

**Dewar College of Education and Human Services**

**Valdosta State University**

**FREN 4980: 1 semester hour**

**Community Practicum**

**Guiding Principles (DEPOSITS)**

**(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)**

**Dispositions** Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity** Principle: All learners deserve high expectations and support.

**Process** Principle: Learning is a lifelong process of development and growth.

**Ownership** Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

**Support** Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact** Principle: Effective practice yields evidence of learning.

**Technology** Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

**Standards** Principle: Evidence-based standards systematically guide professional preparation and development.

## **InTASC Model Core Teacher Standards**

The Interstate New Teacher Assessment and Support Consortium (InTASC), a program of the Council of Chief State School Officers, works to continually develop model standards for licensing new teachers. These standards represent a common core of teaching knowledge and skills that will help all students acquire 21<sup>st</sup> century knowledge and skills.

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

\*Council of Chief State School Offices, (2013, April). *InTASC model core teacher standards and learning progressions for teachers 1.0*. Retrieved from [http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

## **INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Website:

Skype:

**Course Description:** The Community Practicum is a supervised volunteer course program that combines the goals of service learning with the goals of the French academic curriculum. Students will use their French language skills through teaching, tutoring, translation, and/or interpretation in the community in order to improve their spoken French and also to provide services to local institutions and citizens. Emphasis will be placed on the development of communicative skills and modes as defined by American Council on the Teaching of Foreign Languages (ACTFL).

### **Course Goals and Outcomes:**

#### **After completing FREN 4980, students will:**

1. Teach/tutor a varied range of students in French and/or interpret/translate between French and English in one of a variety of professional or community situations. (InTASC S2, S3, S4, S5)
2. Use linguistic and extra-linguistic skills as well as cultural knowledge to negotiate meaning in order to enhance communication and/or teaching. (InTASC S1, S2, S3, S4, S5, S9, S10)
3. Interact appropriately in selected professional and social activities in instructional settings or francophone communities. (InTASC S4, S7, S9; DL<sub>1.2</sub>, EDL<sub>3</sub>)
4. Demonstrate an understanding of the connection between formal academic preparation and the application of linguistic skills and cultural knowledge in community practices, both in reflective course assignments and consistent actual practices. (InTASC S5, S6, S8; CPL<sub>3.3</sub>)
5. Develop a sense of caring about others and an understanding of the importance of volunteer participation in community service. (InTASC S2, S3, S9, S10)
6. Develop a deeper understanding of how languages, cultures, and communities intersect, especially as related to the ACTFL National Standards. *This should extend*

*beyond interactions in the target language—students should strive to learn about different cultural identities and how they are related to first and second language usage and learning. (InTASC S4, S5, S7, S8; FL<sub>1.3</sub>, DL<sub>1.3</sub>)*

7. Improve communication modes (interpersonal and presentational) through blog/journal entries and other assignments in French that connect course preparation with unique community experiences. (InTASC S4, S5, S6, S7, S8, S9, S10; DL<sub>2A</sub>)

### **Assessment Standards, Goals, and Outcomes:**

ACTFL target level: Intermediate-Mid/High ([ACTFL Proficiency Guidelines](#) )

[Learning Goals for the VSU General Education Core](#) (Area C: Students will analyze, evaluate, and interpret diverse forms of human communication)

[Outcomes for the Major in French – Language and Culture Track](#)

[Future and prospective teachers \(Foreign Language Education track\) : Conceptual Framework of the College of Education](#)

### **Grade Distribution:**

1) Attendance & preparation:	40%
2) Fieldwork Blog	30%
3) Final Paper	20%
4) Supervisor Review	10%

### **Grading Scale:**

**S:** 100 – 70%                      **NS:** 69- Below %

**Note:** Work done for assessment is marked either analytically or holistically based on the degree or proficiency in the corresponding language skills involved and takes into consideration the accuracy of target language use, degree of communication achieved in service activities, and active student awareness of development in perspectives related to language, culture, and communities.

**Maximum effort and full, active participation are expected in all activities.** These, though necessary to develop the expected level of proficiency, do not, however, form the basis for the student's final grade.

