

# LEARNING TO TEACH SPANISH: IDENTIFYING, INDUCTING, AND SUPPORTING APPRENTICE TEACHERS IN THE ANN ARBOR LANGUAGES PARTNERSHIP

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## **Introduction: Bridging Teachability to Teacher Preparation**

In the previous chapter, we discussed the development of the curriculum in the Ann Arbor Languages Partnership. The key feature of this curriculum was what we defined as "teachability," which meant that the curriculum needed to be accessible for students learning Spanish and well scaffolded for the Apprentice Teachers who would teach it. Accessibility for students was based on two main features of the curriculum: that it would be *credible* to students, parents, and community members in how it captured and represented language in the world, and that it would be *embedded* in the general curriculum such that Spanish would not become simply a 'subject language' (Larsen-Freeman and Freeman, 2008). These features of teachability for students were critical to the Partnership's goal that learning new languages could visibly and transparently support and contribute to language diversity as a form of social capital within the community and district. To realize these goals, the project drew on a young and largely inexperienced teaching force: a group of about 40 students in the first year, most of whom were university undergraduates studying for degrees in Spanish, and/or heritage or mother tongue speakers of the language, who would teach the Spanish language curriculum in 63 third grade classrooms in the district's 20 elementary schools.

We referred to these new teachers as "Apprentice Teachers" for several reasons. While they were new to classroom teaching, bringing a certain passion for Spanish and for working with young learners, the majority had had no formal training in language teaching. Unlike "student teachers" at the university who are part of the formal teacher certification sequence, many of the new teachers in the Partnership were not seeking state certification as elementary teachers. In large measure they seemed to view teaching in the Partnership as a commitment to giving back co

the community in Spanish and to volunteerism in the best sense, and were ambivalent as to career preparation,<sup>1</sup> a point we will return to later in this chapter.

There are two additional features that distinguished the "Apprentice Teacher" role, both of which center on the teaching they did. New teachers in the Partnership are placed in "teaching pairs;" so that the great majority co-teach with a fellow Apprentice Teacher. Together, this teaching pair is responsible for the Spanish instruction in the classroom. Whereas "student teachers" at the university are placed with master or cooperating teachers in their fieldwork and work closely with this teacher to learn the culture and specific teaching practices of that particular classroom, the new teachers in the Partnership, although they work under the supervision of a certified teacher, are, by design, the sole teachers of Spanish in their elementary classrooms. For these reasons, we determined to name the role for what it was: an apprenticeship in learning to teach Spanish; as such it needed to be carefully scaffolded to prepare and support these new teachers to credibly enact the Spanish language curriculum. The concept of "teachability" then became a bridge between student learning of Spanish and teacher learning of how to teach that language.

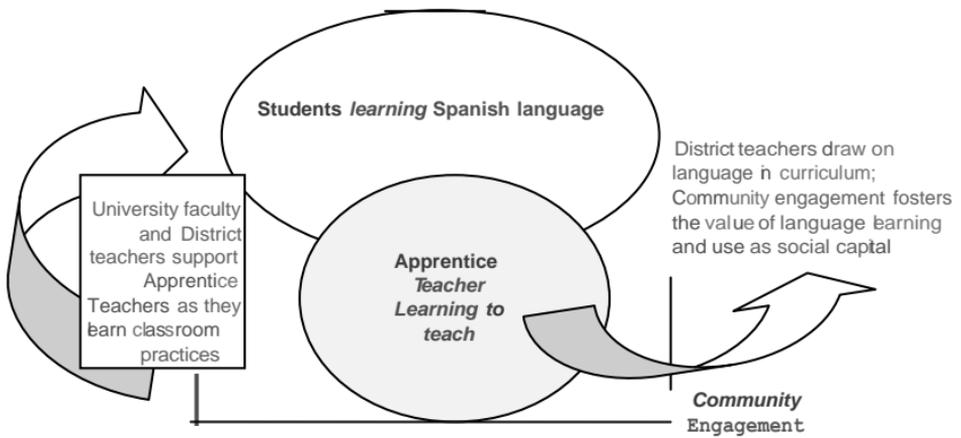
As a systemic project, the Partnership embraces three levels of learning. Central to the design is student language learning, as discussed in the previous chapter. This learning is enacted through the work of new or Apprentice Teachers with the teachable curriculum as they are learning to teach it. Together, these two levels of learning support a larger goal of engaging the wider community to consider, and hopefully support, language diversity as an element of social capital (Putnam, 2000). As partners in the project, the district and the university seek to promote values of transnational civic involvement across languages and cultures through the recognition of plurilingualism (Council of Europe, 2001a) and autonomous learning through experience. To engage these values, the Partnership is committed to transparently documenting language learning and use in the community,<sup>2</sup> and working collaboratively to realize these ends (see Chapter J 1). Figure J 2.1 captures the interaction of these three levels of learning and engagement.

