

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	1020		COMMUNICATING IN SPANISH II	3

Total HS Course Enrollment	1818 Course Enrollment	Non-1818 Course Enrollment
Unknown	5	Unknown

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 in Spanish and in English. The use of the target language was limited and most communication between instructor and students and between students was in English.

The class period started with a presentation of the activities of the day: review chapter 11 and 12 from the book XXX (novel). The list of activities and units covered during the class period were displayed in the smartboard.

Instructor XXX conducted a translation activity where students listen to different sentences in English and in Spanish then worked on a translation exercise. The instructor helped students to complete the translation by pointing out new vocabulary words, verb forms, and expressions in the target language without any context and/or further explanation. Students read their translations while the instructor made corrections on different grammar and vocabulary units. After this introduction, the instructor recited a prayer in English with the final words in Spanish. The class continued with an activity where students worked on a worksheet distributed by the teacher. Instructor XXX reviewed the homework from the previous class (multiple choice format). Then the teacher read excerpts of a text in Spanish (XXX, novel in Spanish) while students were making corrections to the worksheet. Students production in the target language and in general was very poor. The class period continued with an activity where students listen to a song in Spanish. Instructor XXX provided a brief explanation on some parts the song lyrics and then students worked in groups for a few minutes. Then the teacher conducted another translation activity where students were to translate the song into English. Students worked in groups again for a few minutes while discussing the lyrics of the song that they were working on. It was very difficult to discern if students completed the activity. The target language was not used at all. The class continued with a team game activity where students reviewed the main events of a story read by the instructor (XXX, chapter 11, content review). Learners were told to start reading the next chapter of the novel covered in class (XXX, chapter XXX). The class ended with a review in preparation for an upcoming homework activity and for an upcoming test.

The use of Spanish was very limited. Students did not demonstrate their listening, speaking, reading, writing, and cultural awareness competencies and other skills in the target language while completing the activities presented by the instructor. All communication between teacher and students and also between students was mostly in English. The student's use of the target language was very poor in all the activities covered during the class period. Student engagement was very poor as well.

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?

The use of Spanish was very limited. Students did not use the target language for the majority of the class period. Only one student (heritage student) used Spanish in a couple of occasions to ask and to answer questions to the instructor. The use of the teacher-centered approach and the lack of communicative activities did not encourage student production in the target language. Student-faculty and student-student engagement was very poor.

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 somewhat prepared for the activities that she presented in class but getting students involved and engaged in all class activities was very difficult to discern. Students did not seem involved in any of the activities covered during the class period and they did not use the

target language at all while working individually and/or in groups. It seemed like they were not used to listen to and to use Spanish in class. They only somewhat reacted when the instructor spoke to them in English.

4. Additional Notes

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

Student production in the target language was practically inexistent and the class, activities, and teaching methodology did not align with the basic requirements of a college dual credit course. Please review the 1818 syllabus templates, the content, and the learning objectives and course goals for this level (SPAN 1020).

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 encourage students to actively participate in oral and written communication activities in the target language, and to include communicative lessons and a variety of teaching and practice materials as a way to help students improve all skills in Spanish. To add cultural awareness units while introducing new vocabulary and grammar lessons. To use different teaching methods other than the teacher centered approach and to use the target language more often. Student production in the target language was practically inexistent and the class did not align with the basic requirements of a college dual credit course. Please review the 1818 syllabus templates, the content, and the learning objectives and course goals for this level (SPAN 1020). The class did not meet the expectations for a dual credit Spanish course in the following areas: pedagogy, teaching methods, class materials, learning objectives, student-faculty engagement, student-student engagement, use of technology, teacher use of the target language, and student production in the target language.