Introduction

The development of teacher preparation guidelines was a major component of the Nebraska K-12 Foreign Language Standards/Frameworks Project. The guidelines include principles and outlines of model methods courses for the preparation teachers of foreign language and ESL. The guidelines are based on current research, the Nebraska K-12 Foreign Language Frameworks, and the Nebraska Teacher Preparation Guidelines.

The principles found in this section are broad statements based on current knowledge of teaching and learning. The model methods courses are the practical applications of the principles. The courses are reflective of the Nebraska K-12 Foreign Language Frameworks and best practices in education. A model methods course is outlined for the secondary level (grades 7-12) and the elementary level (grades K-6).

Three committees of Nebraska educators took part in the writing of the Teacher Preparation Guidelines. A committee representing the Nebraska higher education institutions and Nebraska K-12 classroom teachers identified the mission statement and selected the model for the guidelines. A committee of foreign language higher-education methods instructors completed the guidelines and wrote the outcomes and components for the secondary-level methods course. A third committee of elementary foreign language teachers and a higher education representative identified the outcomes for the elementary-level methods course.

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Mission Statement:

The Nebraska Foreign Language Teacher Preparation Guidelines provide directions and support to those institutions and their respective foreign language method instructors responsible for the preparation of foreign language educators. The eleven principles outlined in this document describe the development and assessment of the knowledge and skills required for successful foreign language teaching.

Pedagogical Notes:

Language Proficiency for the Foreign Language Teacher Candidate:

The target language is the medium of instruction and the mode of communication in today’s foreign language classroom. It is, therefore, imperative that the teacher candidate should:

- be prepared to teach in the environment of the modern foreign language classroom.
- make a commitment to reach an advanced level of proficiency in the target language.
- experience the target language and culture in an immersion setting.

Reflection:

Reflection is the process of looking analytically at what you have done and what you are doing in order to make informed instructional decisions. It is an important part of the teacher preparation process and an essential component in all aspects of the methods course; for example, in the presentation, application, and assessment. Evidence of reflection may take the form of journaling, discussion, and/or self-critiques.
Stages of Teacher Development

Stage 1: Beginning Teacher Candidate
Students are Education majors enrolled in required pre-professional education courses and foreign language courses.

Stage 2: Developing Teacher Candidate
Students are enrolled in foreign language methods courses.

Stage 3: Expanding Teacher Candidate
Students are engaged in a student-teaching experience in foreign language.

Stage 4: On-going Teacher (Professional Foreign Language Educator)
The professional foreign language classroom teacher:
- actively continues the process of implementing current best practices.
- participates in on-going staff development.
- continues to explore strategies and methods that encourage success for all learners.
- strives to be a life-long learner.
**Principle 1:** The teacher understands the relationship among central concepts of learning and teaching foreign languages, communicates high expectations and creates meaningful learning experiences for all students.

<table>
<thead>
<tr>
<th>Beginning Teacher Candidate:</th>
<th>Developing Teacher Candidate:</th>
<th>Expanding Teacher Candidate:</th>
<th>On-going Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observes and begins to explore how content, instructional decisions, expectations, and environment influence meaningful language learning.</td>
<td>Understands how content, instructional decisions, expectations, and environment work together to influence meaningful learning for students.</td>
<td>Creates learning experiences that incorporate content, instructional decisions, expectations, and an environment conducive to meaningful learning.</td>
<td>Continues to research, evaluate and adjust the content, instructional decisions, expectations, and environment in order to make learning experiences meaningful for all students.</td>
</tr>
</tbody>
</table>

**Principle 2:** The teacher understands how all students learn and develop, and can provide learning opportunities that support their intellectual and social development.