This chapter addresses Apprentice Teacher learning in the Partnership, and specifically how that learning was scaffolded in three major phases: how Apprentice Teachers were *identified* to participate in the Partnership, a process which included recruiting and selecting these participants from the wider university community; once selected, how they were *inducted* into the approach to language learning and teaching on which the Partnership is based. This induction involved initial intensive training with extended follow-on work. So the third phase details how the Apprentice Teachers were *supported* as they taught throughout the school year. From the standpoint of teacher education, we viewed the entire three-phase experience as a single professional learning environment, although within that

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<sup>1</sup> In fact, of the 37 apprentice teachers in the 2009-2010 cohort, 13 were in the formal teacher certification sequence.

<sup>2</sup> See Chapter 11 on the language portfolio process.



**FIGURE 12.1** Levels of learning in the Ann Arbor Languages Partnership

environment each phase marked distinct moves in the learning trajectory. This view of teacher preparation stands in stark contrast to the more conventional one of "learn then apply" or "prepare then teach" on which much teacher education is based (see Darling-Hammond and Bransford, 2005).

Conceptualizing and enacting this vision of a year-long professional learning process involved rethinking many of the structural elements of conventional teacher preparation, including the connection between preparation and practice – what is sometimes called "courses versus fieldwork;" the notion of backgrounded versus foregrounded knowledge – sometimes called "foundation courses" (social processes and history of education, educational psychology) versus "content or methods courses" in the discipline; and the types of scaffolding and support these new teachers needed to begin working productively. These elements evolved within, and were shaped by, the context and values commitments of the overall project (see Chapter 1). In the next section, we turn to the parameters that shaped the development of the training design to prepare Apprentice Teachers.

## Part I: Developing the Training Design

Teacher education designs that closely affiliate universities with schools face many challenges. The irony is that, even with the shared broad goal of education, the institutional interests of universities and schools often diverge more than they align. As those interests multiply and become more concrete, it often seems that they become more distinct – and even conflicting (see Sarason, 1993). For this reason, arguably the central problem in designing such programs is to establish a common ground in which the goals and needs of each institution are directly addressed and hopefully met. Locating this shared platform that would be the foundation for Partnership activity began with the premise that each party had concrete needs as well as something to offer in the joint undertaking. So if the complementarity or

fit of these needs could be mapped, the resources would follow. Put another way, if each party did not find a proposition of concrete and immediate value in the design - a need that could not readily be otherwise met - it would be unlikely that we could evolve a sustainable design. And the inverse was also true: If the need could be clearly identified and met through the new design, it would be in each party's interest to use reasonable resources to achieve it. We came to call this premise an "exchange of services" (see Figure 11.1 on page 131).

### ***Developing an Exchange of Services Model***

As explained in the previous chapter, each institution had a primary need: To address the strategic plan developed in 2006 and to meet commitments to parents and community under the plan, the districts needed to add Spanish language instruction in the elementary grades. To pursue new models of teacher preparation, build its language teacher preparation capacity, and attract a broader and more diverse population to teaching, the university needed different program options and extended access to classrooms as settings for clinical learning. (Grossman, 2009). The complementarity of fit between these two needs undergirded the Partnership: The district would receive the Spanish language instruction through a new teacher education program that the university would develop and run. This translated into an exchange of services in which the district received and supported Spanish language teaching for approximately 1,200 grade three students while the university had access to and supported 63 grade three classrooms as professional learning environments for 40 new Apprentice Teachers.

