COACHING FOR PERFORMANCE: Moving Students from Novice to Intermediate

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At the end of this session, you will...

- be able to identify the language functions needed for language performance.

- understand how student personality and interests can lead to better student involvement and motivation.

- be able to coach students as they spiral the language functions toward higher levels of language proficiency.

How are coaches different from teachers?

COACHING STEPS:

1. Be Positive!

2. Make it Fun!

3. Develop Confidence in Every Player!

4. Set Expectations Early!

5. You are the Coach!

6. The Three R's!

7. Short-Term Memory!

8. Minimize Coaching DURING the Game!

9. Develop Leaders!.

10. Develop Versatile Players

At what level do your students speak at the end of Year 1 - 2 - 3 - 4 - 5 ?

STAMP test data 2010

Speaking	Level 1	Level 2	Level 3	Level 4	Level 5+
Year 1	6.6%	23.8%	36.7%	3.1%	0.0%
Year 2	5.3%	21.9%	49.3%	5.0%	0.2%
Year 3	2.0%	10.6%	50.7%	11.6%	0.3%
Year 4	0.9%	3.9%	32.9%	24.4%	3.7%

* Illinois Seal of Biliteracy – Intermediate High

Level 1 – Novice Mid
Level 2 – Novice High
Level 3 – Intermediate Low
Level 4 – Intermediate Mid
Level 5 – Intermediate High or above

6

At what level do your students write at the end of Year 1 - 2 - 3 - 4 - 5 ?

STAMP test data 2010

Writing	Level 1	Level 2	Level 3	Level 4	Level 5+
Year 1	7.1%	17.2%	49.5%	3.9%	0.1%
Year 2	4.0%	15.2%	59.4%	9.7%	0.6%
Year 3	1.9%	6.0%	52.8%	27.2%	2.5%
Year 4	0.7%	3.2%	36.5%	42.6%	13.2%

* Illinois Seal of Biliteracy – Intermediate High

Level 1 – Novice Mid
Level 2 – Novice High
Level 3 – Intermediate Low
Level 4 – Intermediate Mid
Level 5 – Intermediate High or above

Building Proficiency Levels Needed to be Globally Competitive for Work

Proficiency Levels & Sublevels		Functions	Corresponding Jobs/Professions (identified by Career Clusters™)	Who has this level of proficiency?
	Superior	Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation	Finance: Accountant Executives, Financial Advisors Human Services: Interpreters Law, Public Safety, Corrections & Security: Lawyers, Judges	Educated native speakers Students from abroad after a number of years working in a professional environment
Advanced The Storyteller	Advanced High	Narrate and describe in past, present and future and deal effectively with an unanticipated complication	Education & Training: University Language Professors	Students with graduate degrees in language
	Advanced Mid		Health Science: Doctors Human Services: Social Workers Marketing: Sales Representatives	Native speakers who learned language in the home environment Secondary students after Levels VII or VIII
	Advanced Low		Education & Training: K-12 Teachers Human Services: Customer Service Representatives Law, Public Safety, Corrections & Security: Police Officers	Graduates with language degrees who have lived in target language- speaking countries Secondary students after Level VI (alphabetic)
Intermediate The Survivor	Intermediate High	Create with language, initiate, maintain and bring to a close simple conversations by asking and responding to simple questions	Human Services: Receptionists Information Technology: Telephone Operators Transportation, Distribution & Logistics: Aviation Personnel	Graduates with language degrees who have not lived in target language-speaking countries Secondary students after Level V (alphabetic) or Level VI (logographic, visual)
	Intermediate Mid		Hospitality & Tourism: Tour Guides Human Services: Cashiers	Secondary students after Level IV (alphabetic)
	Intermediate Low			Secondary students after Level III (alphabetic) or Level IV (logographic, visual) K-8 students after 5-6 years of study
Novice The Parrot	Novice High	Communicate minimally with formulaic and rote utterances, lists and phrases		Secondary students after Level II (alphabetic, visual) or Level III (logographic)
	Novice Mid			Secondary students after Level II (logographic) K-8 students after 2 – 3 years of study
	Novice Low			