<table>
<thead>
<tr>
<th>Beginning Teacher Candidate:</th>
<th>Developing Teacher Candidate:</th>
<th>Expanding Teacher Candidate:</th>
<th>On-going Teacher:</th>
</tr>
</thead>
</table>

### Principle 3:
The teacher understands how students differ in their approaches to learning and is able to adapt instructional strategies to encourage students’ cognitive development.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Teacher Candidate:</strong></td>
<td>Recognizes the diversity of learning styles and thinking processes that affect student learning.</td>
</tr>
<tr>
<td><strong>Developing Teacher Candidate:</strong></td>
<td>Analyzes the impact of diverse learning styles and thinking processes to produce meaningful language experiences for all students.</td>
</tr>
<tr>
<td><strong>Expanding Teacher Candidate:</strong></td>
<td>Creates and implements instructional strategies that address the learning styles and thinking processes of all students.</td>
</tr>
<tr>
<td><strong>On-going Teacher:</strong></td>
<td>Researches, reflects, and refines instructional decision-making in order to continue to implement best practices in the classroom.</td>
</tr>
</tbody>
</table>

### Principle 4:
The teacher creates a learning environment that encourages positive social interaction, motivation and active engagement in learning.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Teacher Candidate:</strong></td>
<td>Observes and identifies how various learning environments affect the interactions, engagement, and motivation for all students.</td>
</tr>
<tr>
<td><strong>Developing Teacher Candidate:</strong></td>
<td>Analyzes how group dynamics, teaching strategies and classroom management decisions encourage positive social interaction, active engagement, and motivated students.</td>
</tr>
<tr>
<td><strong>Expanding Teacher Candidate:</strong></td>
<td>Creates a learning environment that fosters positive social interaction and active engagement for all students.</td>
</tr>
<tr>
<td><strong>On-going Teacher:</strong></td>
<td>Applies current research to meet changing student needs in an interactive classroom.</td>
</tr>
</tbody>
</table>
**Principle 5:**  
The teacher uses knowledge of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

<table>
<thead>
<tr>
<th>Beginning Teacher Candidate:</th>
<th>Developing Teacher Candidate:</th>
<th>Expanding Teacher Candidate:</th>
<th>On-going Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>➤ Recognizes that teacher decisions and appropriate communication techniques foster independent thinking and establishes classroom climate that affects student participation, interaction, and collaboration.</td>
<td>➤ Identifies and analyzes strategies and techniques that encourage student participation, interaction, collaboration, independent thinking, and active inquiry.</td>
<td>➤ Creates a positive learning environment by implementing strategies and techniques that foster student participation, interaction, and collaboration as well as independent thinking and active inquiry.</td>
<td>➤ Applies current research on effective teaching models that support interaction and collaboration among independent thinkers.</td>
</tr>
</tbody>
</table>

**Principle 6:**  
The teacher plans instruction based upon curriculum goals and content which reflect student needs and the communities they represent.

<table>
<thead>
<tr>
<th>Beginning Teacher Candidate:</th>
<th>Developing Teacher Candidate:</th>
<th>Expanding Teacher Candidate:</th>
<th>On-going Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>➤ Recognizes that instructional planning involves not only curriculum goals and content but also students and the communities they represent.</td>
<td>➤ Analyzes instructional approaches and methods that connect curriculum goals, content, students, and their communities.</td>
<td>➤ Designs lessons that establish connections between curriculum goals, content, students, and their communities.</td>
<td>➤ Continues to develop the relationship between community and classroom.</td>
</tr>
</tbody>
</table>
**Teacher Preparation Guidelines–Principles**

**Principle 7:** The teacher understands and uses a variety of assessment strategies to effectively evaluate all students.

<table>
<thead>
<tr>
<th>Beginning Teacher Candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Recognizes the differences between assessment and testing and begins to explore a variety of assessment practices.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Developing Teacher Candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Evaluates the effectiveness of a variety of assessment practices.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expanding Teacher Candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Selects and uses appropriate assessment to evaluate all students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On-going Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Researches and implements effective assessment practices.</td>
</tr>
</tbody>
</table>

**Principle 8:** The teacher is a reflective practitioner who continually evaluates the impact of instructional decisions on others (students, parents, and professionals in the learning community).

