

1818 Program: Classroom Visit Report

Visit Date & Modality

Date of Visit	Modality of Visit
XXX	☒ In-Person ☐ Virtual

1818 Instructor

First Name	Last Name	Phone #	E-Mail Address
XXX	XXX	XXX	XXX

1818 Course

High School	Academic Year	Term
XXX	☒ 20XX-20XX	☐ Year-Long ☐ Fall ☐ Spring

Subject Code	Course #	Section	Title	Credits
SPAN	2010		SPAN 2010 – INTERMEDIATE SPANISH: LANGUAGE AND CULTURE	3

Total HS Course Enrollment	1818 Course Enrollment	Non-1818 Course Enrollment
13	13	0

SLU Faculty Liaison

First Name	Last Name	Phone #	E-Mail Address
GERMÁN	LORENZO-AYALA	3149775019	german.lorenzoayala@slu.edu

Report

1. What was observed?

Describe *generally* the teaching and learning activities observed during the classroom visit. What topic(s) were addressed, and/or what content covered? Was there lecturing, discussion, experiment/lab/studio work, group work, individual desk work, testing/quizzing, presentations, etc.? Address all substantive course activity.

Class conducted entirely in Spanish.

The class period started with an informal conversation between the teacher and the students in the target language. After this introduction, instructor XXX recited a prayer in Spanish with his students. The class continued with the presentation of the activities of the day: *El día de los Reyes Magos* in the Spanish-speaking world. Students answered orally and in the target language to a list of questions about this culture displayed by the instructor in the smart board. Then, students started working with their IPod devices searching for information about the cultural topic of the day after watching a video in Spanish presented by the teacher (history of the Epiphany and the Three Wise Men tradition in the Spanish Catholic world). Mr. XXX discussed with the students the different Spanish dialects used in different countries that celebrate similar traditions. The class period continued with another short video presentation in the target language (history and symbolism of the *Rosca de Reyes*).

Students used information from target language sources to communicate in oral and written formats with target language materials (worksheet where students needed to complete a list of questions on the cultural topic of the day). The instructor checked with every student to manage their progress. Instructor XXX answered student's questions by providing several examples to help them understand the unit covered in the class period and the different cultural units included in the lesson plan of the day.: practicing with vocabulary units, and practicing oral and writing communication in Spanish.

The class ended with the presentation of the activities for the next class period (*Celebración del Día de Reyes*).

Learners actively interacted and negotiated meaning in spoken, signed, and written conversations to share information about different topics related to religious traditions and costumes of different countries of the Spanish-speaking World. Mr. XXX made several clarifications (grammar, pronunciation, vocabulary, and cultural awareness explanations) to help students complete the task of the day successfully. Students demonstrated their listening, speaking, and writing competencies and skills in the target language while completing the activity led by the instructor. In this activity students reinforced and expanded their knowledge of other disciplines (History, Catholic traditions, Food) while using the target language.

All communication between teacher and students and also between students was in Spanish.

Instructor XXX used different teaching tools to make students participate actively in the activity: textbook (*Descubre 2, AP Practice Book, VHL Supersite*), teacher prepared materials, white board, smart board, worksheets, online materials, and audio and video materials. The teacher also used interactive platforms: *Google Forms, Google Slides, Spanish Dict, Canvas, and Word Reference*.

2. Student Engagement

Indicate the *general* level of faculty-student and student-student engagement observed in the class during the visit.

	Outstanding; Exemplary	Solid; Satisfactory	Troublesome; Attention Needed	Not Able to Discern
Faculty-Student Engagement	☒	☐	☐	☐
Student-Student Engagement	☒	☐	☐	☐

What comments do you wish to share related to any of the ratings offered above? Can you offer illustrative examples?

Instructor XXX used different teaching tools to make students participate actively in the activity: textbook (*Temas*), white board, smart board, worksheets, teacher prepared materials, online materials, recording applications, and audio and video materials. The teacher also used interactive platforms (*Google Forms, Google Slides, Spanish Dict, Canvas, and Word Reference*.). He used well the communicative approach during the lesson presentations and while introducing the units covered in the class period.

3. Faculty Strengths & Challenges

To what extent did the faculty member evidence strengths or challenges in supporting successful student learning? Consider the following:

	Outstanding; Exemplary	Solid; Satisfactory	Troublesome; Attention Needed	Not Able to Discern
Pedagogy	☒	☐	☐	☐
Application of Course Materials	☒	☐	☐	☐
Content Mastery	☒	☐	☐	☐
Motivation Of/Rapport With Students	☒	☐	☐	☐

What comments do you wish to share related to any of the ratings offered above? Can you offer illustrative examples?

Instructor XXX was well prepared for the activities that he presented in class and he did a good job getting students involved and engaged in all class activities by using different teaching tools. He approached students to help them achieve the learning goals for the day and met their needs. Instructor XXX used different strategies consistent with the learning needs of the lesson that met student behavior needs to help keep learners on task and actively engaged. The teacher met the needs of all learners, learning differences, and cultural and language differences (Spanish heritage students)

4. Additional Notes

Provide below any additional notes, comments, observations, etc. not addressed in the questions above.

None.

5. Recommendations & Requirements

Based on responses provided above, do you have any recommendations for or requirements of the faculty? If changes to pedagogy, curriculum, and/or assessment are required, provide the requested timeline for the implemented changes and how you will (a) monitor compliance and (b) determine the impact of the changes. Note any additional education/professional development recommended or required.

To keep encouraging students to actively participate in oral and written communication activities, and to keep including communicative lessons and a variety of teaching and practice materials as a way to help students improve all skills in the target language. To keep adding cultural awareness units while introducing new vocabulary and grammar units.