

Teaching Portfolio

Victor L. Padilla-Sanchez

Contents

I. Background Information	3
Cover Letter	4
Teaching Philosophy	5
Resume	7

II. Teaching Artifacts	8
Classroom Management Plan	9
Directed Reading/Writing Lesson	18
Video Self-Review	28
Reflective Commentary by the teacher	32

III. Professional Information	33
Letter of Recommendation	34
VCCS Career Switcher Program	35

I. Background Information

Victor L. Padilla-Sanchez
5622 Columbia Pike #106
Falls Church, VA 22041
703-973-7694
vpadilla_vpadilla@yahoo.com

TO WHOM IT MAY CONCERN:

I would like to apply for a Spanish teaching position. Please consider me for positions that may be available.

I am a Spanish Native Speaker, I have a Bachelor in Computer Engineering, I have completed the Praxis II and VCLA, I have worked in D.C. Public Schools as an Educational Aide, and I finished up the Level One of the VCCS Career Switcher Program in May 2010.

After finishing up the Level One of the VCCS Career Switcher Program in May 2010, **I am licensed to teach Spanish (K-12)**. Level One preparation gave me the opportunity to get an intensive induction into curriculum and instruction methods, course content relating to the Standards of Learning, differentiation of instruction, reading in the content area, classroom/behavior management, and human growth and development. In addition to coursework, I fulfilled two weeks of supervised field placement during Level One at JEB Stuart HS. **Link to field placement:** <http://www.youtube.com/watch?v=hYUivKvilYs>

I know that the combination of my experience, education, and motivation to excel will make me an asset to your school.

I am sure that it would be worthwhile for us to meet. Should you have any questions, you may reach me via phone (703-973-7694) or via email (vpadilla_vpadilla@yahoo.com). Thank you for your consideration.

Sincerely,

Victor Padilla

Teaching Philosophy

Working as a teacher assistant in a public school, I got a feeling that I could make a difference in students' lives. This feeling was so rewarding that I knew what I wanted to do the rest of my life was to be a teacher to help children to have a better future with the help of a good education. I believe the purpose of teaching is to create productive individuals who have good morals and have good judgments and use their knowledge to help society. I know education has the power to shape an individual's life. As a Spanish teacher, I should help mold a student's life providing an appropriate learning environment being a role model, stimulating love for learning, and promoting tolerance.

Being a role model, I should encourage students to see rewards of schooling. Being a guide, facilitator, partner, I should give students meaning and direction to their lives to make them act mindfully and set goals to follow their dreams. Student self-beliefs have a great influence on student's success in school. I should be able to identify and understand the needs of students to support their growth and development developing caring relationships with them. According Piaget's theory if students have a problem, they will be motivated to solve it getting knowledge. According Maslow's theory, students will be motivated to get knowledge depending on their personal needs. I should be responsible to motivate students finding ways to make them learn the lesson dealing with their feelings taking care of their special characteristics.

I should have a teaching style that stimulates love for learning. Gardner's theory states that all seven intelligences are needed to function productively in society. The theory of multiple intelligences can help teachers to understand better the different ways students think and learn and take advantage of the skills of the children to make them learn better with the most convenient way to present the lesson. Students learn in different ways, so I need to vary my methods of instruction to incorporate visuals, movement, listening activities according to the situation motivating children to learn. Constructivism is a key concept in that it respects student differences and allows students to use their own prior knowledge and experiences to make connections and learn. Learning experiences based on real-life problems can help students deal with some of the issues they may be faced with in their real lives. Learning by doing give students the motivation to work in group taking advantage of their own skills to pay

attention, do their homework, participate, ask questions, etc. Using various modalities, I will ensure that all children achieve the basic student right of consistent, quality instruction.

Every student deserves to be treated with respect. Every student should have an opportunity to reach his/her individual potential. Today's classroom student body represents more diversity than ever. These students have their particular learning styles, interests, and abilities. Teachers have to take advantage of diversity motivating students learn from each other. The classroom atmosphere and the interactions of the students with each other and with the teacher should be based on respect and trust. Teachers and students should respect the point of view and opinions of everybody in the class. I should facilitate successful learning opportunities for all learners. I am a facilitator and I can learn from listening to students' views about what they learned and their suggestions on how the class can be better. Cooperative learning groups will expose individual attitudes, ideas, experiences, and beliefs opening communication between different group members despite race, sex, age, etc. Intentional instructional diversity will benefit all students. Serious consideration of culture and learning styles together will offer the opportunity to succeed academically, socially, and emotionally in a colorful life.

As a Spanish teacher, I must remain current on subject content and technology. Technology is inherent more engaging for students of every age than lecture. I will always try to take advantage of technology to improve the learning environment of the class to get the attention of all students. With the help of technology, I will guide students from the known to the unknown arousing their curiosity making them enjoy learning.

Victor L. Padilla
5622 Columbia Pike #106
Falls Church, VA 22041
Phone: (703) 973 7694
[vpadilla vpadilla@yahoo.com](mailto:vpadilla_vpadilla@yahoo.com)

Objective

To work as a Spanish teacher.