<table>
<thead>
<tr>
<th>Beginning Teacher Candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Recognizes the interest and role of “parent” as the first teacher.</td>
</tr>
<tr>
<td>▶ Recognizes and understands that reflection is an integral part of instructional decision making.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Developing Teacher Candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Gains awareness of support services available to teachers; such as, counselors, administrators, school psychologists, social workers, custodians, aides, secretaries, and others.</td>
</tr>
<tr>
<td>▶ Begins to reflect on instructional decisions and recognizes the relationship between reflective process and effective instruction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expanding Teacher Candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Identifies and seeks out appropriate support services.</td>
</tr>
<tr>
<td>▶ Makes instructional decisions and evaluates their effect on the learning process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On-going Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Communicates and collaborates with parents, colleagues, and support staff.</td>
</tr>
<tr>
<td>▶ Continues to make appropriate instructional decisions by integrating current research and reflective practices.</td>
</tr>
</tbody>
</table>
**Principle 9:** The teacher fosters relationships with families, colleagues, and community agencies to support student learning and well-being.

<table>
<thead>
<tr>
<th>Beginning Teacher Candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Recognizes and understands that both the school and its students are members of and a reflection of a larger community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Developing Teacher Candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Identifies family, school, and community resources which support student learning and well-being.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expanding Teacher Candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Utilizes the support of parents, school, and community resources which contribute to student learning and well-being.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On-going Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Seeks out and collaborates with families, counselors, psychologists, administrators, teachers, and community agencies and groups to maintain a supportive environment for the student.</td>
</tr>
</tbody>
</table>

**Principle 10:** The teacher seeks appropriate multicultural connections and integrates those perspectives into the foreign language curriculum to prepare students for participation in a global society.

<table>
<thead>
<tr>
<th>Beginning Teacher Candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Explores multicultural concepts and contributions in our pluralistic society.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Developing Teacher Candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Connects classroom learning and activities to communities within the United States and the world.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expanding Teacher Candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Designs and implements instructional strategies that address multicultural perspectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On-going Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Creates a multicultural environment that permeates the foreign language classroom.</td>
</tr>
</tbody>
</table>
**Principle 11:** The teacher seeks out opportunities to grow professionally.

<table>
<thead>
<tr>
<th>Teacher Candidate:</th>
<th>Teacher Candidate:</th>
<th>Teacher Candidate:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td><strong>Developing</strong></td>
<td><strong>Expanding</strong></td>
<td><strong>On-going</strong></td>
</tr>
<tr>
<td>Gains awareness of professional activities and opportunities for professional growth; such as, state, regional, and/or national conferences.</td>
<td>Recognizes benefits of memberships in and the impact of professional associations on career development.</td>
<td>Participates in activities/opportunities for professional growth; such as, local, state, regional and national conferences.</td>
<td>Seeks active involvement in leadership opportunities that promote professional growth.</td>
</tr>
</tbody>
</table>
Introduction

The secondary-level model methods course is the practical application of the principles found in the Teacher Preparation Guidelines. Course outcomes and four course components are described in this section.

Course Outcomes

The course Outcomes are statements of what teacher candidates will have accomplished by the end of the course. These outcomes are direct links to the principles.

Course Components

The components of the course are:

- Content
- Delivery of Content
- Application/Practice
- Assessment

These components describe a variety of concepts (knowledge and skills), strategies, and approaches for delivering, applying, and assessing the learning of the teacher candidate. They are intended as a “menu” of possible outcomes from which methods instructors can choose as they write their courses to prepare foreign language and ESL teachers.

- The content component lists the many concepts that methods instructors can present in varying degrees of depth—from knowledge and understanding of the concepts to the application of them.

- The delivery of content component is a list of strategies the instructors can use to present the concepts.

- The application/practice component describes the tasks the teacher candidate may do to demonstrate understanding of the concepts presented in the course.

- The assessment component describes the tools the methods instructors may use to assess the quality of the learning of the teacher candidate.

Description of Course Components and Topics

A detailed description of the sub-categories of each component follows the course outline.
The teacher candidate will:

- Create a learner-centered classroom that encourages positive social interaction, motivation, and active engagement in learning; for example, pair work and cooperative learning.

- Integrate a variety of instructional practices optimizing learning for all students.