Adapted from the paper *La Enseñanza de Español y Otras Lenguas Extranjeras en los Estados Unidos: Cantidad y Calidad* (*The Teaching of Spanish and Other Foreign Languages in the United States: Quantity and Quality*) presented at the II Congreso de la Lengua Española in Valladolid, Spain, October 18, 2001 by Dr. Elvira Swender of the American Council on the Teaching of Foreign Languages (ACTFL)

What did my Spanish 2 students ask me to share?

AUGUST

- Simple stuff
- Same sentences over and over
- Only easy answers
- Didn't understand much
- Could only say things I learned
- Thought only smart people could be good at Spanish
- Only talk about now (present)
- Knew about some food and fiestas

MARCH

- Elaborate and say a lot more
- Can put words together that I learned
- Now I can say what I want to say
- Understand how different verbs send different messages
- Can understand most of what you say
- Can talk longer, like 3 or 5 minutes
- Know more about history, people, music

ACTFL – Proficiency

Branches: Text Type
- words
- sentences
- paragraphs

Roots: Content & Contexts
- Topics
- Social Situations

Leaves: Accuracy
- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

Trunk: Functions
- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion

Clementi/Terrill ACTFL Keys to Planning for Learning 2013

Chantal Thompson 9

The FOUR ASPECTS of LANGUAGE ACQUISITION: Roots, Trunk, Branches and Leaves

Oral Proficiency Interview Level Descriptors

Proficiency Level*	Global Tasks and Functions	Context / Content	Accuracy	Text Type
Superior	Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation.	Most formal and informal settings. *Wide range of general interest topics and some special fields of interest and expertise.*	No pattern of errors in basic structures. Errors virtually never interfere with communication or distract the native speaker from the message.	Extended discourse
Advanced	Narrate and describe in major time frames and deal effectively with an unanticipated complication.	Some informal settings and a limited number of transactional situations. *Predictable, familiar topics related to daily activities.*	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers.	Paragraphs
Intermediate	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Some informal settings and a limited number of transactional situations. *Predictable, familiar topics related to daily activities.*	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers.	Discrete sentences
Novice	Communicate minimally with formulaic and rote utterances, lists, and phrases	Most common informal settings. *Most common aspects of daily life.*	May be difficult to understand, even for speakers accustomed to dealing with non-natve speakers.	Individual words and phrases

Global Tasks and Language Functions

Novice

- Minimal autobiographical information
- Formulaic, rote phrases
- Lists
- Highly practiced, memorized
- Informal settings
- Most common aspects of daily life
- Difficult to understand

Intermediate

- Create with language (mix and match acquired language)
- Ask and answer simple questions
- Narrate and describe (present)
- Predictable and familiar topics (daily activities, personal life)
- Understood, with some repetition
- SURVIVAL

Advanced

- Narrate and describe in three time frames
- Handle an unanticipated complication
- Extended and more organized
- Formal and informal settings
- Topics of general interest
- Easily understood
- PARTICIPATORY

My Goal:
Design Activities, Rubrics & Assessments that Reward Growth in these areas:

- ROOTS – Content and Context

- TRUNK - Language Functions

- BRANCHES – Text-type

- LEAVES – Accuracy
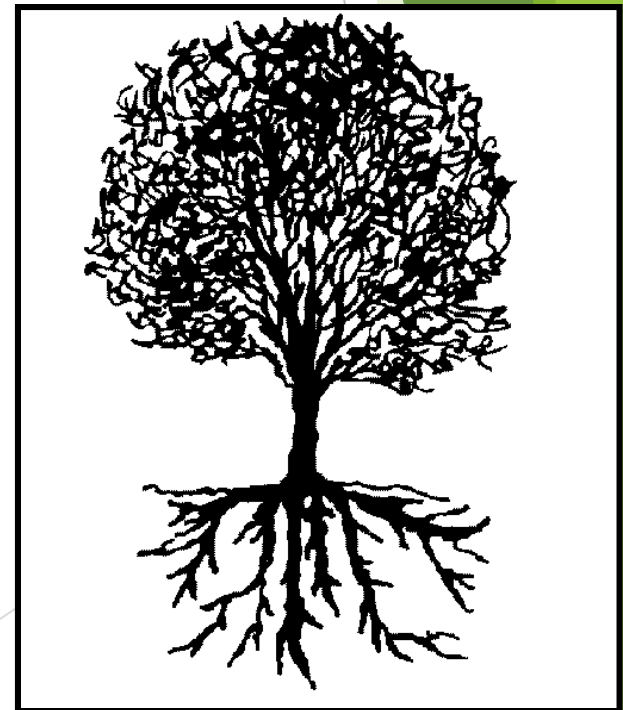
Make it Fun

Engaging, Interesting

Make it Worthwhile

Relevant, Meaningful

Authentic Resources

- You can still travel . . .
- Look for online treasures:
  - Pinterest
    - Teacher curators
  - Online news, magazines
  - Official webpages
  - Twitter
  - Museums

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2015 /Authentic Resources

AUTHENTIC RESOURCES:

"Authentic Resources" can be easily found online in a myriad of places. Digital formats allow you to manipulate, mix and combine - to hotlink, to create easy visual presentations and more. My favorite authentic resources or #authres are often images. Our students are highly visual and images can spark curiousity, a spirit of adventure, shock, laughter and more.

Select carefully

1. Multiple uses, modes, themes, structure
2. Limited, used in tandem with other resources (think scaffolding, puzzles)

✓ Why select it? Purpose?

✓ What will students do with it?

✓ What will students glean from it?

✓ What can maximize it?

Essential Questions

What might my life be like if I lived here?

Why might families in the Andean region of South America raise guinea pigs?
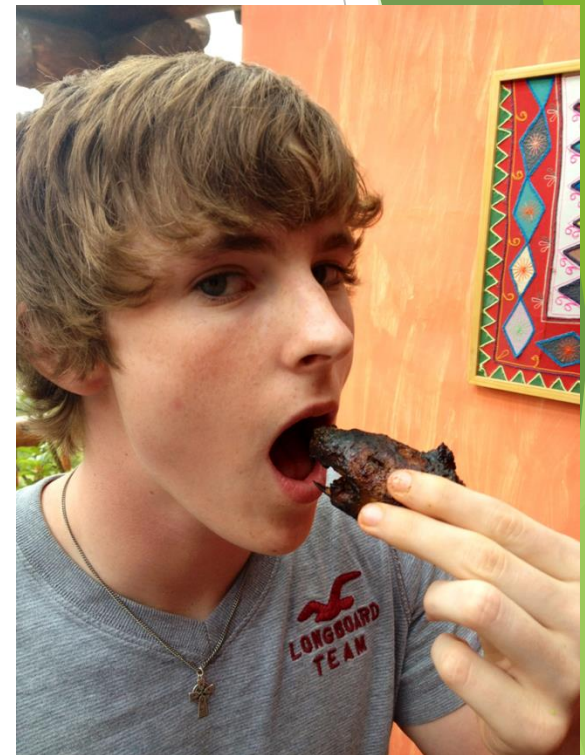
What goals would you have for using this?

My BIG Goals:

Find the pieces that will . . .

