

# 11

## LOCALIZING SPANISH IN THE ANN ARBOR LANGUAGES PARTNERSHIP: DEVELOPING AND USING A "TEACHABLE" CURRICULUM

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### Introduction: A "Teachable" Curriculum

This chapter discusses the development of what we are calling a "teachable" curriculum in the Ann Arbor Languages Partnership. This notion of "teachability" integrates two somewhat contrapuntal elements: on the one hand, the curriculum needed to address the language needs of elementary (primary school) students learning to use Spanish in the world; on the other, it needed to support new teachers as they were learning to teach language to elementary students. Thus the curriculum had to effectively scaffold on two levels – student learning of the new language and teacher learning of the new professional practices involved in teaching that language to these students.

The Ann Arbor Languages Partnership is a collaborative undertaking of the university and the local school district to "support improved educational attainment of children and their social participation in school, local, and global communities through the delivery of clinical teacher preparation in languages" (A2LP Executive Summary, 2009). Begun in 2007 as an educational exchange of services between the district and the university, the Partnership began providing Spanish language instruction to some 1,225 district students in Grade Three (ages 8 to 9) through a carefully structured teacher education program run by the university. The Partnership is organized around four core value propositions intended to guide both policy and practice:

1. *Language pluralism and effective transnational citizenship:* The Partnership activities are based on the proposition of "plurilingualism," that language competence is partial, dynamic, and driven by users' needs. The curriculum and assessments are documented through the Common European Framework of Reference for Languages and Learning (Council of Europe, 2001a).

2. *Learning in and through experience*: Experience provides a common foundation for students who are learning new language(s) and for the Apprentice Teachers who are learning to teach them. These experiences are embedded in one another so that the experience of students learning a new language is supported through the experience of professional learning of the new teachers who work with them. Together, this view of learning and teaching propels *community engagement* that can reposition languages from being simply school subjects to becoming assets of social capital (Putnam, 2000) in an increasingly transnational world.
3. *Documenting and making public language Learning and 1se*: Documentation is critical to build these language assets into social capital. In plurilingual learning, this documentation process needs to be "user-driven." It involves capturing what learners *want to do* with the new language and monitoring what they *can do* against those goals. The Partnership plans to document student goals and uses through the Language Portfolio process derived from one now in use throughout the European Community (Council of Europe, n.d.).
4. *Collaborative work*: The Partnership brings together the respective interests, needs, strengths, and resources of the school district and the university in a fully collaborative undertaking to support and extend language diversity and learning, by building a clinical teacher preparation program in language teaching.

## Part I: "The Time Before the Beginning"

As is often the case with educational initiatives that are complex and systemic, it is very difficult to actually pinpoint the beginning of the Partnership. There was a constellation of social factors and organizational elements that contributed to how it was conceptualized, and subsequently launched. Taken together, these influences loosely comprise "the time before the beginning;" they created a social and educational environment that was productively disposed to this novel design that combined student language learning with teacher education. This section focuses on three of these factors that shaped both the overall Partnership and more specifically its teachable curriculum: community support, reform of teacher education at the university, and experience with new models.

### **Community Support**

Language instruction in US schools has typically been hard to sell, particularly in times of heightened focus on accountability in literacy and mathematics coupled with shrinking public sector resources. The Ann Arbor community was no different, having recently suffered in 2007 a significant economic downturn, and schools faced a persistent gap in academic achievement among different groups in the system. It was in the context of these wider social factors that the district had

to undertake a participatory planning process aimed at engaging the wider community in creating and sustaining interest in and commitment to the school system. In 2007, there were a series of community-based conversations that culminated in a new strategic plan for the district.<sup>1</sup> The plan, which was endorsed by the school board and district administration, was explicit in two goals that became central to the Partnership: the need to strengthen the recognition of diversity – including language diversity – for all students in the district and the commitment to extend instruction in additional or new languages into the elementary schools. The district plan stated that they wanted to enhance current curricula to prepare students to be successful in a global society.

### ***Reforming Teacher Education at the University***

At the same time the district was involved in a planning process that articulated the commitment to language diversity, the university was engaged in an examination of how it provided teacher education. The reform has focused on how beginning teachers learn "the work of teaching" (Ball and Forzani, 2009, Cohen, Raudenbush and Hall, 2003) and how that work might be parsed into specific learnable and assessable classroom practices (Lampert, 2001). This has led to thinking differently about classrooms as settings for professional learning and about the roles of faculty, teachers, and others who might support this learning (see Freeman, 2009). While the university's teacher education programs, and the World Languages area, had enjoyed cordial working relations with many schools in the district, the level of systemic commitment to providing classroom instruction contemplated by the Partnership was new. The university was interested in developing new settings for practice and exploring new forms and models for teacher induction and support.