Experience

DC Public Schools
(Seaton Elementary School)
(Educational AIDE)
2008 – NOW

<http://www.k12.dc.us>

DC Public Schools
(Woodrow Wilson High School)
(Educational AIDE)
2007 – 2008

<http://www.k12.dc.us>
<http://www.wilsonhs.org>

Gesfor Osmos S.A.
(Systems Consultant) – Lima-Peru
1998 – 2004

<http://www.gesfor.es/> (Spain Main Home)
<http://www.gesfor-osmos.com/> (Peru Branch)

Cegecoop “La Union”
(Analyst Programmer) – Lima-Peru.
1996 – 1997

<http://www.launion.edu.pe/index2.htm>

Education

- 1996 Technician in Informatics and Computing at San Ignacio de Loyola Institute in Lima – Peru.
- 2000 Bachelor in Software Engineering at San Ignacio de Loyola University in Lima – Peru.
- 2006 Master Degree in Artificial Intelligence at St. Petersburg State Polytechnical University in Saint Petersburg – Russia.
- 2010 **Endorsement in K-12 Spanish, May 2010**
Alternative Teacher Licensure Program, Annandale, Virginia
Virginia Community Colleges Career Switcher Program

References

Mr. Yanez (703) 824 4542
Ms. Thorne (202) 716 5572
Ms. Sothern (202) 673 7215

U.S Permanent Residency
(Green Card holder)

II. Teaching Artifacts

Classroom Management Plan

Classroom Management Plan

Students need to understand clearly what the teacher expects from them and what they can expect from their teacher.

ORGANIZATION

BEFORE THE FIRST DAY OF CLASS

The teacher will:

1. Identify concerns that can interfere with the students learning.
2. Determine the seating chart to create an adequate classroom environment.
3. Prepare his paperwork.
4. Plan his procedures.

DURING THE FIRST DAY OF CLASS

1. Classroom rules will be discussed and posted in the classroom the first day of class.
2. Classroom procedures will also be discussed the first day/week of class.

AFTER THE FIRST DAY OF CLASS

1. Lessons and assignments for each day will be planned in advance to keep students well-informed and motivated.
2. Lesson plans will follow the standards and the objectives of the course.
3. Lessons will be planned to teach students the objectives of the course and students will be evaluated according these objectives.
4. The agenda for the day will be written on the board.

PROCEDURES:

BEGINNING THE CLASS

1. Students will be in their seat when the bell rings and will have the required materials. It will result in a tardy if a student is not in his/her seat when the bell rings.
2. Students will be engaged in the warm-up question(s) with their homework on their desk. The teacher will take attendance and collect homework.
3. The teacher will answer questions regarding homework or previous lesson, clarify any misunderstandings, and use this as a transition into the new lesson.
4. Students who were absent need to look in the "Absent Folder" for their missed assignments.
5. Students who are tardy will do their best to meld into what the class is doing.

USE OF CLASSROOM RESOURCES

1. The teacher's desk, chair, and all materials on their desk are off limits to students.
2. Materials in the classroom need to be returned to their original place before the end of the lesson.
3. Technology equipment will be operated by the teacher.

OUT OF CLASSROOM PROCEDURES

1. The first day of school students will know where to go and what to do during an emergency.
2. Students will conduct themselves responsibly while outside the classroom.
3. Students will be respectful of all property of the school.
4. Students can get hall passes when the teacher is not lecturing.

ENDING THE CLASS

1. With the help of students, the teacher will summarize what was learned that period.
2. Homework assignments will be given out at the end of the lesson.
3. The classroom will be cleaned and returned to the state it was before the lesson began.
4. The teacher will dismiss the class.

DISCIPLINE

RULES:

1. The teacher and students will arrive to class on time.
2. Students will be prepared for the lesson and in their seat when the bell rings.
3. The teacher and students will be respectful of each person in the class and their materials.
4. Students will follow directions the first time given.
5. Students should raise their hand before speaking.
6. Concerns must be discussed with teacher privately.
7. Students should attend to personal needs before coming to class.
8. Students will follow the school code of conduct for technology usage and acceptable behaviors in the classroom.
9. Students should adhere to "Student Expectations".
10. At the end of the period, students will remain in their seat until they are dismissed.

CONSEQUENCES OF NOT FOLLOWING CLASSROOM RULES:

1. First Offense: The student will receive a verbal warning.

2. Second Offense: The student will have a teacher-student discussion.
3. Third Offense: The student will have a parent notification and detention.
4. Fourth Offense: The student will have a student-parent-principal conference and detention.
5. Fifth Offense: The student will be temporarily removed from the classroom to plan a strategic solution to deal with the particular situation.

EXPECTATIONS OF THE STUDENT:

1. Abide by classroom rules.
2. Each student will do his/her best.
3. Actively participate in each lesson.
4. Do his/her homework assignment.
5. Be responsible for his/her actions.

EXPECTATIONS OF THE TEACHER:

1. Be prepared for each class.
2. Be fair to each student.
3. Show enthusiasm in the subject matter.
4. Promote a safe classroom environment.
5. Teach considering the different kinds of learning styles, abilities, and disabilities of students when planning lessons.
6. Be always available to students who need help.

PROCEDURES:

MINOR DISRUPTIONS

Small disruptions will be dealt with by the teacher “working the crowd” using body language, wisdom, experience, and social skills. To avoid brat behavior, the teacher will be consistent showing that “no” means no. To eliminate backtalk and “curveballs”, the teacher will use body language instead of talking. Teachers will emphasize that both the teacher and students have a responsibility to support the learning of the entire class showing that discipline comes before instruction.

ON-GOING DISCIPLINE ISSUES

The teacher will have a misbehavior folder to deal with the student without wasting time when the student acts in unacceptable ways. The teacher will ask the student to meet to discuss his/her behavior after class. If there is something that is affecting his/her behavior in class, the teacher should “crack the code” of student’s behavior to see the hidden message and solve the problem instead of getting angry to mean business. If the misbehavior continues, the teacher should contact the student's parents to ask them to help the student improve his/her behavior. If the negative behavior continues, the teacher will call a conference with parents, the student, and him to help the student to improve his/her behavior with an action plan.

AGGRESSIVE BEHAVIOR

If a student becomes violent in the classroom, the teacher should be calm. Emotions are contagious. If the teacher is calm, he will have a calming effect on the student. Manipulating his emotions and being calm, the teacher should separate that student from the rest of the class and call security to send him/her to the office. If the teacher needs to bring the student to the office, he will get another staff member to watch the class while he is away. The teacher should resume teaching as soon as possible.