- **ENGAGE**
- **INFORM**
- **SUPPORT**
- **CONNECT**
- **COMPARE / CONTRAST**
- **AMUSE and ENTERTAIN**
- **CHALLENGE**
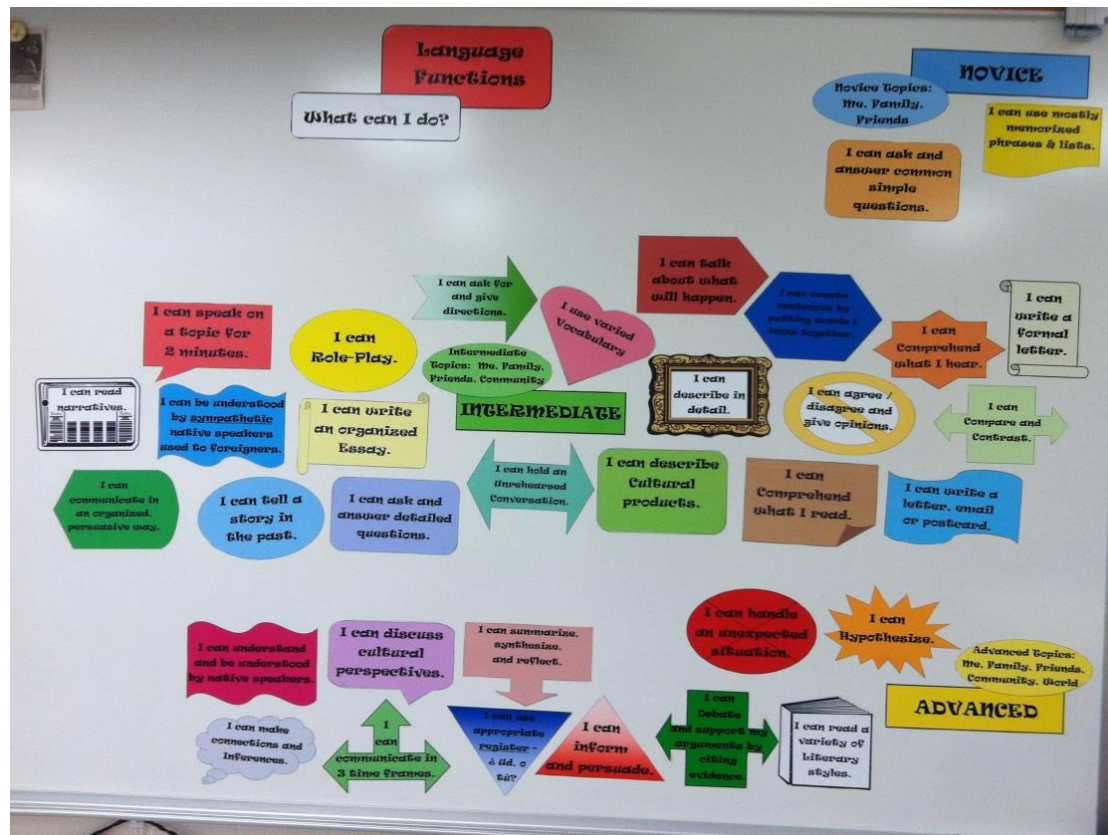- **SURPRISE / SHOCK**
- **PROMPT more QUESTIONS**

EXPAND COMMUNICATION:

Identify the baby steps:

Spiral the functions

- Function: Descriptive Narrative

- Function: Expressing likes/dislikes, preferences, opinions

- Function: Asking / Answering Questions

- Function: Compare / Contrast

- Function: Expressing needs, wants, hopes

- Expanding Vocabulary

- Expanding Text-Type - Elaboration

- Expanding Text-Type - Organization

Language Functions by Level

Scaffold
Descriptive Narrative:

Cognitive / Linguistic

- I can describe people.

- I can describe things.

- I can describe places.

- I can describe ideas, concepts, cultures (3 Ps)

- I can use past (recycled), present and

  <u>personalized</u> vocabulary (3 Ps)

Scaffold
Descriptive Narrative:

Vocabulary / Length

- I can identify characteristics. (list)

- I can write a descriptive sentence.

- I can describe in sentences with multiple parts. (conjunctions)

- I can describe with strings of sentences. (pre-paragraph)

- I can write an organized, descriptive paragraph.