### ***Experience with New Models***

There is certainly no lack of models through which districts and universities collaborate in instruction and/or teacher preparation. Ranging from laboratory schools to professional development school designs; these models generally focus on creating hybrid institutional structures to address the intersection of needs and interests of both parties. Thus both "laboratory" and "professional development" schools differ in basic ways from *schools per se*, through the roles of university faculty and/or *school* personnel, and/or the students they serve. This hybridity

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<sup>1</sup> "A 32-member Strategic Planning Team – representing parents, students, teachers, administrators and community members – drafted the Ann Arbor Public Schools Strategic Plan. It is a plan that includes beliefs, mission, objectives and strategies." *AAPS Strategic Plan 2007-2012*. Ann Arbor: Author.

can be both a strength, in creating a new social and professional structure, and a Liability, in that such structures are often vulnerable because they lie outside the core mission of each group. In a real sense, these arrangements, as innovative as they are, oftentimes prove to be fleeting.

The Partnership began with a different premise: that the university and district could develop an educational "exchange of services" towards the common goal that made language diversity a key element of social capital in district classrooms and in the community. To enact this common goal, each institution had a primary need: In order to address its strategic plan and meet commitments to parents and community, the district needed to add Spanish language instruction in elementary grades; to build its language teacher preparation capacity and to pursue new models of teacher preparation, the university needed access to extended clinical settings.

The complementarity of interests that led to the Partnership seemed somehow different from other models in that each partner had a concrete need that was directly connected to its particular core mission. The district's commitment to language diversity and its interest *in* expanding instruction in new languages in elementary schools and the university's initiatives in rethinking teacher preparation created a rather unique design opportunity. It is probably fair to say that neither set of factors alone would have led to the depth of systemic thinking and design that came to characterize the Partnership. But taken together, the district's interest in new language instruction and the university's interest in developing new forms of teacher preparation created a complementary set of institutional concerns that provided the foundation for working differently together.

District and university leaders agreed that it would be useful to have a proof of concept, an instance in which this "exchange of services" model had been used. The example could show that a different design was indeed feasible and, perhaps more importantly, it might also help to anticipate some of the implementation

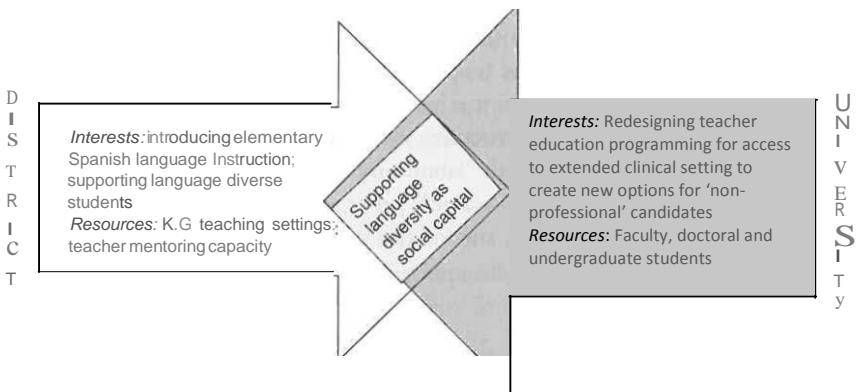


FIGURE 11.1 The partnership design as an educational 'exchange of services'

issues that were bound to arise. We found this proof of concept in a similar program design, the Windham Partnership for Teacher Education that Freeman and his colleagues had developed in the early 1990s. The Windham Partnership brought together eight rural elementary schools in southeastern Vermont with the graduate language teacher education program at the School for International Training to provide French and Spanish instruction by teachers-in-training who were supervised and supported by mentor teachers in the elementary classrooms in which they taught (Rodgers and Tiffany, 1997).

These elements of community planning and engagement coupled with ongoing reform of teacher education at the university generated a fertile environment in which the exchange of services concept that undergirded the collaboration could take hold and grow. However, realizing this new design depended on developing a teachable curriculum that would connect the respective institutional goals of student language learning and teacher professional learning.