**The final grade is based on effort and achievement.**

**FLED students: note the Guiding Principles (DEPOSITS) and the INTASC Model Core Teaching Standards**

Course Objectives	Course Elements used to Measure Objectives	Assessment Instruments used to Measure Objectives	ACTFL/NCATE Program Standards	VSU General Education Outcomes	Projected Major Outcomes
1	1, 2, 3, 4	Summative and formative written and oral assessments	1,a, 1.b, 1,c	2, 4, 6, 7	1,2,3,4,6,9
2	1, 2, 3, 4	Summative and formative written and oral assessments	1.a, 1.b, 1.c, 2.c	2, 4, 6, 7, 8	1, 2, 3, 4, 6, 9
3	1, 2, 3, 4	Summative and formative written and oral assessments	1.a, 1.b, 1.c, 2.a, 2.c	1, 2, 4, 6, 7, 8	1, 2, 3, 4, 6, 9
6	1, 2, 3, 4	Summative and formative written and oral assessments	1.a, 1.b, 1.c, 2.a, 2.b	1, 2, 3, 4, 6, 7, 8	1, 2, 3, 4, 6, 9
7	1, 2, 3, 4	Summative and formative written and oral assessments	1.a, 1.b, 2.a	2, 4, 6, 7, 8	1, 2, 3, 4, 6, 9
8	1, 2, 3, 4	Summative and formative written and oral assessments	1.a, 1.b, 1.c, 2.a, 2.b, 2.c	1, 2, 3, 4, 6, 7, 8	1, 2, 3, 4, 6, 9

### **Weekly Blog:**

- a. Each week, students will write a brief description of their experiences in a blog format. Submissions should address the following in at least 100 words in French. *\*This is a required Key Course Assessment (DL<sub>2A</sub>) and should not be modified or removed from this course without the approval of the program faculty.*
  
1. What did you do that week? If you taught or tutored, what lessons did you present or develop? State your objectives and goals. If you did translation or interpretation sessions, what types of community members did you work with and what types of documents were consulted?
  
2. What are your personal reflections on your activities? If you taught a class or tutored, did you achieve your objectives and learning goals? Why or why not? If you did translation or interpretation work, were you able to successfully complete the needed tasks for all individuals? Why or why not?
  - a. For any type of service (teaching, tutoring, translation, interpretation, etc.), be sure to include statements on what practices worked...and what did not work. Why do you think they worked or did not work?
  
3. What types of positive or challenging experiences did you encounter during your experiences?
  
4. Based on your experiences, are there any changes you would make for future interactions? If so, what are some new strategies you could use? For successful practices, how could you record these or incorporate them into your future interactions?
  
5. Your personal reflections on your experiences as related to learning about language, cultural identities, and communities. You can include examples related to usage of the target language as well as observations related to language use (native or non-native) and cultural identities.
  - a. How did these experiences affect you? Did they change your perspectives about languages and cultural identities? Why or why not?

### **Weekly Sign-in Sheets:**

Students will be required to keep a signature log of their attendance for each session. For every service session, a supervisor or administrator will need to sign this sheet. The signature will indicate that the student:

1. Arrived on time (i.e., accounted for “set up” time before the appointed session time so that all materials were ready as allowed by the organization)
2. Was appropriately prepared
3. Conducted all activities in a professional manner; if teaching or tutoring, the student used developmentally appropriate practices that also corresponded with the curriculum utilized by the organization

Commenting spaces will be provided so that supervisors/administrators/instructors can note specific comments about student successes or issues with student attendance or preparation.

### **Final Paper:**

A final paper must be submitted for the course that outlines AND explores the following topics:

1. What did you do in your community service?
2. How did this aid in your career development?
3. How do you think your involvement aided the community? Why?
4. What successes and challenges were most remarkable for you? Why?
5. What did you learn about how language, culture, and communities are connected? If you were teaching a foreign language, what did you learn about native and second/foreign languages in relation to cultural identities?

Specific examples of your experiences must be given to support your descriptions and thoughts. Final papers should be written in French, and should be 4-5 pages in length at minimum.

### **Course Scheduling:**

Course scheduling will be established on an individual or small-group basis each semester based on community availability and student opportunities. Be sure to stay in close contact with me regarding your community assignments and schedules.

## **Supervisor/Administrator/Instructor Review:**

At the end of the semester, the on-site supervisor (administrator, instructor, director, etc.) will submit a report addressing the student's performance throughout the program. This may be in written or voice format, but it will address the following:

### I. Goals and Objectives

#### a. For teaching and tutoring sessions

- i. Did the student communicate overall/general goals for their engagement?
- ii. Did the student have apparent learning goals for each session?
  1. Teaching: Did lesson plans have a clear objective/essential question? Did lesson plans address ways to assess attainment of these goals? Did lesson plans work toward communicative goals in a developmentally appropriate format given the organizational format?
  2. Tutoring: Did the student consistently try to establish connections between the work being done in the community and overall curricular goals set by the institution/school? Did the student use tutoring time to work toward communicative goals in a developmentally appropriate format given the curriculum?

#### b. For translation and interpreting sessions

- i. Did the student consistently try to establish the unique needs of each individual situation?
- ii. Did the student consistently try to identify and follow any legal or organizational requirements for translation or interpretation, based on the type of material?
  1. If translation or interpretation by a certified individual is needed, did the student follow appropriate protocols to pursue this issue in a timely manner?
  2. Did the student follow up on such issues?