### ***New Roles and Learning Environments***

To realize this design and implement this exchange of services, we needed to make sense of the conventional functions of teacher preparation differently. The organizational theorist Karl Weick (2001) describes sensemaking in complex environments in this way: "The basic idea of sensemaking is that reality is an ongoing accomplishment that emerges from efforts to create order and make retrospective sense of what occurs." Rethinking how teachers are prepared in this design depended on articulating new roles and developing new learning environments for students as they learned Spanish and Apprentice Teachers as they learned to teach it. The term "new" here could be misleading, however, since in each case the roles and the environments existed in the ecologies of district classrooms and university lecture halls; but they had to be made sense of in new ways. This process entailed giving new definitions to some of the existing elements in each institution, understanding that these "new" definitions would carry in them different, potentially new, ways of thinking and operating for the individuals involved.

## Part 11: Implementing the Training Design

### *Identifying, Inducting and Supporting the Apprentice Teachers*

The exchange of services – elementary Spanish language instruction as a teacher preparation programmatic environment – outlined the formal training design. As with any complex undertaking, however, the specifics played out in unique ways. We turn now to how these elements of the training design worked in practice in the first year. This discussion is organized around the central processes of the training design: identifying, inducting, and supporting the Apprentice Teachers.

#### *Who are the Apprentice Teachers?*

The undergraduate students who make up the majority of Apprentice Teachers are "millennial" students. They come from a variety of liberal arts disciplines, and are generally not intending to devote their careers to teaching. Rather, they are Spanish speakers – native speakers, heritage speakers, and university Spanish majors or minors – who want to share their knowledge of the Spanish language and cultures with children. They are interested in learning how to teach in this limited context, and are willing to spend time on training, weekly field seminars and twice-weekly teaching for which they receive academic credit.

During the last two decades, the time period in which today's university students have grown up, forces of globalization and technological innovation have dramatically changed the career opportunities and expectations in the United States; this dynamism seems likely to continue. As the US society has moved towards a knowledge economy (Uhalde, Strohl, and Simkins, 2006) ethnic, racial, and linguistic diversity has increased markedly in US classrooms (Educational Testing Service, 2007). Pedagogically, today's university students have grown up with different pedagogical methods than the generations before them. Their "apprenticeship of observation" (Lortie, 1975) has been shaped by slogans about teamwork and making a difference (Pinder-Grover and Groscurth, 2009).

The millennial generation, defined as those born between 1982 and 2002, is described as having notable differences in experience, with technology and virtual interaction, for example, and interests in social commitment and collaborative work. These millennial students tend to be team-oriented, interested in working with others on projects or to solve problems.<sup>3</sup> This group orientation seems to encourage volunteerism, and particularly working with groups for social or civic causes (DeBard, 2004).<sup>4</sup> Millennials' technological literacy has allowed them to

<sup>3</sup> See Pew Research Center, *Millennials*, retrieved on October 14 2010 from <<http://pewresearch.org/millennials/>>.

<sup>4</sup> It is interesting to consider the US program "Teach for America" in light of these characteristics. The program recruits highly selectively, taking about 15 percent of its applicants, then provides intensive induction and places them in difficult-to-staff urban and rural public schools around the United States. The University of Michigan is the largest sending institution to Teach for America.

<b>Principles for Teaching Millennial Students</b> <i>(from Pinder-Grover &amp; Groscurth 2009)</i>	<b>The Partnership activities that address the principle...</b>
Facilitate cooperation among students.	Co-planning and teaching lessons Dialogue with peers through structured peer feedback sessions
Prepare students for diversity and cross-cultural interaction.	Training for, experience with, and reflection on working with diverse elementary students – ESL, special learning needs, heritage speakers, etc. Working with peers outside their university field of study supports interdisciplinary perspectives and solutions
Cultivate knowledge creation.	Cooperation with classroom teachers Dialogue with peers and university trainers Reflections on experience, iterative lesson planning
Promote active engagement inside and outside the classroom.	Explicit participatory models in training Discussions of past and anticipated experiences with individual students and whole cohort Engagement in Partnership's broader goal of language as an asset for social capital by introducing new language and culture to students early in their schooling

**FIGURE 12.2** Educating "millennial" students - Principles and Partnership practices

address social problems via web-based technologies, and they are accustomed to communal efforts that create and institutionalize online knowledge, as with Wikipedia for example. These students are used to accessing information quickly and connecting with people easily and often through a variety of social media such as Facebook and Twitter. Pinder-Grover and Groscurth (2009) summarize these trends in four principles, which they argue can lead to teaching millennial students productively: "Facilitate cooperation among students; prepare them for diversity and cross-cultural interaction, cultivate knowledge creation ; [and] promote active engagement inside and outside the classroom."