## **Part 11: Setting out the Parameters for a "Teachable" Curriculum**

To develop this teachable curriculum, a steering group made up of key district administrators and university faculty developed the curriculum framework and sequence of lessons. As with any curriculum, a number of factors guided its creation. These factors stemmed from the needs and concerns of the partners, the school district on the one hand, and the university on the other. The district determined both the new language to be taught, Spanish, and the entry grade level, grade three. The district chose grade three as the starting point on the basis that by then children have developed a basic level of literacy in English, the majority first language and language of instruction, and this can serve as a base for developing literacy in the new language. The results of the 2006 community survey overwhelmingly supported Spanish as the first choice of new language, largely because Spanish is the dominant second language in the United States. An important byproduct of this choice, however, was to position the third-graders who speak Spanish as a first or home language as experts, where many might often be positioned as English language learners in general instruction.

Both the district and the university were committed to an approach that did not treat language as a school subject, but as something living, developmental, and usable in the world (Larsen-Freeman and Freeman, 2008). Since many adults have had less-than-positive language learning experiences as students in US schools, the steering committee wanted to challenge the notion that languages are essentially unlearnable in school. Thus in order to sustain interest in and commitment to the curriculum, student progress in learning needed to be transparent to both children and families. It was for this reason that the steering group decided to base the new language curriculum on the Common European Framework (CEFR) as a performance-based, internationally validated framework that is coherent across multiple languages.

The CEFR focuses on what learners "can do," thus allowing students to document their new language abilities in ways that are understandable to peers, parents, and community members, and are portable throughout their time both in and outside of school. In this way, we felt the documentation would be transparently understandable in a non-technical way in multiple settings of school and employment. Beyond documentation, both partners agreed that the curriculum would need to be appropriate and engaging for children as young language learners. The university was particularly concerned that it be readily teachable by new teachers. Unlike conventional designs in which "student teachers" work under the direct supervision of "cooperating teachers" in their classrooms, in the Partnership design, the Apprentice Teachers would be the Spanish language teachers in the classroom.

The steering group expressed this group of factors as three design parameters: the curriculum needed to be *credible*, it had to focus on real language learning; it needed to be *embedded* in the general school curriculum, not an add-on subject or something available only to a limited group of students; and it needed to be *teachable* to young learners by new teachers. These factors together reminded us in the development process that the focus needed to be on how the curriculum would be enacted in the classroom (Graves, 2000).

### **A Credible Curriculum**

In considering credibility, the steering group took into account several dimensions: credibility to parents and the broader community, credibility to children, and Linguistic credibility (Graves, 2008). Often foreign language learning at the elementary level is rendered simply as a string of topics, what we called the "colors and numbers" syndrome, with little attention to the ongoing development of young learners' underlying language competence. In contrast, the CEFR orientation, which recognizes, develops, and documents language competences, offered the credibility we were seeking so that parents could see their children progressing as language learners and users over time. The descriptors of CEFR A1 level of competence provided a starting point for developing a sequential Spanish language curriculum that would span the upper elementary grades, and the assessments and Language Passport would provide a means for documenting progress. During its first year, the Partnership planned to adapt a version of the Language Portfolio used in Britain in the ASSET Languages Project and designed specifically for early learners.<sup>2</sup> Thus the district third-grade students would have an opportunity to capture their emerging sense of their own plurilingualism and to document development of their Spanish language knowledge throughout the project and beyond.

<sup>2</sup> For information about ASSET Languages see <<http://www.assetlanguages.org.uk>> (accessed October 14 2010).

### ***An Embedded Curriculum***

A second issue that the steering committee grappled with had to do with the perceived relevance of foreign language study in US schools (Magnan, 2007). Oftentimes, foreign language in elementary school, or FLES, curricula are seen as extra "add-ons," sometimes available to subsets of the school population as in "gifted and talented" programs; thus programs can be labeled as superfluous and become easy to cut when resources diminish. Thus to be sustainable, particularly in a period of shrinking resources in terms of school time and finances, the steering committee determined that the Partnership curriculum needed to be embedded in the overall elementary school curriculum. We were heartened that there seemed to be a natural affinity between the Michigan social studies curriculum that focuses in grades kindergarten through three on self, family, and community and the A1 descriptors of the CEFR. As children learned about these expanding social circles, that learning could be complemented and expressed in Spanish as a new language. Thus in a strategic sense, the Partnership curriculum was not about learning Spanish; rather, it was positioned as helping students learn to use Spanish when communicating about their social environment, as captured in the state social studies framework.