INSTRUCTION

BEFORE THE BEGINNING OF THE UNIT

The teacher will:

1. Identify the learning goals according to the standards.
2. Plan lessons to teach students the objectives of the course.

3. Plan lessons and assignments to give an effective instruction to all kind of learners.

4. Plan lessons including materials and activities for students according to their needs, interests, and abilities at the appropriate level of difficulty.

DURING THE UNIT

The teacher will:

1. Diagnose the strengths and weaknesses of students and use these to guide instruction.

2. Make every effort to address the needs, concerns and problems of each student.

3. Provide well-planned instruction with lesson plans that follow the standards and the objectives of the course.

4. Vary his teaching style according to the situation to attract the different learning styles in the classroom showing the material in different ways.

5. Use “Praise, Prompt and Leave” strategy, “Visual Instructional Plans”, and “Say, See, Do Teaching” strategy to build independent learners looking for mastery.

6. Provide students feedback and help them self-assess their progress toward achieving their goals identifying what they already know about the topic, thinking about the topic in advance, and comparing the new knowledge with what is known.

7. Have students keep notes on the knowledge addressed in the lesson.

8. Ask students to work individually or in cooperative groups to practice the instruction monitoring them.

9. Assign homework giving students opportunities to improve their knowledge.

AT THE END OF THE UNIT

1. The teacher will provide students with clear assessments of their progress on each learning goal according to the standards.

MOTIVATION

COURSE

The teacher will:

1. Tell students what they must do to succeed in the class.
2. Avoid intense competition among students to improve the learning environment.
3. Give students options on assignments to motivate them to work hard developing deeper understanding.
4. Give students many opportunities to succeed increasing the difficulty of the material as the semester progresses to motivate them to do their best.
5. Break the routine incorporating a variety of teaching activities and methods in the class.
6. Plan and prepare the lesson in varying ways to meet the needs of the students in the classroom.

ENVIRONMENT

The teacher will:

1. Create an atmosphere that is open and positive.
2. Help students feel that they are valued members of a learning community.
3. Respect students' differences and allows students to use their own prior knowledge and experiences to make connections and learn.
4. Do everything to satisfy the physiological, safety, belongingness, and esteem needs of their students.

5. Show that “each student has unique talents, abilities, goals, challenges, and circumstances”.
6. Demonstrate students that he cares about them.
7. Encourage students to see rewards of schooling.
8. Give students meaning and direction to their lives to make students act mindfully and set goals to succeed.
9. Help students develop conative attitudes connecting knowledge, affect and behavior.
10. Develop positive relationship with parents of students to make these parents help their children to be motivated in class.

FEEDBACK

The teacher will:

1. Give frequent, early, positive feedback that supports students' beliefs that they can do well.
2. Reward success publicly giving students some indication of how well they have done.
3. Introduce students to the good work done by their peers to emphasize the importance of a good work improving the general knowledge.
4. Be specific when giving negative feedback to identify students' weakness and correct it making students understand that his comments relate to their performance, not to them as individuals.

GRADING

The teacher will:

1. Emphasize mastery and learning rather than grades.
2. Design tests that encourage the kind of learning he wants students to achieve.

3. Avoid using grades as threats.

INSTRUCTION

The teacher will:

1. Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.
2. Help students find personal meaning and value in the material.
3. Design assignments, in-class activities, and discussion questions to address own needs of students.
4. Make students learn by doing, making, writing, designing, creating, solving.
5. Show enthusiasm and organization using appropriate, concrete, and understandable examples.
6. Make assignments, give presentations, conduct discussions, and grade examinations holding high but realistic expectations for students.
7. Encourage students to focus on their continued improvement helping them set achievable goals for themselves evaluating their progress to analyze their strengths and work on their weaknesses.
8. Use effective questioning techniques to make students understand the lesson in a better way.
9. Make students use journals to know what they think and motivate them.
10. Vary their methods of instruction to incorporate visuals, movement, listening activities according to the situation motivating children to learn.
11. Use an adequate system of incentives to create a culture of success with an appropriate balance between quantity of work and quality of work.

Directed Reading/Writing Lesson

I have included five opportunities to write during the Directed Reading Lesson. First, during the **Readiness** part, I gave students a worksheet with new vocabulary. Students wrote a simple sentence using each word to build understanding. Second, during the **Silent Reading** part, students filled in a graphic organizer explicating similarities and/or differences between the world of their grandparents and their world to be focused on the topic of the lesson improving understanding. Third, during the **Discussion** part, students were working in small groups sharing their ideas and thoughts about the song. After that, they wrote paragraphs using their graphic organizers describing similarities and/or differences between the world of their grandparents and their world. It made them reinforce the reading. Fourth, during the **Rereading** part, students read the song with a different purpose writing paragraphs addressing environmental problems and solutions. It helped them reflect about the reading. Fifth, during the **Follow-Up** part, students did their homework writing their answers to the questions about the song to reinforce the knowledge learned.

Writing helps students get more opportunities to get a deeper understanding of the material. Writing before the reading, students set a purpose for the reading making connections between what they know and the subject of the reading. Writing during the reading, students clarify and review what has happened so far evaluating the reading critically. Writing after the reading, students understand the meaning of the reading thinking about the given information. Many teachers think that it is better to cover the curriculum requirements instead of doing writing because it takes time. These teachers don't know that when they incorporate writing in their content areas, the need for review and the need for reteaching after testing are sufficiently reduced. Incorporating writing in their lessons, teachers will benefit students giving them: a resource for better understanding content, a technique which aids retention, and a way to write better.