The Partnership drew on these principles explicitly in identifying, inducting, and supporting university undergraduates as Apprentice Teachers. Figure 12.2 summarizes these training moves, which are elaborated in the following sections.

To begin the process, candidates for the role of Apprentice Teacher had to be identified, recruited, and selected, which we discuss in the next section.

### ***Identifying Apprentice Teachers: Recruitment and Selection***

A large, complex research university presents both opportunities and challenges to recruiting candidates to participate in a project like the Partnership. On the one hand, the potential pool is large and varied; on the other, accessing that pool is not easy, and there are myriad competing projects and opportunities for undergraduate students, so finding the key features that will connect with candidates is centrally important. The steering group made use of conventional channels such

as contacting education students and undergraduates pursuing degrees in Spanish or visiting upper level Spanish lectures to present the program. We also used other, somewhat less conventional, channels such as advertising the Partnership on Facebook or seeking out various clubs and organizations that represented heritage Spanish speakers on campus or involved undergraduates in tutoring in the local Spanish-speaking community. These latter channels offered a productive match with the millennial interest in community service.

Once they expressed interest, candidates attended one of several informational sessions to learn the details of the project. It was at these sessions that members of the steering group were able to connect directly with individuals and to gauge their level of interest and understanding in the project. The informational sessions began a selection process that was essentially one of mutual winnowing down. The project wanted candidates who understood its goals and were willing and able to commit to the full year. Likewise the candidates wanted to grasp the full level of involvement that was expected given that the program was atypical in combining induction and fieldwork for a year's worth of undergraduate academic credit.

Actual selection involved two interviews. The first was a Spanish language interview, conducted by Spanish language professors from the Arts and Sciences Faculty, and the second interview was run by Maria Coolican, the Partnership director, and a senior doctoral student who serves as Partnership manager. In both interviews, candidates worked in groups of four to six as this setting provided a better opportunity to gauge their Spanish proficiency and to observe their styles of interaction with peers, both qualities crucially important to the Partnership's teaching pair format. While both interviews had a gatekeeping function, the second was focused on the extent to which the candidate exhibited the "habits of mind" (Sizer, 1986) that supported the Partnership. These might include flexibility, interest in service opportunities, and evidence of an ability to make a long-term commitment. In conjunction with these interviews, candidates provided academic transcripts and letters of recommendation. With this composite information, the Partnership director made the initial selection decisions.

### ***Inducting Apprentice Teachers: Delivering Intensive Training to Meet Teaching Outcomes***

During this first year of the Partnership, the process of winnowing and self-selection continued in earnest in the induction, which ran for a very intensive period of eight to ten six-hour days. This intensity was intentional as it mimicked the level of commitment and interaction that would be central to Apprentice Teachers' successful teaching. Building on the understanding of millennial students described above (see Figure 12.2), we faced two challenges in preparing these new candidates to be able to teach productively in third grade classrooms. The first challenge involved determining the outcomes or competences Apprentice Teachers were expected to meet through the year-long program of professional preparation and

support. These outcomes then shaped both the induction and the ongoing support they would receive; they would also help to determine programmatic judgments about individual teachers' progress and learning. Since the academic credit awarded by the university was based on the year-long trajectory, it was further important for the project to articulate an overarching set of learning outcomes.<sup>5</sup>

The outcomes, which are detailed in Appendix A, are meant to frame Apprentice Teachers' professional learning across the entire trajectory of school year, and thus to scaffold connections between the intensive induction and the weekly seminar and observation work throughout the year. They are organized in four categories or "strands:" teaching, student learning, language(s), and school and community. Each strand has two goals, a "professional practice goal" and a "professional growth and development goal;" the former addresses what Apprentice Teachers must be able to do to teach productively in the project, while the latter is explicit about the ongoing learning process in which they are expected to engage throughout the year. This bifurcation is meant to capture defined standards for immediate performance (professional practice) in relation to clear expectations for development (professional growth and development). Each statement is further specified by defining the key verbs within it, which is intended to make acting on the statement more explicit for all parties.