## II. Student Comportment

- a. Did the student exhibit consistent attendance for each session not related to VSU approved excuses (were there 1 or more sessions missed or cancelled)?
- b. Were there a significant number of rescheduled sessions not related to VSU approved excuses (2 or more)?
- c. Did the student consistently arrive with appropriate materials? Including, but not limited to:
  - i. Attendance signature log
  - ii. Teaching materials
  - iii. Dictionaries or other translation/interpretation aids
  - iv. Technology aids, as appropriate and available
  - v. Paper, pencils, other writing/communication materials
  - vi. Curriculum materials, if available and/or needed

## III. Overall Perceived Benefit

- a. What are your thoughts on the overall benefit of the student's work in your organization/community?
- b. Are there any notable successes that you would like to see implemented again in the future, even with another student?
- c. Are there any areas for improvement for this student as they continue their community service work at VSU and beyond?

### **Attendance and Participation:**

Because students will be working with members of the community, it is of the utmost importance that students attend ALL scheduled sessions and arrive prepared in a *timely manner*.

*Faites attention!* These organizations or individuals have adjusted their schedules to make time for your visits and endeavors. Consistent rescheduling, failure to attend, lack of preparation, or habitual lateness disrupts the learning and progression of all involved. **Any consistent patterns of absences, rescheduling, lateness, or lack of preparation on the part of the student will result in a failing grade.**

Note 1: It is always good practice to plan to arrive at least 15 minutes early for your sessions. This ensures that you can plan for traffic and will have time to be prepared/set up for any activities by the official beginning time of your session. Students should be prepared to begin any activities by the appointed time—*not* to begin setting up materials/preparing.

**Remember that your attendance sheet must be signed for EVERY session!**

Note 2: FLED students participating in teaching activities with local individuals or organizations must take special care to ensure that they prepare lessons in advance and arrive with all materials need for their lessons. Questions about lessons can be addressed beforehand with me, but students *must* allow at least 1 week for review and revision if they would like to do so.

Given these policies, attendance will be monitored by the signature log, blog/journal entries, and the final supervisor report described above. Site supervisors will be informed that they can contact me at any time during the semester to discuss issues regarding absences, rescheduling, tardiness, lack of preparation, or any other concerns as related to student attendance and participation.

### **Communication with Your Professor:**

Best method: in person or Skype

2<sup>nd</sup> best: email

Make note of the email address and Skype ID at the top of this document. **NOTE: Emailing or Skyping does not absolve students from any course responsibility or deadline unless you receive confirmation from me.** There may be periods when I do not have regular email access, however I will respond as quickly as possible because I know that your communications are important!

I will check my VSU email much more frequently than my D2L one. **Please use this account as your primary method of email.**

Unless otherwise noted, emails received after 10:00 PM M-F will be answered the next weekday morning. With anything urgent you should always contact me in class as well. ***The most important thing about communicating with me is that you do so. Make arrangements with me so we can look at things together before you get behind or frustrated.***

In addition: please note that any email communications with your professor or your cooperating supervisor are an important component of your coursework and participation grade. *Please be sure to copy me on all emails to your cooperating supervisor.* All emails should follow appropriate technical and professional guidelines. This means that any messages should include a proper salutation and a proper closing (i.e., just your name or something like "Sincerely,"). Also, no emoticons, abbreviations outside of course lingo, or slang should be used in the composition of the email. It is good practice to consider emails to professors or other community members just as one would an email to a boss or superior. This applies to messages sent from your computer or your phone. Failure to follow these guidelines will result in a reduction in participation grades.

Any urgent news or info will be announced via email so be sure to check your VSU account at least 4 times per week.

## **Academic Integrity:**

“Academic integrity is the responsibility of all VSU faculty members and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and faculty members’ syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.” [VSU Academic Integrity Code](#)

The Academic Integrity policy will be taken very seriously in this course. Students are expected to follow all university guidelines pertaining to academic integrity. **All work for this class must be done by the individual student unless stated otherwise by the instructor. Electronic or online translators, automatic conjugators, help from native speakers or more advanced students (excluding approved tutors), and copying of print sources from the Internet or anywhere else are all strictly forbidden. IF THERE IS A SUSPICION OF USE OF ONLINE TRANSLATORS OR OTHER PROHIBITED RESOURCES, WORK WILL BE GIVEN A FAILING GRADE.**

## **The Student Success Center:**

The [Student Success Center \(SSC\)](#) provides free peer tutoring in core courses, including French. It also offers Regents’ Test preparation, time management, and study skills workshops. In addition, you can find free professional academic advising and on-campus job information in one location. *Help is available to ALL VSU STUDENTS!*

## **Access Office for Students with Disabilities:**

Students requesting classroom accommodations or modifications due to a documented disability must contact the [Access Office for Students with Disabilities](#) located in Farber Hall. *They should also discuss these needs with the professor at the beginning of the semester so that all available methods for help can be determined.*

## **Student Opinion of Instruction Forms**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available. SOI responses are anonymous to instructors/administrators. Instructors will be able to view only a summary of all responses three days after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the data until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. [Complete information about the SOIs](#), including how to access the survey and a timetable for this term is available.

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