Depending on the purpose of the writing, writing should be first draft or edited form. Generally, writing activities fall into two groups: expressive and product writing. Expressive writing should be first draft. Expressive writing appears in learning logs, journals, exit summaries, problem analyses, or peer dialogues, and allows the student to write in his/her own vocabulary without fear of being corrected. It helps students to get confidence improving their learning. It can be used as formative assessment. Product

writing should be edited form. Product writing appears in more formal products (such as essays, test question responses, library papers, and lab reports). It can be used as summative assessment.

Teachers shouldn't assume that students are experienced in completing a writing assignment. If students need, teachers should guide students through the prewriting process. Prewriting is the planning stage of the writing process. Content teachers should assist students explaining the phases of prewriting. These phases are: 1) clarify the assignment, 2) examine models and induce specifications, 3) generate/locate ideas, 4) delineate the topic, 5) organize/sequence ideas, compose orally, and 7) write draft.

Reviewing my Directed Reading Lesson, I realized that I have used writing as a learning tool in the following parts: Readiness, Silent Reading, Discussion, Rereading, and Follow-Up. However, I would like to add one more writing activity to teach students the phases of Prewriting. I will do this in a 45-minute activity making students write a first draft of an essay using their graphic organizers to talk about environmental problems and solutions. Teachers should not assume that students are experienced in revising and editing their first drafts. Teachers should help students in following their drafts through to a final product allowing students reread their drafts to have a review with a fresh perspective organizing their ideas and editing them.

The components of the Directed Reading Lesson are in red font.

Spanish Lesson Plan – Protecting the Environment – Grade Level: 9/10 – Spanish III	
Established Goals:	
Standard Addressed:	
<ul style="list-style-type: none"> • SIII.3 The student will comprehend spoken and written Spanish presented through a variety of media and based on new topics in familiar and unfamiliar contexts. • SIII.4 The student will present information orally and in writing in Spanish, combining learned and original language in increasingly complex sentences and paragraphs. 	
General Goal:	
<ul style="list-style-type: none"> • Students will have talked about the importance of protecting the environment to save life in the planet earth. Students will reflect about the responsibility to protect the environment to get clean air to breath in, to have potable water, to resist flood and draught, to enjoy suitable atmospheric temperature, to grow sufficient vegetables, etc. 	
Specific Objectives:	
<ul style="list-style-type: none"> • Students will learn vocabulary and be able to talk about the environment. • Students will write a paragraph talking about the environment. • Students will exchange simple spoken and written information in Spanish related to the theme. 	
Understandings: <i>Students will understand</i>	Essential Questions:

<p><i>that...</i></p> <ul style="list-style-type: none"> • Students will understand that they should protect the environment. • Students will understand that people will die if they don't protect the environment. • Students will understand how the environment affects their lives. 	<ul style="list-style-type: none"> • This lesson should be done after reviewing new vocabulary. • How would students protect the environment? • How would students describe the problems of the environment? • How would students solve the problems of the environment?
---	--

Students will know...

- Students will know that people's life depend on the environment.
- Students will know how the environment was before they were born.
- Students will know that there is new vocabulary to be used to talk about the environment.
- Students will know that the environment should be protected for everybody.

Stage 2 – Assessment Evidence

Formative Assessment:

- Teacher will use the attached rubric to assess class participation.
- Questioning before the lesson.
- Questioning during the lesson.
- Questioning after the lesson.
- Homework.
- Journal.
- Guided practice.
- Individual practice.
- Exit ticket.

Summative Assessment:

- Teacher will use the attached rubric to assess vocabulary, content, pronunciation, and clarity.
- Teacher will use the attached rubric to assess student's completed paragraph for correct usage of vocabulary, comprehension, grammar, and overall congruence of paragraph.

Stage 3 – Learning Plan

Learning Activities:

Time required for lesson

- 90 minutes

Materials:

- Paper
- Pencils

Anticipatory Set:

Readiness-Motivation: Video clip to arouse student interest.

- (3 minutes) Teacher shows a small video with the song "¿Dónde jugarán los niños?" from <http://www.youtube.com/watch?v=TsX6ijqdlFA&feature=related>.

Activities: (90 minutes)

Readiness-Tapping Background of Experience: "jigsaw" activity, a form of cooperative learning.

- (5 minutes) Teacher explains that students will be divided in small groups to talk about how is the environment in Spanish.

Readiness-Concept Development/Vocabulary: seeing a picture of the vocabulary word.

(1 minute) Teacher gives students a worksheet with new vocabulary.

(10 minutes) Teacher explains the new vocabulary showing pictures and students **write a simple sentence using each word.**

(1 minute) Teacher gives students the song "¿Dónde jugarán los niños?" in a piece of paper.

Readiness-Purpose for Reading: being informed of the importance of protecting the environment.

(2 minutes) Teacher explains to students that the purpose for reading this song is to be informed.

Students should be able to use the thinking skill of comparison and/or contrast to explain similarities and/or differences between the world of their grandparents and their world. They should know how the environment has changed.

Teacher should provide students with the background knowledge necessary for their comprehension

of the reading passage or activate the existing knowledge that the students possess. In this case, teacher uses all the activities above to improve the comprehension of his students including anticipatory set activities.

Silent Reading: writing answers to the purpose for reading.

- (10 minutes) Students read the song and fill in a graphic organizer explicating similarities and/or differences between the world of their grandparents and their world.

Discussion: reinforcing their learning of the material.

- (5 minutes) Teacher explains that students will be divided in small groups to talk about the song giving students additional time to process the content information.
- (3 minutes) Students continue filling in their graphic organizers explicating similarities and/or differences between the world of their grandparents and their world.
- (15 minutes) Students write paragraphs using their graphic organizers describing similarities and/or differences between the world of their grandparents and their world in Spanish.
- (1 minute) Teacher collects the paragraphs. (The paragraphs become a formative assessment.) Teacher should engage students to interact with classmates to improve their learning. In this case, teacher uses the discussion activities above to improve the comprehension of his students.