These professional learning outcomes for Apprentice Teachers (see Appendix A) are intentionally phrased as "can do" statements similar to the Partnership student language learning outcomes, which are derived from the Common European Framework of Reference (see Chapter 11). The alignment supports candidates as they review and document their learning as new teachers in ways that parallel the goal-setting and assessment processes the students use to document their learning of Spanish.

The second challenge was one of implementation, and particularly designing and carrying out the intensive induction. There were several constraints that shaped the induction design, including scheduling, connecting the practical elements with district teaching resources, and then staffing the training design appropriately. In terms of schedule, the induction needed to take place when students were available to attend, given that it did not carry university academic credit independently but as part-and-parcel of the year-long experience. We experimented with three intensive schedules: the first was a month-long training in July 2009 held in conjunction with the district's summer school, as discussed in the previous chapter. The second was a week-long induction in late August 2009, just before the beginning of the

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<sup>5</sup> This decision to award academic credit for the entire trajectory from induction through teaching was a complex one, informed by many factors. Chief among these was the instrumental reasoning that candidates would be more likely to stay engaged if they were working towards credit for the whole experience. Philosophically, the steering group believed that the design depended on an experience of professional learning that closely integrated input and practice with reflection and critique, and therefore needed the opportunity to learn and improve practice across the year.

district's school year. The third design, which is preparing candidates for the Partnership's expanded second year of work, was held for two weeks in May 2010, before the end of university term. This third design will become the annual training opportunity for candidates who are joining the Partnership.

Although they differed in duration, the three schedules share a common design. Since the majority of candidates have never taught, the aim of the induction is to make them comfortable with teaching generally, and conversant with the designed lessons, as they work with third grade students. To this end, the induction design centers on actual teaching. It is built around an iterative cycle of teaching and learning in which Apprentices first experience the sample lesson; they then deconstruct it by describing the steps of the lesson and the teaching moves the university trainer made to enact it (see Grossman et al., 2009). They discuss the lesson, how it was organized and implemented, and then they practice the lesson with each other.

More broadly the training design includes readings, discussion, mini-lectures, and modeling specific classroom practices, as well as lesson planning, practice teaching, and feedback on all practice sessions. Throughout the process, candidates' engagement in doing teaching leads to their learning of teaching. This approach is based on the premise, which has been widely elaborated in the teacher education literature (e.g. Richards and Lockhart, 1994; Farrell, 2007), that reflection on experience is the strongest and most persuasive source of learning. This commitment to experiential learning is based on the notion that one learns best by doing, when that activity is supported by structured analysis and reflection, followed by the opportunity to apply what has been gleaned from that reflection, combined with feedback from skilled others, to develop emerging skills (Kolb, 1984).

### ***Supporting Apprentice Teachers: Building the Ongoing Work of Teaching***

Once the induction has been concluded, Apprentice Teachers enter directly into the field, which is where the third phase – supporting ongoing professional learning and development – takes place. This support in the Partnership is built around three key roles: the Apprentice Teacher, the trainer or seminar instructor from the university, and the mentor teacher from the district. Each role has specific responsibilities within the project design, and simultaneously has new learning/professional opportunities associated with it; these are summarized in Figure 12.3.

