Teacher candidate paces the lessons effectively					✓
Teacher candidate uses appropriate volume of voice as s/he works with students					✓
Teacher candidate effectively manages classroom behavior to maximize learning				✓	

COMMENTS TO HELP IMPROVE FUTURE TEACHING:

Stephanie always is prepared with her lessons and does a great presenting them. She has improved immensely in class management.

References

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- Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco: Jossey-Bass.
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