Rereading: writing reflections about the reading.

- (10 minutes) Students read the song again thinking about environmental solutions.
 - (15 minutes) Students write paragraphs addressing environmental problems and solutions.
- (1 minute) Teacher collects the paragraphs. (The paragraphs become a summative assessment.)
(3 minutes) students listen to the song singing or dancing. Students like the music and better remember the new words.

Follow-Up: homework to reinforce the knowledge learned.

- (1 minute) Students should answer questions about the song: HOMEWORK

Phases of Prewriting.

HOMEWORK:

Un análisis escrito

ANSWER THE QUESTIONS (Conteste las preguntas sobre la canción.)

1. Cuenta el abuelo que de niño él jugó entre árboles y risas y alcatraces de color. Recuerda un río transparente sin olor donde abundaban peces, no sufrían ni un dolor. Cuenta el abuelo de un cielo muy azul, en donde voló papalotes que él mismo construyó.

1. Describa el mundo que recuerda el abuelo. Use Ud. su imaginación y refleja sobre el mundo de sus antepasados. (Recuerde la diferencia entre el pretérito y el imperfecto.)

2. El tiempo pasó y nuestro viejo ya murió. Y hoy me pregunté después de

2. ¿Qué le pasó al abuelo? ¿Por qué se preocupa el autor de la canción? ¿Cuáles son los problemas?

tanta destrucción,
¿dónde diablos jugarán
los pobres niños?
¡Ay ay ay! ¡en dónde jugarán?
Se está pudriendo el mundo.
Ya no hay lugar.

3.
La tierra está a punto de
partirse en dos.
El cielo ya se ha roto,
ya se ha roto en llanto gris.
La mar vomita ríos de aceite sin cesar.
Y hoy me pregunté después de
tanta destrucción,

3. Añada sus propias observaciones para
describir el estado actual del mundo.

4.
¿dónde diablos jugarán
los pobres nenes?
Ay ay ay. ¡En dónde jugarán?
Se está partiendo el mundo
Ya no hay lugar. ¡Ay! ¡No!

4. ¿Sugiere el autor algunas soluciones?
¿Qué ideas tiene Ud.? ¿Hace Ud. algo
personalmente para efectuar cambios?

THE SONG:

¿Dónde jugarán los niños? (Mana)

Cuenta el abuelo que de niño él jugó
entre árboles y risas y alcatraces de color.

Recuerda un río transparente sin olor
donde abundaban peces,
no sufrían ni un dolor.

Cuenta el abuelo de un cielo muy azul,
en donde voló papalotes

que él mismo construyó.

El tiempo pasó y nuestro viejo ya [murió](#).

Y hoy me pregunté después de

tanta [destrucción](#),

¿dónde [diablos](#) jugarán

[los pobres niños](#)?

¡Ay ay ay! ¿en dónde jugarán?

Se está [pudriendo](#) el mundo.

Ya [no hay lugar](#).

La tierra está a punto de

[partirse](#) en dos.

El cielo ya se [ha roto](#),

ya se ha roto en [llanto](#) gris.

La mar vomita [ríos de aceite](#) sin cesar.

Y hoy me pregunté después de

tanta destrucción,

¿dónde diablos jugarán

[los pobres nenes](#)?

Ay ay ay. ¿En dónde jugarán?

Se está partiendo el mundo

[Ya no hay lugar](#). ¡Ay! ¡No!

Comments:

- This lesson is designed to last two class periods (about forty-five minutes each). The second day could continue with a brief recap of what had happened the day before and then students will continue writing their paragraphs using their graphic organizers describing similarities and/or differences between the world of their grandparents and their world in Spanish.

Independent Practice:

- Students will write paragraphs describing how to protect the environment.

Closure:

- Students will share their paragraphs.
- Go over the lesson vocabulary.

Adaptations (for students with learning disabilities):

- Students will write sentences and paragraphs according to their skills.

Extensions (for gifted students):

- Students will write sentences and paragraphs according to their skills.

Possible connections to other subjects:

- Art

Differentiation:

- After identifying essential understanding, the teacher should identify special tasks to determine students' levels of readiness. Tiering is how the teacher adjusts assignments and assessments according to students' readiness levels, interests, and learner profiles. This lesson plan considers adaptations for students with learning disabilities and for gifted students. This lesson also includes in the anticipatory set a video to attract the attention of different kids of learners. During the activities, the teacher puts students to learn by doing to involve everybody in the learning process.

Future Planning:

- At the end of the lesson getting feedback from assessments, the teacher will know how to prepare a lesson for the next class to be more effective. For example, teacher can decide to motivate students changing his teaching style according to their students' preferences. Reviewing the original lesson plan, the teacher will focus on giving each student an opportunity to understand the content and make connections with their prior knowledge. Engaging students with different activities while introducing the new vocabulary will help them understand these new concepts.