- Demonstrate an understanding of the relationship of best practices and approaches to foreign language teaching.

- Make instructional decisions and analyze and evaluate how they affect the learning process.

- Maximize use of the target language in the language classroom.

- Recognize relationships among teacher expectations, instructional planning, classroom management, and student behavior.

- Create long-range and daily lesson plans that integrate the *Nebraska K-12 Foreign Language Frameworks* with national and/or district guidelines.

- Design and implement a variety of assessment practices.

- Demonstrate the effective integration of technology to enhance instruction.

- Participate in professional activities and organizations.

- Demonstrate ethical conduct and professionalism.
Components of the Model Methods Course
(Secondary level)

Note: The methods instructor may choose all or some of the topics under each component in the outline to prepare foreign language and ESL teacher candidates. Descriptions of the components and topics follow the outline.

▼ Content:

Concepts, knowledge, and skills needed by the teacher candidate:

Theoretical background
- Target-language learning

Instructional planning
- Nebraska K-12 Foreign Language Frameworks
- Communicative language teaching—incorporating the four skills and culture
- Assessment
- Teaching across disciplines
- Literature / Authentic texts
- Role of grammar
- Long-term, unit, and daily lesson planning
- Active / Interactive learning
- Technology
- Resource evaluation and adaptation

Approaches / Strategies
- Simulations, dramas, sketches, learning scenarios
- Grouping / pairing
- Classroom management and discipline
- Strategies to meet diverse learner needs

Role of teacher
- Reflective practitioner
- Promoter and model of life-long learning
- Communicator of high expectations for the learner
Course components, cont.

▼ Delivery of Content:

Ways to deliver course content to the teacher candidate:

- Modeling
- Readings
- Multi-sensory presentations
- Discussion
- Cooperative groups
- Teamwork
- Technology

▼ Application/Practice:

Tasks required of the teacher candidate:

- Portfolio
- Classroom observation
- Micro-teaching
- Long-range, unit, and daily lesson plans including assessments
- Development/Adaptation of instructional materials
- Self assessment and reflection

▼ Assessment:

Ways to provide feedback and to assess the teacher-candidate’s demonstration of knowledge and skills:

- Portfolio
- Journaling
- Videotapes of presentations
Description of Components of the Model Methods Course (Secondary level)

Content:

Concepts, knowledge, and skills needed by the teacher candidate:

Theoretical background
The basis for all the content of the course based on empirical research.

- Target-language learning
  Knowledge of target-language acquisition theories and their implications for the language classroom.

Instructional planning
The process of deciding what will be taught and which strategies will be utilized to ensure that learning takes place.

- Nebraska K-12 Foreign Language Frameworks
  Definition of support and parameters for the key ideas, concepts, and practices of curriculum and instructional design, development, and implementation.

- Communicative language teaching
  - Use of methods and techniques that are appropriate for developing communicative abilities in target-language learners.
  - Incorporating the four skills and culture.
    - Four Skills
      Integration of listening, speaking, reading and writing in real-world contexts on a daily basis.
    - Culture
      Connection of culture with curricular objectives and language learning. Evidence of multicultural infusion that reflects issues of diversity (e.g., contributions and influences of African-American, Asian-American, Hispanic-American, Native-American, etc.).

- Assessment
  Knowledge and use of a variety of assessment practices; such as, rubrics, alternative, and portfolios.

- Teaching across disciplines
  Encouragement of interdisciplinary connections through integrated curricular projects and/or teaming opportunities.
Teacher Preparation Guidelines

*Description of Course Components, cont.*

- **Literature/Authentic texts**
  - Use of authentic target language texts; for example, children’s books, short stories, novels, poetry, newspaper/magazine articles.
  - Knowledge of the effective use of authentic target language texts in the target-language classroom.

- **Role of grammar**
  Knowledge of the effect of grammar instruction on target-language acquisition. Implications for the role of grammar instruction in the communicative classroom.

- **Long-range, unit, and daily lesson plans**
  - Knowledge of the relationship among the levels of curriculum planning and the “top-down” approach used in planning; that is:
    - the entire program or course level.
    - the development of units that make up the courses.
    - the creation of daily lesson plans.
  - Application of using state and/or district curriculum guides as a basis for planning.