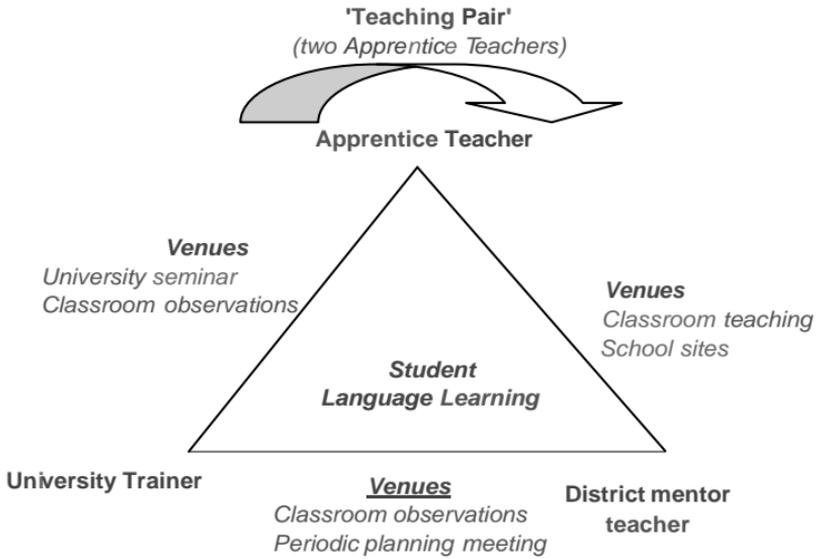
When put together, the roles generate four main "learning relationships", which are core to the training design. These "learning relationships" are understood as structured interpersonal engagements between individuals who have different roles in the project; or, if individuals have the same role, as with Apprentice Teachers in their teaching pairs, they bring and exploit their different backgrounds and experiences in these engagements. It bears pointing out that the relationships *per se*, absent any structured form of interaction, would not necessarily lead to professional

	Apprentice Teacher	University trainer	Mentor teacher
Institutional Role	University undergraduate student	Education doctoral student	District grade level or specialist teacher
Partnership Responsibilities	<p>Teach two 30 minute lessons/week/class [Most Apprentice Teachers teach 2-3 groups/week]</p> <p>Plan and collaborate with teaching partner Teaching Pair</p> <p>Attend induction training and weekly seminar</p> <p>Be observed regularly and participate in debriefing</p>	<p>Co-plan weekly seminar</p> <p>Deliver seminar (3 hours weekly)</p> <p>Observe and debrief individual Apprentice Teachers</p> <p>Coach/trouble-shoot Teaching Pairs</p>	<p>'Cover' class as certified teacher</p> <p>Introduce and support teaching pairs in understanding local school culture and in expectations</p> <p>Offer informal liaison with school community</p>
Professional Learning Opportunities	<p>Deepen understanding of teaching new languages to young learners</p> <p>Become a professional member of local school community</p> <p>Work in close collaboration in the Teaching Pair</p>	<p>Become proficient in training model (which includes intensive induction and on-going coaching)</p> <p>Use Partnership work for own professional work and research</p> <p>Develop close relationships with district personnel</p>	<p>Position Spanish language in general curriculum</p> <p>Observe third grade students in a new learning environment, which may highlight different capacities</p> <p>Deepen understanding of informal mentoring</p>

FIGURE 12.3 Roles in the Partnership

learning. Although no doubt people would and do learn from one another when they work together, it can be a random and serendipitous process. In these learning relationships, the explicitly designed use of venues and of training activities within those venues serves to catalyze the learning, since the different roles have to use professional discourse to navigate and advance their work together.

Figure 12.4 maps the four learning relationships that form the foundation for professional learning of teaching in the Partnership design. Each of these relationships supports professional learning since the two protagonists bring different experience and professional discourses or "local language" to the interactions (see Freeman, 1996). It is a basic equation of interaction: Each person in the dyad knows some things and needs to know others, and this imbalance provides a basis



**FIGURE 12.4** Learning relationships and learning environments

for their work together. For example, in the Apprentice-Mentor Teacher dyad, the Apprentices know Spanish and the specific curriculum and lessons to be taught, but need to know about the third grade students and classrooms, and the schools in which they are teaching. The Mentors know the children and the school, and the general curriculum, but in most cases do not know Spanish and have not taught a new language to young learners. Similar dynamics apply in the Apprentice-Trainer learning relationship, in which the Trainers are better versed in language teaching and in the language curriculum than the Apprentices, but do not know the specific learning trajectory of the third grade class or children in it as the Apprentices do. These learning relationships play out through specific activities in several venues. We turn now to detail two major instances: the weekly seminar and the regular observation/feedback interaction.