Scaffold
Compare & Contrast:

Cognitive / Linguistic

- **I** can compare and contrast people.

- **I** can compare and contrast things.

- **I** can compare and contrast places.

- **I** can compare and contrast cultures (3 Ps)

Scaffold Compare & Contrast:

Vocabulary / Length

- **I can identify characteristics. (T-chart, Venn Diagram)**

- **I can create a comparative sentence.**

- **(--- but ----)**

- **I can compare and contrast in a sentence with multiple parts. (conjunctions)**

- **I can compare and contrast with strings of sentences. (pre-paragraph)**

- **I can create an organized, comparative paragraph.**

Balance the Modes

Interpretive Mode:

Interpersonal Mode:

Presentational Mode:

Student A: text length

mi familia y yo visitamos Cuzco,
Peru porque necesitamos vacación. Queremos
mirar el monumentos y divirtirse, por la mamña
vimos la casa de incas, tiene mucho bonitos
los monumentos, Después comimos en
la restaurante y mirar sacsayhuaman,
luego tenimos sueño y aspertemos.

tengo dos hermanos en mi familia. Mi
mejor hermano nombre es Mario. También
tiene veintiseis años. Mi mejor hermana nombre
es Mia, tiene dieciseis años. Mi mejor hermano
mario viva con su novia en su casa, trabaja
en el mercado porque va colegio por la manana.
la semana pasado trabajó en mecanica con
mi padre porque tuvimos rato libre. Después
cenamos y jugamos deportes junto, pero mi
minor hermana no le gustan los deportes, preferó
escuchar la musica, por ejemplo mi mejor hermano
juega el fútbol en escuila y mi minor hermana
baila. También Mario le gusta jugar naipes y
conversar con mis amigos, pero mia no le gusta.
en su rato libre le gusta ir al cine con sus

amigos. me gusta mirar mi mejor hermano y
no me gusta mirar mi minor hermana porque no
le gusta mirar mi.

**October /
February**

Student B: text length

Write a descriptive paragraph that COMPARES and CONTRASTS two members of your family (relatives); one male and one female. (age; physical/personality description, jobs, likes/dislikes, free time activities, responsibilities, favorites, etc.) Use varied vocabulary.

Viejo - old

THINK / PLAN SPACE

Examen de Escribir 3: Goals: I can describe places. I can tell a past story.

You and your family went on vacation to Cuzco, Perú. In an organized paragraph, describe at least 2 places that you saw and 3 things that you did (alone or with your family) while on vacation. Your goals are to: (1) demonstrate what you've learned about Perú, (2) show that you can describe with detail and (3) tell a story by describing past actions. These photos may give you inspiration for your paragraph, but you may include anything you've learned about Cuzco.
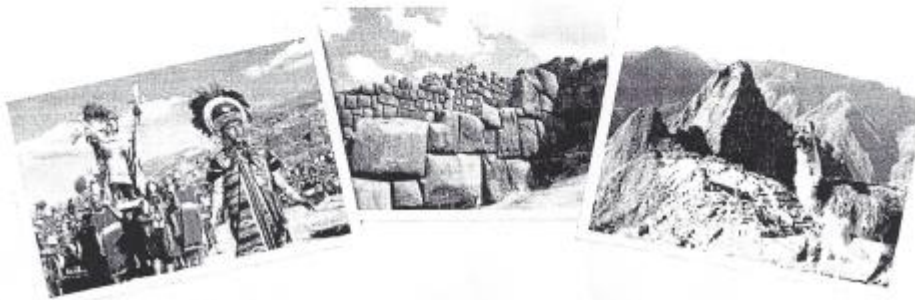
¡Hola! Me nombre es Javier. Mi familia y yo fuimos a Cuzco, Peru. Anduvimos a Machu Pichu. Paseamos en la capital y ver une festival del sol. La festival fue a Templo del Sol, una iglesia mas importante con los conquistadors y los aztecas. Los piedras con 12 angulos porene doce es un numero mas historico.