### ***A Teachable Curriculum***

In a certain sense, the Partnership was based on a calculated gamble: that new teachers who were proficient in Spanish but likely with little or no experience teaching it, could, with intensive preparation and ongoing support, do a credible job of teaching the language to third-graders. Thus in addition to the parameters just discussed of credibility, and the embeddedness that helped to achieve it, the curriculum developed in the Partnership needed to be teachable. This meant it needed to be constructed in such a way that the new Apprentice Teachers would feel comfortable and productive as teachers from the outset. To be teachable for and by them, the curriculum needed to be structured around elements of predictability and consistency. It needed to be highly explicit about what the teachers and students were to do and say in each lesson, and the supporting classroom materials needed to be easy to prepare and to use. In essence, the curriculum needed to be well scaffolded, so that newly mimed Apprentice Teachers could pick it up and teach it.

## **Part 11.1: The Curriculum Development Process**

With these parameters in mind – that the curriculum be *credible*, *embedded*, and *teachable* – the development process was begun in earnest in the fall of 2008. The process itself fell rather naturally into three phases, outlined in Figure 11.2. The first phase focused on customizing or localizing the CEFR level descriptors to the district context and state social studies curriculum, and then creating lessons and units on that basis. In the second phase, a small group of Apprentice Teachers piloted

Phase One October 2008-August 2009	Phase Two Summer 2009	Phase Three September 2009-June 2010
University team in consultation with district 'localizes' the CEFR Level Descriptors to create Partnership indicators, and then lessons and units	Apprentice Teachers pilot lessons with elementary students in district summer school; lessons refined on that basis.	Full launch in which 36--40 Apprentice Teachers teach 1,225 Grade 3 students in 63 classrooms.

FIGURE 11.2 The phases of the curriculum development process

these lessons with third-graders in the district's summer school to get a sense of how the lessons played in the hands of new teachers with students. Then in the third phase, the Partnership was launched across the district in September 2009.

### *Localizing the CEFR Descriptors and Creating Lessons and Units*

The first development task was to work with adapting the CEFR level descriptors for use in this particular setting. Because the CEFR has been constructed as an "open source" document, it is customizable for local use (Morrow, 2004). The steering group looked at ways in which this localization process had worked for groups in other language settings. Three major challenges emerged. The first had to do with the manner of localization: we had to determine the ways in which the relevant CEFR level descriptors could be customized to the Partnership context and expectations. The second challenge addressed the context of localization more fully in how the Spanish curriculum would connect to and become embedded within the larger scope of third-grade student learning outcomes in the district. And the third challenge involved determining the level of scaffolding necessary for the curriculum to support the Apprentice Teachers in developing the pedagogical skills needed to deliver these lessons.

The actual development process began by examining the CEFR A1 level descriptors and determining the ways in which those "can do" outcomes statements could be customized – or localized – within the Partnership to what we termed "indicators."<sup>3</sup> In undertaking this task, the goal was that the curriculum be perceived as enabling productive language learning and language use for the young

■ Although the CEFR documents use the term "level descriptors," the Partnership chose to use the term "indicator" because it was more familiar terminologically in the US standards-setting discourse. While we agree completely with the notion of "describing" performance in CEFR, general US standards and curriculum terminology seem to favor the notion of indicating, perhaps in a more prescriptive sense, what that performance *should* be. Given the goals of credibility and embeddedness, we decided to adopt the latter term. In essence, though, the two terms refer to the same thing: a statement of performance outcome.



learners, which we termed a credible curriculum. To this end, the steering group turned to the state grade three social studies curriculum, thus tying this objective of credibility to wider instructional goals through the fact that the Spanish curriculum would be embedded within the larger grade-level curriculum.

As mentioned previously, the state social studies curriculum for kindergarten to grade three focuses on expanding circles of self-knowledge. In kindergarten, students learn to talk about "myself and others;" in first grade, they focus on "families and schools;" and in second grade, on "the local community." In the development process, we saw the clear opportunity to build on these expanding concepts of knowledge of self in the world in Spanish. If this new language curriculum could be aligned with these expanding concepts, it would allow third-grade students to review and build on what they had explored in social studies in earlier grades. Fortunately, the CEFR readily supported this progression as the A1 level focuses on concepts associated with family and local community, and on being able to interact with others in simple ways.