- **Active/interactive learning**
  Knowledge of how to involve students actively by giving them ownership in the learning process.

- **Technology**
  Use of VCR’s, Internet, CD-Rom, audio tapes, videodiscs, living books, television, and other computer and audio-video resources. The use of technology should enhance the curriculum goals of the class.

- **Resource evaluation and adaptation**
  - Evaluation of a variety of learning materials appropriate to content, age, and developmental level of students to identify content appropriate materials.
  - Adaptation of materials for maximum effectiveness in enhancing curricular goals.

**Approaches and Strategies**
Knowledge of the difference between approaches and strategies.

- **Approaches**
  Theoretical or philosophical bases from which teachers make instructional decisions.
- **Strategies**
  Techniques and activities that the teacher selects to achieve successful student learning
  - **Simulations, dramas, sketches, learning scenarios**
    Use of learning scenarios and simulations that allow students to demonstrate what they know and can do.
  - **Grouping /Pairing**
    Use of grouping strategies (structured, cooperative learning, pair work) to actively engage students.
  - **Classroom management and discipline**
    Knowledge and use of strategies that promote a positive classroom environment.
  - **Strategies to meet diverse learner needs**
    - Knowledge of learning styles, multiple intelligences, cognitive theory, and special needs.
    - Use of a variety of strategies that meet the needs of diverse learners in the classroom.

**Role of the teacher**
Knowledge of the roles the teacher plays in the communicative language classroom.

- **Reflective practitioner**
  Analysis and review of the effectiveness of instructional strategies; such as, ongoing journaling, peer evaluation, and videotaping.

- **Promoter and model of life-long learning**
  Knowledge of the importance of the development of self professionally and academically as an ongoing process (life-long learning).

- **Communicator of high expectations**
  Knowledge of the impact of high expectations on the learner and the need to make them appropriate to the learner’s age and ability.
**Delivery of Content:**

*Ways to deliver course content to the teacher candidate:*

- **Modeling**
  Opportunities to observe a variety of instructional strategies and apply them to future teaching situations.

- **Readings**
  - Exposure to and reflection on theories of target-language learning and teaching.
  - Creation of curriculum units that reflect the readings and classroom discussions and dialogue.

- **Multi-sensory presentations**
  Selection of instructional strategies that provide student learning opportunities through multiple sensory approaches; such as, visuals and manipulatives.

- **Discussion**
  Opportunities for classroom reaction to and discussion of course content on an ongoing basis.

- **Cooperative groups**
  Participation in cooperative groups as a model for the use of the technique in the target-language classroom

- **Teamwork**
  Encouragement of peer alliances to demonstrate the power of collaboration in teaching and learning.

- **Technology**
  Use of current technology to gain hands-on experience for future applications.

**Application/Practice:**

*Tasks required of the teacher candidate:*

- **Portfolio**
  Accumulation of lessons, ideas, materials for future use as a resource in the target-language classroom.

- **Classroom observations**
  Observations in target language classrooms provide opportunities for reflection on how theory connects to practice.

- **Micro teaching**
  Demonstrations of lessons allow teacher candidates to apply knowledge, receive feedback, and self-evaluate.
Lesson plans including assessments
Creation of daily lesson plans and sample assessments included in a typical unit.

Self assessment and reflection
- Analysis by the teacher candidate on the level of performance of the tasks.
- Reflection on the skills and knowledge presented in course.

Portfolio
Accumulation of lessons, materials, ideas, and resources to provide evidence of growth for the purpose of evaluation.

Journaling
Creation of a vehicle to frame student’s actions, reactions and reflections as a means of ongoing self-assessment.

Videotapes of presentations
Videotapes of micro-teaching lessons are used for both self and teacher assessment.