Mi mama y papa no son muy similan. Mi papa es mas alto que mi mama, pero mi mama es mas alta que muchas señoritas. Mi papa trabaja en Ford. Es mecanico y Mi mama trabaja en Metro South. Es enfermera. Mi papa tiene cuarenta y ocho años y mi mama tiene cuarenta y dos años. Mi papa tiene los ojos azules y no tiene mucho pelo. Mi mamma tiene los ojos verdes y es morena. Mi mama y papa son les gusta cocinar mucho y van al cine para ver las peliculas. Mi mama y papa limpian la casa todos los dias. Mi papa limpia la cocina y mi mamma limpia los baños.

Para las vacaciones, mis padres van South Carolina. Mi papa pasea en las busques pero mi mama nada en la playa. Mis padres montan los bicicletas y van los mercados en South Carolina. Mi papa le gusta mucho pescado, pero mi mama no le gusta. Ella le gusta carne o hamburguesas. Para el rato solo, mi papa juega los videojuegos o juega con Legos. Mi mama va la television o habla por el telefono con amigas. Mi mama y papa son activo preferido es leer los libros. Mi papa es muy comico pero es serio por la escuela y trabajas. Mi mama es trabajadora pero es muy cansada todos los dias.

October /
February

"If you improve on the present, what comes later will also be better."

— Paulo Coelho, *The Alchemist*

Student C:

En mi viaje a Perú, yo mirandé y visté mucho de cosas y lugares de importantes. Primero, yo fui al restaurante comer comida con mi familia. Próximo, nosotros pasamos en Cuzco, y vimos las carreteras de piedras y grande edificios. Luego, yo salí mi familia ir a Machu Picchu. Es una montaña que es hermosa y alta. Hay son mucho de personal en Machu Picchu. Es popular y tiene muchos de las vicuñas que de la familia de llamas. El dom... mi familia y yo vamos al Templo... es una iglesia que es bonita y hist... Finalmente, nosotros regresamos a la ca...

(THINK / PLAN SPACE — planning notes, partially legible)

En mi familia todos de las personas son diferentes. Por ejemplo, mi hermana y mi padre. Primero, ellos tienen diferencias años. Mi hermana tiene dieciocho años mientras mi padre tiene cincuenta años. Mi hermana es más extrovertida que mi padre y envía mensajes de texto a su amigas casi todos los días. Ella piensa que comprar con sus amigas en el centro comercial este fin de semana. En contraste, mi padre es tímido y no tiene amigos en Illinois. A él no le gusta salir la casa y va a aprender cocinar este fin de semana. También, mi hermana es más cómica que mi padre. Ella es tema cómica tan ellos degenere... pero mi padre es an... como mi madre.

con sus diferencias, mi hermana y mi padre tiene similaridades. Primero, ellos les gustan comer comida. La semana pasada, ellos visitaron la panadería, Panera. Tercera, le molesta mi hermana y mi padre, pero tratando es muy fáciles a las cambios les fascinan estudiar los animales y ellos ven las películas de animales como Negro Pescado. Añadar más... les gustan dormir todos los días hasta el sol salió. Ellos durmieron por doce horas el fin de semana pasado. ¡Qué loco! Mi hermana quiere trabajar, pero mi padre es médico y trabajó en el hospital por diez años. Ellos estudian juntos y habrán muchos.

Finalmente, mi hermana y mi padre son muy diferencias, pero también tienen muchos similaridades.

Student D: basic

€

GOAL: I CAN DESCRIBE. Answer the questions using your best and most complete Spanish. Be organized, add elaboration and detail and check for errors. Each answer should be a mínimum of 3 sentences.

B ¿Cómo eres? Describe a tu misma e incluye tus gustos y preferencias.

Me llama es Mary. Yo soy
es baja y pelo de morena.
Yo es muy simpatica y artista.
Mi mejor amida es Livi. Me gusto
jugar los deportes por que es
muy diveritido. Yo jugo el fútbol
y el tenis.