Figure 11.3 shows A1 level descriptors drawn from different scales in the CEFR (see Council of Europe, 2001b) displayed in the left-hand column, and the localized A1 indicators for Spoken Interaction (SI) (listed on the right); key terms have been bolded to show the connection. Both descriptors and indicators are phrased as "can do" statements. The first four localized SI indicators in the right-hand column are closely linked to the CEFR descriptors, while the fifth local SI indicator has been added to capture appropriate school-based language for children.

The steering group examined ways in which these localized Spanish language outcomes, which we had called "indicators," could be linked to existing third-grade standards in social studies. These standards, known as "GLCEs" or "grade level content expectations," are a regular part of the curricular and instructional discourse in the district at the grade and school levels. In third grade, the social studies curriculum focuses on "Michigan studies." The scope of these GLCEs includes opportunities to study various aspects of civic engagement. The third grade GLCE states that:

In extending students' civic perspective beyond the family, neighborhood, and community to the state, the third grade content expectations prepare students for their role as responsible and informed citizens of Michigan. . . . Building on prior social studies knowledge and applying new concepts of each social studies discipline to the increasingly complex social environment of their state, the third grade content expectations prepare students for more sophisticated studies of their country and world in later grades.

(Grade Level Content Expectations, Social Studies, 3rd Grade, p. 11)<sup>4</sup>

<sup>4</sup> See also <[http://www.michigan.gov/mdc/O,1607,7-140-28753\\_33232\\_00.html](http://www.michigan.gov/mdc/O,1607,7-140-28753_33232_00.html)> (retrieved October 14, 2010).

CEFR A1 Level Descriptors (from Council of Europe, 2001b)	Partnership Grade 3 A1 Spoken Interaction [SI] Indicators
<p><u>GEFR Global Scale</u> Can understand and use <b>familiar</b> everyday expressions and very basic phrases aimed at the satisfaction of leave- needs of a concrete type. Can <b>introduce him/herself and others</b> and can ask and answer questions about personal details such as <b>where he/she lives, people he/she knows and things he/she has</b>. Can interact in a simple way provided the other person talks <b>slowly and clearly</b> and is prepared to help.</p> <p><u>Conversation</u> <b>Can make an introduction and use basic greeting and leave-taking expressions.</b></p> <p><u>Self-assessment grid</u> I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a <b>slower rate of speech</b> and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very <b>familiar topics</b>.</p> <p><u>Goal-orientated cooperation</u> <b>Can handle numbers, quantities, cost and time.</b></p>	<p><u>Spoken interaction</u> <b>SI 1:</b> I can introduce myself, somebody else, and use basic greetings and leave-taking expressions.</p> <p><b>SI 2:</b> I can be understood when I say certain simple, familiar sentences, but I am dependent on my partner to help me when the sentences are more complicated.</p> <p><b>SI 3:</b> I can ask people questions about where they live, people they know, things they have, etc. and have many such questions addressed to me provided they are articulated slowly and clearly.</p> <p><b>SI 4:</b> I can handle numbers, quantities, cost, and time.</p> <p><b>SI 5:</b> I can understand simple directions asking me to stand up, sit down, line up, speak, or listen when they are addressed carefully and slowly to me.</p>

FIGURE 11.3 Linking the CEFR A1 descriptors to the localized Partnership language indicators

In nominating Spanish in the 2006 community survey, many parents had said that they wanted their children to learn "the fastest growing language in the state" and "to be able to understand and interact with the regional Spanish-speaking population." By linking GLCEs to Spanish language indicators, the Partnership could demonstrate how language and cultural knowledge could be useful and usable in becoming "responsible and informed citizens of Michigan." Closely connecting the Spanish to these GLCEs served to embed the new curriculum not only in the larger grade-level curriculum, but, perhaps more importantly, in the social and professional discourses, or "local language" about teaching and learning in the district.

The connection between the Spanish language goals expressed through the CEFR A1 level descriptors as adapted and the state GLCEs in social studies

focused on interaction skills. The CEFR conceptualizes language competence according to skills of listening, reading, writing, spoken production, and spoken interaction, while the social studies grade three GLCE, "Public Discourse, Decision Making, and Citizen Involvement," talks about communication in general terms:

...Students continue to develop competency in expressing their own opinions relative to these issues and justify their opinions with reasons. This foundational knowledge is built upon throughout the grades as students develop a greater understanding of how, when, and where to communicate their positions on public issues with a reasoned argument.