Assessment:

Ways to deliver course content to the teacher candidate:
Model Methods Course
(secondary level)

Learner

- L₂
- best practices
- current research
- personalized approach
- school and community
- learner-centered classroom
- lesson plans that reflect the
  Nebraska K-12 Foreign Language Frameworks
- variety of assessments
- inclusive practices
- teacher expectations
- diversity
- technology
- instructional planning
- classroom management
- professional activities
- ethical conduct and professionalism
- meaningful learning experiences
- integration of the target culture
- connection with other disciplines

Assessment

Teacher

Content

Pedagogy

Environment
Introduction

The elementary-level model methods course is the practical application of the Principles found in the Teacher Preparation Guidelines. Course outcomes and essential skills and knowledge needed are described in this section.

The Outcomes recommended for the elementary-level methods are statements of what teacher candidates will have accomplished by the end of the course. These outcomes are direct links to the Principles of the Teacher Preparation Guidelines.

The Essential Skills and Knowledge Needed further defines the outcomes by providing examples of how foreign language and ESL teacher candidates may demonstrate achievement of the outcomes.

Course Outcomes – Essential Skills and Knowledge Needed

<table>
<thead>
<tr>
<th>The teacher candidate will:</th>
<th>The teacher candidate is able to:</th>
</tr>
</thead>
</table>
| Create a learner-centered/child-centered classroom that encourages positive social interaction, motivation, and active engagement in learning. | • respond to issues of class size.  
• demonstrate an understanding of the relationship between group settings and inclusive practices.  
• structure activities so that learners assume responsibility for their learning; for example, learning centers, project teaching, cooperative learning, and technology. |

- Demonstrate optimal use of the target language in the foreign language classroom.
- Integrate a variety of instructional practices optimizing learning for all students.
- Design and implement instructional practices that reach a range of developmental levels.
- Use the target language as frequently as possible and solicit its use by students.
Teacher Preparation Guidelines

Course Outcomes—Essential Skills and Knowledge, cont.

The teacher candidate will:

- Demonstrate an understanding of best practices and approaches to foreign language teaching.

- Utilize the content of the K-6 elementary school curriculum.

- Demonstrate an understanding of the variety of FLES, FLEX, and Immersion models.

- Demonstrate an understanding of the developmental stages and needs of students in grades K-6.

- Integrate aspects and behaviors of the target culture appropriate to the developmental needs and interests of students.

The teacher candidate is able to:

- apply techniques and strategies; such as, TPR, whole language, role play, story telling, the use of authentic texts, rhymes, cartoons, songs, games, children’s literature, puppetry, videos, dramas, sports, and multiple intelligences to maximize student learning.

- collect and organize materials and other resources with the other core subjects.

- create connections to integrate other core subjects; thematic, teaming, project, performance, culture, co-curricular.

- Reinforce literacy skills through l2 reading and writing.

- choose, analyze, and develop materials for each model.

- design lessons that reflect content-based and/or content-enriched instruction.

- identify variables; for example, class size, socio-economic status, diversity, time, and motivation that affect attainable language proficiency goals for each model.

- Apply knowledge of the developmental stages of students in grades K-7 to design strategies to meet their cognitive, physical, social, civic, and emotional needs.

- identify and incorporate cultural universals.

- access resources for cultural information; for example, community resources, internet, web, and authentic materials.