CLASS PARTICIPATION RUBRIC

	1	2	3	4
Preparation	WAS NOT PREPARED FOR CLASS; MOST REQUIRED MATERIALS WERE NOT PRESENT; MOST TASKS WERE NOT COMPLETED	WAS SOMEWHAT PREPARED FOR CLASS; SOME REQUIRED MATERIALS WERE PRESENT; TASKS WERE PARTIALLY COMPLETED	WAS PREPARED FOR CLASS; MOST REQUIRED MATERIALS WERE PRESENT; TASKS WERE MOSTLY COMPLETE	WAS WELL PREPARED FOR CLASS; ALL REQUIRED MATERIALS WERE PRESENT; ALL TASKS WERE COMPLETED
Participation	CONTRIBUTED VERY LITTLE TO CLASS DISCUSSION; REFUSED TO ANSWER AND SHARE IDEAS EVEN WHEN PROMPTED; USED SPANISH FEW TIMES, IF AT ALL; WASTED CLASS	PARTICIPATED PASSIVELY IN CLASS DISCUSSION; WAS PROMPTED TO ANSWER AND SHARE IDEAS; USED SPANISH SOME OF THE TIME; MISUSED CLASS TIME	PARTICIPATED IN CLASS DISCUSSION; VOLUNTEERED TO ANSWER AND SHARE IDEAS MOST OF THE TIME; USED SPANISH OFTEN; USED CLASS TIME WELL	PARTICIPATED ACTIVELY IN CLASS DISCUSSION; VOLUNTEERED FREQUENTLY TO ANSWER AND SHARE IDEAS; USED SPANISH A MAJORITY OF THE TIME; USED CLASS TIME VERY WELL
Time	SHOWED A NEGATIVE ATTITUDE TO LEARNING; MADE NO EFFORT TO ACHIEVE CLASS OBJECTIVES; STRAYED FROM TASK FREQUENTLY; WAS DISRUPTIVE	SHOWED A NEUTRAL ATTITUDE TO LEARNING; MADE MINIMAL EFFORT TO ACHIEVE CLASS OBJECTIVES; SOMETIMES STRAYED FROM TASK; WAS DISTRACTING	SHOWED A POSITIVE ATTITUDE TO LEARNING; MADE EFFORT TO ACHIEVE MOST CLASS OBJECTIVES; STAYED FOCUSED ON TASK; WAS NOT DISRUPTIVE	ALWAYS SHOWED A POSITIVE ATTITUDE TO LEARNING; ALWAYS MADE EFFORT TO ACHIEVE CLASS OBJECTIVES; ALWAYS STAYED FOCUSED ON TASK; FACILITATED OTHERS' LEARNING

CLASS GENERAL RUBRIC				
	1	2	3	4
Written Skills	Has difficulty with spelling, accents, and simple sentences; limited vocabulary; difficulty with grammatical skills	Able to write simple sentences; understands basic grammatical concepts, vocabulary is developing; has some difficulty with spelling	Able to write complex sentences, understands intermediate grammatical concepts, enhanced Vocabulary	Advanced vocabulary and grammatical skills enhance the composition of clear, focused, creative paragraphs
Projects	Unorganized and meets less than half the requirements; displays little to no creative thought, does not display basic understanding of the language	Project meets half of the requirements; well-organized; some originality and creative thought; displays a basic understanding of the language	Project is well organized and meets most requirements; understanding of the language is displayed through creative thought and use of materials	Project is well-organized and meets all requirements; exceptional understanding of the language is displayed through creativity and varied use of materials
Grammatical Skills	Has little command of basic grammatical concepts	Makes frequent errors when attempting to use new grammatical concepts; has difficulty retaining old concepts	Makes some errors when using new grammatical concepts; able to retain old concepts	Uses old grammatical concepts as a natural foundation for the layering of new concepts; experiments with new knowledge/ skills
Verbal Skills	Monotone, stumbles over words, mispronunciation; lacks confidence with language, little effort	Some mispronunciation, expressive with familiar material, stumbles over newly learned vocabulary, occasionally makes noticeable effort	Clear articulation of familiar words; some mispronunciation of new vocabulary; displays ability to hold a basic conversation, makes solid effort	Exceptional confidence with vocabulary and pronunciation displayed through poise, clear articulation, and enthusiasm; able to engage in complex dialogue

Creativity	Project includes little variety in presentation techniques	Material presented with little originality or creative thought	Some apparent originality displayed through creative use of materials	Exceptional originality of presented material
-------------------	--	--	---	---

Formative Assessment:

- Teacher will use the attached rubric to assess class participation.
- Questioning before the lesson.
- Questioning during the lesson.
- Questioning after the lesson.
- Homework.
- Journal.
- Guided practice.
- Individual practice.
- Exit ticket.

Summative Assessment:

- Teacher will use the attached rubric to assess vocabulary, content, pronunciation, and clarity.
- Teacher will use the attached rubric to assess student's completed paragraph for correct usage of vocabulary, comprehension, grammar, and overall congruence of paragraph.

Formative Assessment:

The class participation rubric will help the teacher to give feedback on participation to motivate students, but it won't be included in the end-of-grading-period grade.

Homework won't be graded.

Journals won't be graded to encourage students to write giving them the opportunity to learn from their mistakes.

Questioning before, during, after the lesson, the teacher should realize the students' progress and try to improve his lesson to foment a better learning. The teacher won't grade answers to encourage students to participate and motivate them to have a better learning.

Guide and individual practice won't be graded.

Summative Assessment:

The class general rubric will help the teacher to give feedback and assess student's completed paragraph and sentences for correct placement of vocabulary, spelling, and overall neatness.

The teacher will grade students in this lesson using a class general rubric to know what they know and are able to do applying and manipulating the new information.

Works Cited

Marzano, Robert J., Pickering, Debra J., Pollock, Jane E. Classroom Instruction that Works. MA: ASCD, 2001.

"The Essentials of Language Teaching." NCLRC. 26 Mar. 2010 <<http://www.nclrc.org/essentials/>>.

VIRGINIA DEPARTMENT OF EDUCATION ONLINE. Spanish Standards of Learning for Virginia Public Schools. Feb. 2007. 26 Mar. 2010 <http://www.doe.virginia.gov/testing/sol/standards_docs/foreign_language/index.shtml>.

Wormeli, Rick. Fair Isn't Always Equal. Ohio: Stenhouse Publishers, 2006.

Video Self-Review

Video Reflections – Victor Padilla

J.E.B. Stuart High School (11th grade class)

04/15/10

1. Did student/teacher interactions create an environment conducive to learning and maximize the use of instructional time?