### *The Weekly Seminar*

Apprentice Teachers take part in a weekly three-hour seminar, facilitated by one of the three university trainers. The seminars have three major activities: trainer input to address the knowledge base for teaching languages to young learners; reflection on the participants' teaching practices; and creating action plans to address their particular teaching issues in the upcoming Spanish lessons. Readings and activities in the seminar input sessions include such topics as student motivation, second language acquisition and child development, the role of heritage speakers in the classroom, communicative language teaching, classroom management strategies and building a classroom community.

### Apprentice Teacher Generated Content | Portfolio: *Two Possible Tables of Content*

First Idea: <b>TIME</b> <i>By the week...</i>	Second Idea: <b>ARTIFACT</b> <i>By the document type</i>
<p>Week of MONTH/DATE</p> <ul style="list-style-type: none"> <li>• Lesson scripts w/ action plan</li> <li>• Weekly reflection</li> <li>• Observation notes</li> </ul> <p><u>Week of</u> <u>MONTH/DATE</u></p> <ul style="list-style-type: none"> <li>• Lesson scripts w/ action plan</li> <li>• Weekly reflection</li> </ul> <p><i>[THIS CYCLE REPEATS EVERY OTHER WEEK]</i></p> <ul style="list-style-type: none"> <li>• Collected action plans</li> <li>• Learning statement</li> <li>• Additional documents</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson scripts (all term)</li> <li>• Weekly reflections</li> <li>• Observation notes (biweekly)</li> <li>• Collected action plans</li> <li>• Learning statement</li> <li>• Additional documents</li> <li>• Self evaluation</li> <li>• Pictures of school/classroom site; Scans of student work</li> </ul>

FIGURE 12.5 Alternative Portfolio organizations

### ***Co-teaching and Observation/Debriefing***

The heart of the Apprentice Teachers' work is teaching, which they do twice a week for thirty minutes per third grade class. Because most schools have multiple class sections of third grade, a teaching pair is likely to teach more per week either within or across schools. In the Partnership's first year, most teaching pairs taught two to three third grade classes each week, for a total of four to six 30-minute lessons. Working primarily with their partners in the teaching pair, the Apprentice Teachers interact to plan, deliver, and debrief their lessons. They do so both formally, in the venue of their weekly field seminar, and informally in traveling to and from school and outside the classroom. They also interact with a university trainer both in the field seminar, which is held once a week for three hours, and when they are observed every two weeks while teaching. While the teaching pair is in their school, they have regular contact with the school's mentor teacher, a district teacher who is responsible as the legally certified teacher of record for the classroom. The university trainers and mentor teachers interact informally at the school site, and have periodic general meetings.

The teaching pairs are observed regularly by the university trainer; this second set of eyes is key to providing data for their reflective work and planning in the seminar and supports their professional learning. Each pair is observed every other week, so there is close tracking of the Apprentice Teachers' development and maximum accountability is built into the system. The observations follow a protocol that focuses on following the Partnership lesson format (see Appendix B;

see also Figure 11.3) and how students are engaging with the lesson; developing and using effective classroom norms; and the extent to which instruction is entirely – or nearly entirely – in Spanish. Following the observed class, the Apprentice Teacher debriefs with the university observer and responds to the observer's notes. The Apprentice Teacher also responds to a reflective prompt focusing on a specific aspect of teaching that grows out of *his* or her action planning in the seminar. In this way the observation works to tie the teaching closely to the weekly seminar and thus to sustain the overall learning trajectory of the year.

### ***The Learning Portfolio***

To map their professional growth and aggregate lessons learned throughout the year, Apprentice Teachers generate a Learning Portfolio. The portfolio has two principal functions: it serves as a reference guide, personalized through experience, for the individuals as they plan and reflect on the lessons they teach; and it is the vehicle of year-long assessment. [In both senses then, the portfolio offers a tool through which Apprentice Teachers can develop reflective practice (Bailey, Nunan, and Curtis, 2001). By articulating their professional learning processes, the doing of teaching becomes the learning of teaching.