C ¿Cómo son tus padres?

Me padres es Joe y Donna.
Joe es me padre y Donna es
me madre. Me padre es muy serio
y alto. El gusta los deportes. Mi padre
gustan el futbol americano y el
beisbol. Me padre gustan el corta
el cespen. Me madre es baja y
comica. Me madre gusta vistar
el centro de comercial por que es
muy divertido.

THINK / PLAN SPACE

ambos - Both   entonces - next
pero - but   tambien - also
los dos - both   check verbs
mas ≶ que
tan = como

Mi madre y mi padre son muy divertido.
Mi madre es mejor en contraste mi padre
mi madre es ... y mi madre es
cincuenta y uno. Mi madre es muy bonita y
comica. Mi padre es muy serio. Tambien mi
padre es mas alto que mi madre. Mi madre
es la carinera para la escula y mi
padre es el negociante. En la fin de
semana mi padre le gusta el cortar el
cespen y trotar pero mi madre le
gusta hacer aerobicos con tu hermana
y cocina el tema para tu familia.
Tambien mi madre le gusta
ver el telivison con yo antes de
escula pero mi madre le gusta tambien

en el jardin porque mi padre tene mucho
flores. Mi madre descansar mucho en la
fin de semana pero mi padre descansa
un poco porque muy trabajador en la
mañana. La fin de semana pasado mi
padre fiste el jugo de el beisbol
con mi hermano y yo. Mi madre no
fiste el jugo porque los deportes aburido.
En el rato libre mi madre le gusta
dibujar y mi padre le gusta ejercisio me gusta
madre y mi padre mucho porque vosotros
muy divertido y mejor amigos.

September / February

Keep it simple:

- **Target language (no English)**
- **Variety of vocabulary**
- **Sentences that answer multiple questions (multiple parts)**
- **Elaboration**

Vivir al T.O.P.E.   (Carpe Diem) T – Todo en español
O – Organizado
P – Palabras variadas
E - Elaboración

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What functions can Students do with imagery?

- **Describe**
- **Use vocabulary**
- **Identify**
- **Compare and contrast**
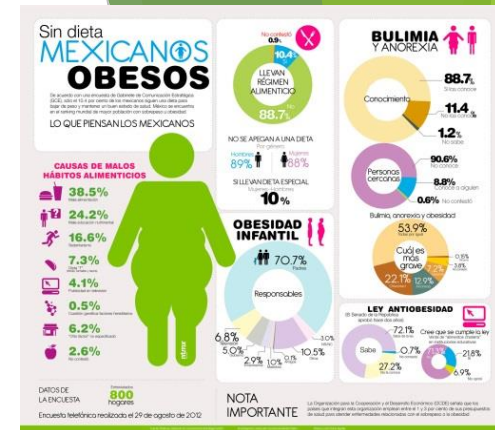- **Cultural values/ information**
- **Evaluate**

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Sample scaffolding... FOOD

- **ENGAGE - images, menus, videos**

- **INFORM – food pyramids, articles re: health/ingredients**

- **SUPPORT – traditional food recipes, commercials, ads**

- **CONNECT – healthy eating habits (obesity, diabetes)**

- **COMPARE/CONTRAST – geographic impact? school lunches**

- **AMUSE and ENTERTAIN – videos, celebrations, tastings**

- **CHALLENGE – global hunger,**

    social action

- **SURPRISE / SHOCK – unusual foods**

- **PROMPT more QUESTIONS**

SPAIN

Interpretive Mode:

Interpersonal Mode:
- **CLOZE activities**
- **Q & A: Eating habits, preferences, etc.**
- **Plan a healthy school lunch or menu – special diets?**
- **Compare/contrast food pyramids – design your own**

Presentational Mode:
- **Research and present an unusual food**
- **Present a solution to a 'real world' problem**