Yes. However, in the beginning, I believe that students didn't want to participate in the lesson because they didn't know me. But, I started the lesson with a small video getting the attention of the students. After the video, we started to work all together in the new vocabulary and they were engaged. I covered everything I planned. But, I believe that students should participate more during the lesson to improve their learning. I also believe I should improve my questioning strategies. Thinking about students, I decided not to ask many questions to make them feel comfortable. They didn't know me and I imagined that they needed a little of time to get confided. Maybe, I thought this because I am a shy person. I, strongly, believe that I should improve student interactions in the class to help students maximize their learning.

2. Were the lesson objectives clearly presented and appropriate for the students?

Yes. The lesson objectives were clear. The agenda was on the board and the objectives were there. I started the lesson telling students what they should have done at the end of the lesson. I explained to them that the main objective was to learn about the environmental problems and solutions improving vocabulary in the target language. During the lesson, I realized that the objectives were clear because students were working and giving examples of how they could help to protect the environment. At the end of the lesson, students gave me their worksheets and I realized that everybody was engaged in the lesson. I believe that the topic got their attention because it made them reflect about how important was to take care of the environment to live in a better world.

3. In what ways were the instructional strategies I chose effective or ineffective?

The instructional strategies I chose were effective. First, I showed a small video as a pre-activity to get the attention of students. Students were engaged. Second, explaining to students the new vocabulary, I used pictures to improve understanding. Everybody understood the vocabulary. Third, students wrote sentences with the vocabulary to get a deeper understanding. With this activity, students were engaged writing their sentences and sharing with me and their classmates their thoughts and ideas. Fourth, students were engaged practicing the new vocabulary singing a song. A song made students have fun. Fifth, in groups, students discussed how to protect the environment. I moved from group to group and observed students as they got and gave information about environmental problems and solutions. Students enjoyed sharing their thoughts and feelings with their peers. I think I have to work the room in a better way to mean business and be effective. I was too much time near the computer. I believe I was worried about the teaching video.

4. Did I model interest in learning and motivation to learn?

Yes. I modeled interest in learning talking about a topic that concerned everybody in the classroom. During the lesson, I talked about the importance of protecting the environment to save life in the planet earth. Students reflected about the responsibility to protect the environment to get clean air, to have potable water, to enjoy suitable atmospheric temperature, to grow sufficient vegetables, etc. With a good lesson plan and the use of technology, I was able to be more effective motivating students knowing what to do next getting the attention of the students making the lesson more attractive using visuals. I would like to say that I feel that I have to learn a lot to be able to adapt my teaching style according to the situation to keep students motivated during the whole lesson. I believe that the more the teacher knows their students, the more effective he/she can be motivating them.

5. Were all of the students actively/intellectually engaged in learning?

Yes. It was a topic that concerned everybody in the classroom. Everybody had to say something. I also think students were engaged because the lesson plan helped me to know what activity to do next and students didn't have time to do other things. The lesson plan was very important helping me to keep students engaged. I understand that I have to work more

with the students to keep them busy avoiding to lose them changing activities to get the attention of different kinds of intelligences.

6. What questioning techniques did I use to stimulate curiosity, encourage higher order thinking and problem solving, and reinforce learning?

First, I used planned and emerging questions to make students focus on the topic of the lesson. Using these questions, I introduced new concepts to focus the discussion on specific directions such as the student knowledge on the topic, or the new vocabulary. Second, I addressed questions to the class to encourage students to think. I used these questions to make students reflect about the environmental problems and solutions. Third, I selected volunteers and non-volunteers to answer questions to keep everybody involved in the class. Fourth, I adapted questions to the needs of the learners to encourage them to learn.

7. Was there an opportunity for measuring student success?

Yes. The ability of some students to use and recognize the new vocabulary while working showed me the need of some of them to review the new vocabulary and the understanding of others.

8. What personal habits did I display that may be a distraction to student learning?

In the beginning, I was nervous. I didn't know the students. I didn't have time to wait for them. I was busy trying to put everything together (the video, the computer, the Powerpoint presentation, the handouts, etc.). During the lesson, most of the time, I was near the computer. I think I have to work the room in a better way to mean business and be more effective. I believe I was worried about the teaching video.

9. What was the ratio of "teacher talk" to "student talk"?

I believe it was 1:1. However, I think students should participate more. The class was interactive. Students were answering and asking questions, writing, reading, discussing, singing improving their listening, writing, pronunciation, reading skills in the target language.

10. What do I see as strengths in the lesson? What revisions will I make the next time I teach this lesson?

As strengths in the lesson, I see: 1) the lesson was 100% in Spanish making students to develop their language skills, 2) the use of technology engaged students in the learning process getting the attention of different kinds of intelligence, 3) students applied the target language trying to solve real life situations, and 4) students learned having fun with an interactive lesson.

Teaching this lesson again, I would like to: 1) work the room in a better way to mean business, 2) include more activities with their times to maximize the use of instructional time, and 3) explain the new vocabulary showing the picture before to motivate students to improve their understanding.

Reflective Commentary by the teacher

C & I Students,

As I reviewed your posts and responses to each other for assignment three, I was delighted to read of how your perceptions about the Virginia Standards of Learning are already changing. Several of you stated that much of your prior knowledge had come from talking to people who had resisted change during the SOL implementation. After reading the standards and reviewing the resources available to you, I could almost hear a collective sigh of relief as you realized they really are going to be a great help to you. I have responded to each of you through e-mail this week with feedback on individual postings. In summary, I have put together the following quotes that reinforce strong points from this assignment:

Caroline Pfister put the SOL in perspective with this analogy, “The Virginia Standards of Learning form a good base onto which a teacher can build a complete curriculum. One can think of the standards like the frame of a house. It is important that the frame be rock solid so that the house does not fall down. However, you can't live in just a framed-in house. The teacher must add all the elements that complete the education.”