(Grade Level Content Expectations, Social Studies, 3rd Grade, p. 23)

Taking civic engagement skills as a wider or macro-frame for the more specific language skills in the CEFR, the steering committee developed this connection. The argument that "...how, when, and where to communicate their positions on public issues ..." included becoming able to express basic information about self, home, and community in language other than English was embraced and accepted. In this way, the connection could be further detailed through explicit linkages among language skills in Partnership indicators for the third grade as Figure 11.4 illustrates.

	Speaking	Listening	Reading	Writing
<b>I n d i c a t o r  # 4</b>	I can describe my home, family, moods, and likes	I can understand common questions about my name, age, home, family, mood, and likes	I can understand information about people's names, ages, homes, families, moods, and likes when reading a piece of writing about them	I can write sentences and simple phrases about myself and my home, family, moods, and likes
<b>I n d i c a t o r  # 5</b>	I can give personal information such as my name, age, birthday, address, and telephone number	I can understand most of another person's statements about their name, age, birthday, address, telephone number, home, family, moods, and likes, provided the speaker articulates carefully	I can understand a questionnaire that asks me basic information such as the date, my name, age, birthday, address, and telephone number	I can fill in a questionnaire with information such as the date, my name, age, birthday, address, and telephone number

FIGURE 11.4 Linking skills among the Partnership indicators

### ***Creating Units and Lessons***

Having aligned the now localized A 1 level Partnership indicators with the third-grade social studies GCLEs, the next step was to organize content into units and, eventually, lessons. The units were designed to focus on topics that emerged from both the localized indicators as well as grade-level social studies topics. They were crafted around topics such as family, personal information, and school subjects. The lessons themselves are designed to be 30 minutes long, with two lessons taught per week, or 51 lessons for the school year. The lessons follow a standardized sequence that begins with an opening song and ends with a goodbye ritual, all entirely in Spanish. Because they are short, the lessons are sequenced such that students re-encounter and re-use previously learned material. This routine structure helps to support the goals of credibility and teachability. Arguing that a key aspect of credibility lies in using the language, the aim was to have the lessons taught almost entirely in Spanish, which they could more readily be when classroom management was scaffolded through routine patterns of interaction. Likewise, this predictability in lesson structure enhanced its familiarity for students and thus its teachability for the Apprentice Teachers.

### ***Learning from Practice***

The original bank of lessons was designed in fall 2008 and early winter 2009. These lessons became, after some revisions, the enacted curriculum used in the Apprentice Teacher training laboratory in summer 2009. Each summer, the district runs a summer program, the Summer Learning Institute, for elementary students who need academic support and remediation in order to be able to begin the next school year "at grade level." In July 2009, the district was able to include Spanish in the summer school, which opportunity allowed for piloting lessons to get feedback from elementary students and from Apprentice Teachers. The subtitle of this section, "Learning from Practice," refers to two kinds of learning that resulted. The first had to do with learning about the lessons themselves, while the second referred to what the new teachers learned from teaching the draft lessons. As this was the first training opportunity with Apprentice Teachers, this trialing provided a context for understanding what such induction would need to include.

Piloting the lessons offered direct and immediate insight into the teachability of the curriculum. Through observation and verbal feedback from both teachers and students, it quickly became clear that if these thirty-minute language learning experiences were to be useful and relevant, we would have to embrace the notion that "less is more" when designing these lessons. The lessons as piloted in July 2009 were, quite simply, too full of content and overly ambitious instructionally, a message brought home through the feedback process.

To address this problem, the curriculum team decided to create a lesson structure that became a template for all 51 lessons. Each lesson now features a core objective;

there is an opening procedure to engage students in using the new language immediately and directly. This is followed by a series of activities that introduce and/or extend the lesson topic in a variety of ways intended to address and engage multiple learning styles. Finally, there is a closing procedure that features a song or other habitual closure activity. Figure 11.5 includes an example of this format.

In some ways, this lesson appears as a classic elementary language lesson. The focus is on being able to share information about birthdays, which follows to the Speaking Indicator, *I can give personal information such as my name, age, birthday, address, and telephone number*, and the Listening Indicator, *I can understand most of another person's statements about their name, age, birthday, address, telephone number, home, family, moods, and likes, provided the speaker articulates carefully*. The lesson connects and extends student learning in the social studies by using prior experience of learning about "myself and others" and "families and schools" to give the students the opportunity to learn to communicate personal information and mutual understanding in Spanish. The activities are oriented to young language learners, using games with which they are familiar to create multiple and iterative learning opportunities within the larger lesson.

