

Submission Form for ELO Samples

ELO Title: Applying Spanish Fluency Via a Middle School Classroom

School: Winnacunnet High School

Essential Question:

How can immersion help me with my Spanish fluency?

Area(s) of Study: Spanish

Amount of credit earned: 2 Credits (trimester course)

Description:

There were two students who completed an internship experience with a middle school Spanish teacher. Their goal was to improve their Spanish fluency and connect this experience to their long term goals and achievements. During their time as interns they were able to observe, assist students, and teach fifth, sixth and seventh grade Spanish classes alongside their mentor teacher.

Competencies:

Short description	Full text of competency
Content Specific Competencies	
Interpersonal Speaking	Students will engage in conversations, provide information, express feelings and emotions, and offer opinions in the target language.
Presentational Speaking	Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.
Teaching Responsibilities	Students will be able to illustrate the range of responsibilities inherent in a spanish teacher’s job description.
Lesson Planning	Students will be able to create and implement a mini class lesson.
World Language Department Competencies	
Write	Students will create written analysis and critique of texts on a broad variety of global topics, create original written products, and display knowledge of idiomatic expressions and refined language.
Listen	Students will spontaneously derive meaning from extended discourse to promote classroom discussion and analysis of a range of global, historical, and literary topics.

Read	Students will analyze and interpret modern and historical works with a focus on grammar, syntax, lexicon and cultural mores for the development of enriched reading comprehension.
Speak	Students will discuss, analyze, and present on a range of global, historical and literary topics using connected discourse and media with a high degree of facility.
WHS School Wide Learning Expectations	
Communication	Student uses various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.
Creativity	Student uses original and flexible thinking to communicate ideas or construct a unique product or solution.
Collaboration	Student works in diverse groups to achieve a common goal.
Self-Direction	Student initiates and manages personal learning, and demonstrates a “growth” mindset, through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner in order to develop personal goals
ELO Department Competencies	
Research	A student participating in an ELO analyzes and demonstrates an understanding of his/her learning experience through reflection.
Reflection	The student applies the ongoing research of the ELO experience to the evaluation and presentation of issues that arise, and the decisions made as their experience progresses.
Product	The ELO student demonstrates his/her gained knowledge and applies an understanding of what they learned by developing a tangible product that relates to his/her interests, skills, and abilities.
Presentation	The student clearly communicates the entire ELO experience, including both the process and the learning, in a manner that is appropriate to the experience and the audience.

Student Activities (up to 10):

1. Students meet with ELO Coordinator and mentor teacher to discuss learning goals and expectations of the internship.
2. Students check in regularly with ELO partners (North Hampton Spanish Teacher, WHS Spanish Teacher and ELO Coordinator) to reflect on the experience.
3. Students observe teacher for 1-2 days until all parties feel comfortable with students being more hands-on.
4. Students work individually with students who need additional support.
5. Students take on aspects of a lesson plan that the mentor teacher feels is appropriate.
6. Students begins drafting their own lesson plans.
7. Students present their lessons to the class.

8. Students present at the ELO Exhibition Night.

School Partners:

- Winnacunnet High School ELO Coordinator
- Winnacunnet High School Spanish Teacher

Community Partners:

- North Hampton School Spanish Teacher

ELO Partner responsibilities in this ELO:

The North Hampton Spanish Teacher was responsible for mentoring each student during their scheduled time in their classroom. They demonstrated how they taught Spanish to the various middle school classes and how they managed their classroom behavior. The students had to speak only Spanish while in their mentor teacher's classroom.

The WHS Spanish Teacher met with the students when needed as they were working on a particular assignment for their ELO. They also helped to assess each student.

The ELO Coordinator met with the students several times throughout the experience both onsite and in the ELO office. The ELO Coordinator worked with all partners to assess the students.

Assessment:

Reflection

Each student was responsible for meeting regularly with their mentor teacher and completing a final reflection paper.

Research

Primarily, the students relied on their mentor teacher for the knowledge and skills needed for this ELO experience. However they also conducted additional research as guided by the mentor teacher.

Product

The final product was a class lesson for the middle school Spanish students. One student presented a video she made on reviewing key concepts they learned throughout the year in class and the other student presented on her trip to Peru along with interactive student stations using artifacts from her trip.

Presentation

Each student presented on their experience at the ELO Exhibition Night as well as explained their experience briefly on camera for a promotional video.

Connection to student's measurable postsecondary goals (for students with IEPs):

N/A

Comments and suggestions for other schools implementing a similar ELO:

This ELO resembles a classic internship experience however what I really appreciated about this experience is that neither student was interested in pursuing a degree in teaching, however

they wanted to improve their Spanish speaking skills. Their high school Spanish teacher suggested that they find an activity to be fully immersed in the language. One suggestion I have is to have the students go at different times. It was difficult for our mentor teacher to manage both students and their individual needs along with his own classroom of middle school students.

Willing to be contacted by another school interested in developing something similar to this?

Yes! Contact me through email at dcouture@warriors.winnacunnet.org.

Supporting material included. List and briefly describe:

- [Fifth Grade Spanish Review Video](#)
- [My Trip to Peru Presentation Slides](#)
- [Reflection Paper](#)
- [ELO Promotional Video](#) - both students and the mentor teacher are featured in this video.

Photos or student work submitted:

Yes, permission is granted to use these on the BeyondClassroom website. (DC)