Robert Moss and **Victor Padilla** pointed out what the SOL are NOT. Robert said, “They are not the real-world application or the creative instruction. Those are the work of the teacher”, and **Victor shared, “The standards don’t prescribe how the content should be taught. The standards provide a framework to satisfy the needs of the students with clear, concise, and measurable academic expectations.”**

Many of you commented on the resources available on the DOE website. Karen Yergin wrote, “The Released Tests are a great way to review content material with students, and in doing so, has the added benefit of reducing students’ test anxiety.”

Assessment is such an important part of the SOL process. Michael Poole stated, “By keeping an accurate record of strategies and techniques used and correlating those with student performance on various standards, a teacher might see a picture emerge showing what is working and what needs work. If taken to heart, a teacher can improve instructional techniques and ultimately lead to higher student achievement.”

In addition to his research Yousef Sait actually took the 10th grade English SOL test and then wrote, “Those quick to point out the shortcomings of the SOLs frequently do so without ever having answered one question on one test. Such unenlightened criticism is akin to a movie reviewer without a ticket stub....The Virginia state standards are in place to enhance students’ chances for success and achievement in their personal lives, but also to benefit the state. As with any investment, taxpayers are seeking a return on their money in the educational system.”

Congratulations on a great job. I look forward to reading Assignment 4.
Duanne Hawkins

III. Professional Information

Letter of Recommendation



FAIRFAX COUNTY
PUBLIC SCHOOLS



J.E.B. Stuart High School
3301 Peace Valley Lane
Falls Church, VA 22044
703-824-4542

TO WHOM IT MAY CONCERN:

This is a letter of recommendation for Mr. Victor Padilla. I have had the opportunity of having Mr. Padilla observing in my classes for two weeks. However this time I was better able to get to know him not only as a student & teacher candidate but as a person. I can honestly say after observing him that he is an impressive, and committed young professional. He is dedicated to achieving his goals no matter how much time and effort is needed. Not only is he an enthusiastic student & teacher, but he is a respectful person. Mr. Padilla puts that extra effort into getting to know people and works well with others.

Mr. Padilla has an ability to listen to criticism and use it to his advantage. He is humble enough to accept what people are telling him and act accordingly. This is not only seen in the classroom but in all aspects of his classroom visits and other extracurricular activities.

Mr. Padilla is able to respectfully keep all students on task and acts as a leader to guide them. He does what needs to be done in a responsible manner and does not require constant supervision. During this time, he has developed a sense of trust with his assistant teachers and always goes above and beyond classrooms expectations. Mr. Padilla's attitude in the classroom is impeccable and any school system would enjoy having him as a teacher.

Manuel Yanez
IB Spanish Teacher
JEB Stuart HS
703/824-4542
Manuel.Yanez@fcps.edu

VCCS Career Switcher Program



Why would I want to work with an EducateVA Career Switcher?

Rigor— Before admission, candidates have to pass Praxis II, pass VCLA, submit transcripts that demonstrate a 2.5 GPA or higher, and verify 5 years of professional work experience. During the 16-week *Pedagogy Phase*, utilizing the same matrices for all education programs in Virginia, candidates must maintain an 80% average in each of five professional studies courses: Foundations, Classroom Management, Curriculum and Instruction, Methods, Reading and Writing in the Content Area. During the *Residency Phase*, the first year of teaching, having met the standards for “highly qualified” and holding a One-Year Provisional (Career Switcher) License, candidates must attend program seminars on teaching, maintain postings of reflective practice in Blackboard, and add to the teaching portfolio they began in the Pedagogy Phase—including the creation of a teaching web-page. EducateVA partners with divisions to provide mentor support and to convert to 5-year license, pending completion of a successful year of teaching.

Data—The survey, *Profile of Alternate Route Teachers*, was conducted by the National Center for Education Information, which has been documenting what is going on in this field since 1983. Last year about 35,000 individuals entered teaching through alternate routes. About half of the survey respondents (47 percent) say they would *not* have become teachers if an alternate route had not been available. Only about 20 percent say they would have gone back to college to get a teaching certificate.



Chris Elliott
French Teacher du jour.
“I can’t say I knew I always wanted to be a teacher, but it was in the back of my mind. Now I find that I don’t want to be anything but a teacher!”

Based upon an external evaluation executed in June of 2008, most Career Switchers from this program are currently teaching – 77% based on a 66% return on this survey. Also, 81% of those are still teaching in the same school.



Justin Keyes
After being laid off as an engineer, Justin found his niche as a HS math/chemistry teacher.
“First and foremost, I teach responsibility. My students understand that effective learning cannot be passive – they must work hard, think and push themselves to do their best.”

Well over half of our professionals already hold a graduate degree – and all have worked professionally for at least 5 years outside of the classroom.



Leslie Peterson
Moving from the business world to full-time education was a bit of a challenge, but Leslie has met it head on.
“Teaching ESL students not only to learn but to excel ... You can’t beat a reward like that!”

In 2009 alone, our program equipped 38 ESL teachers for the classroom—which exceeds the number equipped by every other program in Virginia combined.

“The data show for the first time the advantages of having individuals entering from alternate routes,” said Dr. C. Emily Feistritzer, president of the National Center for Education Information, publisher of [Teacher Education Reports](#) and the author of the report. “They are more mature, more satisfied with several aspects of teaching, feel competent as teachers and are more likely to remain in teaching than recent college graduates entering teaching.”

2009 First-Year Teacher of the Year Distinctions:

- Kellie Smilie—Goochland
- Ellen Johnson—Henrico
- Pam Kirby—Henrico
- Michael Kelly—Fairfax
- Anthony King—Caroline
- Teacher of the Year
- Joel Bunn—Gloucester