Even with strong initial training, the predictable lesson structure alone is not sufficient to scaffold new teachers to work productively with students. Additional information needed to be included that made explicit the instructional moves involved in the simple lessons. Therefore, versions were developed that included directions to the Apprentice Teachers to scaffold their teaching. The intent is to help them to draw on what they know about young learners to make decisions that support manageable communicative interaction among their students. Simple instructional moves, along with the reasoning behind them, are laid out to guide the enactment of the lesson. Figure 11.6 shows the details around the "ball toss" activity.

In terms of learning how to support new teachers, the summer school provided an opportunity to implement an iterative cycle of teaching and learning for the Apprentice Teachers. The mornings were spent studying key concepts in teaching young learners such as child development, second language acquisition, and principles of communicative language teaching. These concepts were then directly linked to teaching in the second part of the morning when the Apprentice Teachers worked with the lesson plans they would teach at midday. Each lesson was modeled by the university trainer, and then deconstructed into teaching moves. Following this analysis, the Apprentice Teachers rehearsed the lesson as they had seen it with a teaching partner and received immediate and focused feedback from the university trainers. The Apprentice Teachers were assigned to teach in pairs both in the summer school and subsequently throughout the school year, although the pairs might differ. These pairings offered multiple opportunities for peer coaching and feedback in this rehearsal process (Lampert, 2009). When the time came to teach the lesson in the afternoon, the new teachers had had immediate practice, coaching, and reflection on both its process and content. Following the actual lesson with the elementary students, the Apprentice Teachers

Date taught:

Name: Lesson 19 Unit Review *los meses y el cumpleaños*

Length: 30 minutes

Class information: 3rd graders at \_\_\_\_\_

Content: months, dates, birthdays

Objective(s): Students will be able to tell when their birthdays are and their ages.

Assume already know: *How to say the months, tell the date and ask and answer about their birthdays*

Time in minutes	Stage	Procedure	Purpose	Materials	Language
5	Opening	Song <i>/Buenos días!</i> Repeat 2 times.  Review months Model first, and then ask the date of at least 5 students.	Warm up  Review, reactivate Help them to predict what 1s coming (the date question) and be prepared	Month poster  Calendar	Song lyrics  Months  <i>¿Cua/ es la fe&lt;:ha de hoy? Hoyes ...</i>
4	Practice	Ball Toss	Practice telling birthdays	<ul style="list-style-type: none"><li>• Ball and expressions poster</li><li>• Posters with dates of month; months of year</li></ul>	<i>¿Cuando estu cumpleaños?</i>  <i>Mi cumpleaños es el_ de</i>
11	Practice - Production	Conecta Cuatro: Divide class in 3-4 teams. Each team chooses a square and answers the question. Teams take turns. If a team answers question incorrectly another team tries to answer to gain the square. The first team to correctly answer 4 squares that are connected wins.	Review introducing oneself, giving age, birthday and the date.	Connect 4 chart	<i>¿Cómo te llamas?</i> <i>¿Cuántos años tienes?</i> <i>¿Cuando es tu cumpleaños?</i> <i>¿Cua/ es la fecha de hoy?</i> Numbers
5	Two production activities one with your choice of content	Telefono <i>OR</i> Alphabet Chant assisted by a student(s)	Review introducing oneself, giving age and asking/answering birthdays	Expressions posters  Alphabet poster	<i>¿Cómo te llamas?</i> <i>¿Cuántos años tienes?</i> <i>¿Cuando es tu cumpleaños?</i> <i>¿Cua/ es a fecha de hoy?</i> Numbers, etc...
5	Closure	San Fermin song <i>Adios</i> song		San Fermin poster	

FIGURE 115 Sample lesson (Lesson #19 -Dates and birthdays)

Stage	1-roceauré	Materials	Language
Practice	<p>Toss ball or hand out numbers and go in order or simply announce that you are going to call on five students and they can ask for help from you or another student if they want to.</p> <p>Have the students think about: the date first then the month then put together <i>el__ de__</i></p> <p>Model this on the board, the building of this chunk of information. After this scaffolded 'pre-thinking', students should be more ready to answer the question. It will help separate the cognitive load of figuring out their birthday in Spanish from how to say the complete sentence in Spanish.</p>	<ul style="list-style-type: none"> <li>• Ball and expressions poster</li> <li>• Posters with dates of month; months of year</li> </ul>	<p><i>&lt;,Cuando es tu cumpleaños?</i></p> <p><i>Mi cumpleaños es el _ de _.</i></p>

FIGURE 116 Explicated 'ball toss' curriculum activity

debriefed what they had done with each other and with trainers who had observed them, and on that basis they prepared for the next day.

