FLAN 403

Description:
Plan 403 is a course designed primarily to provide internship opportunities for Spanish education and non-education majors to gain direct-contact teaching hours in areas appropriate to their fields of certification. At present, the course utilizes as its primary classrooms the Southeastern Louisiana University Head Start (Spanish), the Southeastern Louisiana University Laboratory School (Spanish), and Midway Elementary (French). Emphasis is placed on maintaining and developing second-language learning programs in schools that would otherwise have no foreign-language programs.

Student candidates of Spanish Education and non-education students alike are involved, to varying degrees, in all aspects of these projects, including assisting in development of the curriculum, planning and implementation of classes, production of teaching materials and activities, cooperative learning through team teaching with mentor teachers and fellow colleagues, and with regular classroom teachers in an effort to reinforce learning-across-the-curriculum, tutoring one-on-one or with groups of students, utilizing assessment tools where appropriate (checklist only for Head Start and oral and written quizzes for the other learning environments), and engaging in self-reflection for modification of the programs.

In accordance with the ACTFL/NCATE standards, all areas of the first five standards are addressed by all students. On occasion, opportunities arise for student-instructor research and the presentation of such efforts at state and national conferences, thereby also addressing the professional activity included in Standard 6.

Form of Course:
Internship with pedagogical field experience

General Statement of the Conceptual Framework: The COEHD’s Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. The four components of the CF are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity and Technology are included in the assessment process as themes that are integrated throughout all programs in the educational unit (diversity) (technology).

Objectives:
Upon completion of FLAN 403, candidates are able to:
• obtain, review and synthesize basic required readings on bilingual education and service learning (KL, SM, PS)
• utilize acceptable pronunciation, grammar, diction and syntax in the production of language in their respective language classrooms (CK)
• develop and implement two 20-minute mini classes (Head Start) or two hourly classes (Southeastern Louisiana University Laboratory School, Midway Elementary) in the target language per week for a period of ten weeks (CK, KL, SM, PS, T, D)
• prioritize activities and manage time in their respective classroom settings (SM, PS)
• recognize that flexibility and modification of plans are inherent in learning environments (KL, SM, PS, D)
• assist in identifying children with special physical and educational needs and provide modification for their learning (KL, SM, PS, D)
• produce written journals as artifacts that exhibit ability to describe, analyze, self-reflect and self-correct with regard to their respective learning environments (KL, SM, PS)
• create, administer and evaluate results of age-appropriate assessment tools, i.e., checklist for Head Start youngsters and written and oral quizzes and exams for all other students (CK, KL, SM, PS, D, T)
• identify, with the help of the regular classroom teachers, ways to reinforce learning-across-the-curriculum via the second language (SM, PS, D)
• assemble an organized local portfolio of artifacts developed during FLAN 403, including, but not limited to, lesson plans, journals, summaries and book reviews of pedagogical materials, samples of activities, assessment tools, formal evaluations by mentor teachers, and audio-visual materials utilized, for the broader purpose of inclusion in the introductory, developing, or competency portfolios required during the overall course of teacher training (CK, KL, SM, PS, D, T)

Assessment Procedures:
• mandatory attendance for all times established for regular lessons at the schools
• article and/or book review summaries on bilingual education and service learning (1-2, depending on whether the service learner is an education or non-education major, respectively)
• candidate teaching presentations (twice during the semester), including use of language, lesson planning, creation of learning and appropriate assessment materials, classroom management and rapport established with children
• descriptive, analytical, and reflective journals of the teaching and learning experience
• portfolio with samples of learning materials created during the course

Field Experience:
Education candidates will earn twenty (20) of the 180 hours required for direct observation and teaching prior to formal student teaching. For education candidates, ten (10) hours will be gained in direct-contact teaching experience and ten (10) hours will be earned in observation and assistance with educational activities in their respective classrooms. Non-education majors earn twelve (12) hours in teaching and observation, with additional required readings to make the experience equitable for both parties. Candidates teach mini classes and/or hour-long lessons in their assigned classrooms and in their respective target language. They work initially as a team with the mentor teacher or another candidate, and then individually.

Opportunities to Cover Range of Certification.
Candidates will participate in discussions, activities and experiences appropriate to the level (or levels) of certification they seek, whenever possible. Assessments highlight knowledge of content and of the learner, standards-based instruction, and best practices in the profession.