Sample scaffolding . . . SEGOVIA

- ENGAGE – clip from Video series "Isabel I" RTVE

- INFORM – Segovia, Spain online website – history, images

- SUPPORT – Art / Architecture from period (Google earth)

- CONNECT – History – Roman Empire, Americas 1492

- COMPARE/CONTRAST – Renaissance and Modern City

- AMUSE and ENTERTAIN – Disney princesses – Cinderella

- CHALLENGE – Religion, prejudices (cXV Spain / Global)

- SURPRISE / SHOCK – Spanish maps 1560s

- PROMPT more QUESTIONS

Interpretive Mode:
illustrate, summarize, create Qs

Interpersonal Mode:
- CLOZE activities
- Famous people Q & A , Descriptions
- Plan your visit
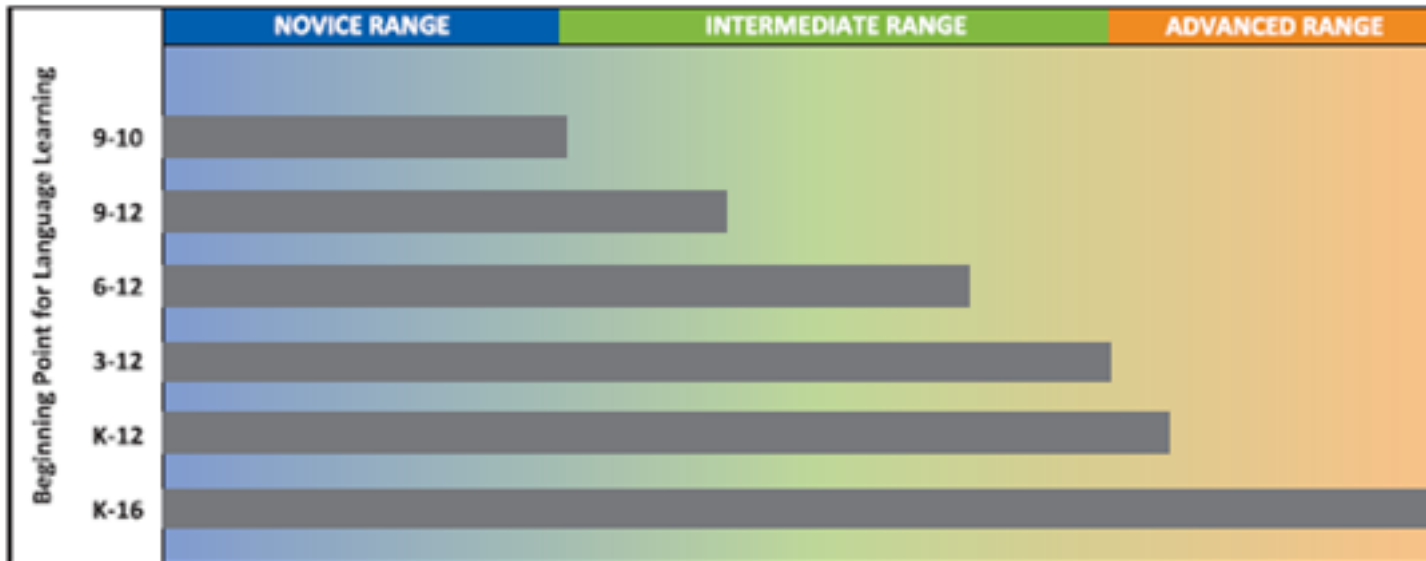- Compare/contrast Segovia with US city
-now & then

Presentational Mode:
- Write a fairy tale
- Retell the history
- Tell your own childhood story

Cenicienta y el Príncipe Azul

el cuento de hadas

WHY PROFICIENCY MATTERS:

- Seal of Biliteracy
- Teacher Evals / Student Growth

TIME AS A CRITICAL COMPONENT FOR DEVELOPING LANGUAGE PERFORMANCE

"All Coaches have one thing in common, it's that they are ruthlessly RESULTS-ORIENTED."

- Fast Company Magazine

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