In this very real sense, the summer school provided a means to test the core premise: the extent to which a teachable curriculum had been developed. The piloting foreshadowed the extent to which the curriculum would be appropriately teachable to grade three students by new teachers in the first academic year of the project.

### *Launching the Partnership*

In September 2009, the Partnership was launched in the district schools. About 40 Apprentice Teachers prepared to teach approximately 1,225 students in 63 third grade classrooms in all 20 of the district's elementary schools. The principal focus in this first year was on ensuring that the curriculum was indeed teachable. The steering group felt fairly certain that we had developed a curriculum that was credible, based on early reactions, and the fact that it embedded social studies foci. However, the extent to which the curriculum would be fully teachable was, up until the launch, not really known. While the summer training had given some sense of how the curriculum would unfold, it would not be until Apprentice Teachers were in classrooms for the full academic year that it would become clear whether the curriculum was teachable.

As the first year progressed, it became evident that the effectiveness of scaffolding in the curriculum (see Figure 11.6) depended on larger social structures.

To develop autonomy, the Apprentice Teachers had to follow the curriculum closely, even as they were growing increasingly flexible within it. Too much flexibility too soon made for sloppy, incoherent, and uneven teaching; too little flexibility over time made for formulaic lessons that were not engaging for students. Striking this developing balance between structure and autonomy became a central issue in the first year. Having achieved significant academic success as university students by passively waiting for professors to share information, many of the Apprentice Teachers came to teaching quite comfortable with the idea of being told what to do. In the Partnership, however, as they had to continually reflect on the efficacy of their own teaching they became active agents in their own professional learning. Some new teachers responded to the situation as an invitation to learn in new and exciting ways, while others found it a challenge that was at times cautiously exciting and at others daunting and even threatening. The challenge of the first year became one of continual calibration: how to scaffold the work for each Apprentice Teacher to move the individual along a continuum of increasingly independent and active professional learning.

For the third grade students, while the curriculum was indeed teachable, the effort to maintain it that way was significant. It proved easier in many ways to develop a curriculum that is credible and embedded than one that is readily teachable to students over time. This dimension of teachability requires constant adaptation both in the moment and over time. In the moment, there is adjustment to the differing demands of particular third grade classes as understood by their individual Apprentice Teachers. Then as the learning and teaching unfolds over time, with students and their teachers becoming more proficient – the one in language and the other in teaching – there is the push for more autonomy.

As the Partnership moves into its second year of implementation, a new grade level will be added, which will double the numbers of students, classrooms, and Apprentice Teachers. The focus will be on maintaining this reachability of the curriculum as we, as designers, become more adept and experienced at predicting where calibration for teachers and adjustment for students will be needed, and hopefully more skilled at making those adaptations. There is a "just-in-time" quality to the work which is at once exhilarating and exhausting; but to end with a curriculum frozen in activity will defeat the goal of the undertaking: developing *in* students and new teachers an appreciation, commitment, and capacity to work with language as a tool for social diversity.

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## Comment

In this chapter, Donald Freeman, Maria Coolican, and Kathleen Graves have reported on an exciting interaction between a school district and a university which has resulted in an elementary level language class that seems far removed from the more standard offering of lashings of cultural content with a light sprinkling of linguistic items.

The approach to course design in this and many other case studies in this book is essentially a "waterfall" model, a sequence of carefully planned steps. This is possible when there is plenty of time and resources available, the ideal conditions for curriculum design. One of the interesting features of this "teachable" curriculum, however, is the incorporation of the teacher as course designer, for the design team needed to accommodate the teachers' increasing confidence in the classroom as well as their awareness of their own learners' needs. This accommodation certainly ensured the new curriculum remained responsive to the teaching-learning environment, even in its initial implementation. The training of teachers in the Languages Partnership is the subject of Chapter 12.

## Task

1. Read the chapter again and analyze it in terms of the curriculum design model outlined in Chapter 1.

**TABLE 11.1**

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*Parts Of/tze course design process*

*Ann Arbor I.Angl lages Partners/zip's procedure*

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Environment analysis

Needs analysis

Application of principles

Goals

Content and sequencing

Format and presentation

Monitoring and assessment

Evaluation

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