- create concrete experiences that reflect behavior and practices of the target culture.
<table>
<thead>
<tr>
<th><strong>The teacher candidate will:</strong></th>
<th><strong>The teacher candidate is able to:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>► Recognize relationships among teacher expectations, instructional planning, classroom management, and student behavior.</td>
<td>✷ demonstrate and apply appropriate management and discipline strategies to maximize the learning of all students; for example, ADD, ADHD, LD, BD, ED.</td>
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<td></td>
<td>✷ demonstrate and apply classroom management strategies.</td>
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<td></td>
<td>✷ Design and implement instructional practices that reach a range of developmental levels, learning styles, multiple intelligences, and abilities; for example, inclusion, sped, gifted, and native speakers.</td>
</tr>
<tr>
<td>► Create lesson plans using a variety of instructional practices.</td>
<td>✷ create lesson plans that:</td>
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<tr>
<td></td>
<td>– incorporate the <em>Nebraska K-12 Foreign Language Frameworks</em>.</td>
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<td></td>
<td>– reflect interdisciplinary / content-based / content-enriched outcomes.</td>
</tr>
<tr>
<td></td>
<td>– integrate affective components; for example, risk-taking; safe, nurturing environment; equity; discovery and constructivism; social skills; and personal development.</td>
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<td></td>
<td>– adapt lessons that reflect diversity.</td>
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<td></td>
<td>– foster learner-centered environments.</td>
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<td></td>
<td>– demonstrate inclusive practices.</td>
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<td></td>
<td>– emanate from meaningful, purposeful, learning experiences.</td>
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<td></td>
<td>– allow for personalized instruction by encouraging reflection by both student and teacher and by involving students in decision making.</td>
</tr>
<tr>
<td>► Design and implement a variety of assessment practices.</td>
<td>✷ design and implement written and non-written forms of assessing and evaluating students’ progress; for example, teacher observations, student demonstrations, portfolios, rubrics, narratives, progress reports, testing, and grades.</td>
</tr>
<tr>
<td>► Apply research on school and teacher effectiveness in classroom practices.</td>
<td>✷ apply knowledge of current research to design strategies for classroom instruction.</td>
</tr>
</tbody>
</table>
### Course Outcomes—Essential Skills and Knowledge, cont.

<table>
<thead>
<tr>
<th>The teacher candidate will:</th>
<th>The teacher candidate is able to:</th>
</tr>
</thead>
</table>
| Exhibit classroom practices based on current research and knowledge of target language acquisition theory | - apply research on school and teacher effectiveness.  
- apply an understanding of current target language acquisition theory. |
| Make instructional decisions and analyze and evaluate how they affect the learning process | - develop, adapt, and evaluate instructional materials to meet curricular goals and be developmentally and age appropriate.  
- design and adapt lessons that make effective use of given time parameters for the learner goals. |
| Use a variety of evaluation strategies to improve instruction and to create an articulated program. | - engage in reflective practices designed to improve instruction; for example, journal writing; videotapes; peer observation; student, peer, and supervisory feedback.  
- investigate practices designed to evaluate the effectiveness of the program.  
- explore articulation between and across levels. |
| Develop strategies for becoming an integral part of the school and community. | - identify the social structure of the school; for example, climate, educational philosophy, values, missions, and beliefs.  
- develop a personal support system; for example, mentors, confidante, and peer coach. |
| Demonstrate ethical conduct and professionalism. | - recognize the foreign language teacher’s unique role as ambassador of a different culture.  
- recognize the teacher’s unique role of foreign language specialist in the elementary setting.  
- explore pro-active ways to communicate the specialist’s role to the families of students, colleagues, and community agencies.  
- explore pro-active way to advocate for foreign language.  
- model high ethical standards in interactions with students, families, colleagues, and community agencies. |
### The teacher candidate will:

- Participate in professional activities and organizations, such as:

### The teacher candidate is able to:

- Obtain membership and serve as an active member in organizations, such as:
  - Nebraska Foreign Language Association (NFLA)
  - National Network for Early Language Learning (NNELL)
  - Advocates for Language Learning (ALL)
  - Second Language Acquisition by Children Conference (SLAC)
  - National Association for Bilingual Education (NABE)
  - National Resource Center at Iowa State (FLES News)
  - American Council for the Teaching of Foreign Languages (ACTFL)
  - American Association for the Teaching of French
  - American Association for the Teaching of Spanish and Portuguese
  - American Association for the Teaching of German.
Key Terms for Teacher Preparation

**Pedagogy**
- \( L_2 \)
- best practices
- current research
- program articulation
- school and community
- learner-centered classroom
- instructional decision-making
- lesson plans that reflect the Nebraska K-12 Foreign Language Frameworks
- variety of instructional practices
- relationships

**Assessment**
- variety of assessments
- developmentally appropriate
- integration of the target culture
- FLES, FLEX, and immersion
- professional activities
- ethical conduct and professionalism
- connection with other disciplines

**Content**
- Teacher
- Learner
- Assessment
- Model Methods Course (elementary level)
- Environment