In developing the portfolio, documentation and collection of materials begins immediately. Apprentice Teachers start with an analysis of their own language learning and language skills (see the Language strand in the professional outcomes framework, Figure 12.6). Then, as their teaching progresses, they include lesson scripts for the lessons that have been observed by the trainer and bi-weekly observation notes and weekly reflections that have been exchanged with the Trainer. They also include Final Learning Statements as the capstone documents for each semester. Other documents may include notes from the mentor teacher, additional activities and materials for particular lessons that the Apprentice might create, called "back pocket activities," or perhaps a YouTube video to supplement a lesson objective. The intent is to provide data that will document candidates' experiential learning process (Kolb, 1984) as they develop professionally.

Capturing the learning trajectory in the Learning Portfolio blends clearly structured and expressed expectations with choice of format. Apprentice Teachers need to understand the academic requirements, even as they are pushed to think carefully about how they represent their work and learning across the year. Figure 12.5, which is drawn from the Partnership's *Teacher's Handbook*, suggests two options for how a portfolio can be organized.

The organization on the left follows the time sequence of the teaching experience, while the option on the right clusters the different types of learning opportunities in an organization that compiles like documents and artifacts. Both options require the same documentation, and each includes a summative Learning Statement.

## **Conclusion: Lessons Learned from the Partnership's First Year**

In the second school year, the Partnership will double the number of Apprentice Teachers and the classrooms in which they teach. The project will add a grade level, following students who were in third grade last school year into grade four, and it will continue to teach third grade. Thus the current curriculum will be retaught to a new cohort of third graders, and a new set of lessons will be extended into grade four. This transition is an opportunity to examine the past year and engage in some systemic reflection similar to the process asked of Apprentice Teachers.

A couple of points bear discussion in closing this chapter. The first has to do with continuity of participation. Of the original 40 Apprentice Teachers, 14 – or about a third – have signed on for a second year. In the initial design, we had generally assumed – admittedly without much thought – that Apprentice Teachers would be in the Partnership for only a year. Interestingly, we can see no reason to limit participation since the design can serve multiple years as both a service opportunity and a professional learning environment. So beyond the basic affirmation of the project, this continuity of participants represents an opportunity to reconsider each of three elements reported here: how the Apprentice Teachers are identified, inducted, and supported in their professional work.

In terms of identifying new candidates, in a year in which activity will double in size, bringing back this pool of more experienced participants will clearly strengthen the project. Further, in working with the interests and motivations of the millennial student population discussed earlier, the group that is the Partnership teaching force, we need to better understand what about the experience of doing the Partnership inspires this significant number of Apprentice Teachers to return for another year.

The intensity of induction training has been one of the more vexing aspects of the first year. As described earlier, we experimented with three different induction schedules and determined that the May training design is the most viable. This timing – after the university's second term classes are over, but before students' summer jobs and internships typically begin – seems the most feasible. Even at this time of year, however, candidates face competition with other priorities, so having a continuing group of Apprentice Teachers may reduce some of the problems of timing.

Another area of work involves the roles within the Partnership (see Figure 12.4), which we believe can be further developed and deepened to support professional learning. The continuity in the cohort creates greater stability and deepened learning and engagement among the second year participants. There may be new possibilities for peer support by leveraging the experience that they will bring as continuing Apprentice Teachers through "near peer" collaboration (see Murphey and Arao, 2001) and peer coaching, for example. The roles also include the teaching pairs and the mentor teacher-university trainer relationships. Together, they offer promising settings in which professional discourse can be practiced and learned, thus enhancing classroom work (Freeman, 2004).

Apprentice Teachers are placed to teach in pairs for pragmatic as well as philosophical reasons. While the rehearsal and coaching designs for paired teaching work well in induction, they seem to become somewhat less efficacious in the regular classroom. This may be related to an unintentional and unexamined assumption by Apprentice Teachers, that paired teaching equates to team teaching. There are definite pedagogical benefits to working in pairs, which we have not fully explored: from expanded classroom management and better use of group work, to modeling the new language between two fluent speakers and increased possibilities for student practice. The Apprentices seem to recognize that team teaching is a sophisticated skill, although it is not one that is explicitly addressed in the induction or seminar training. Because to date we have seen the pairs primarily as professional interlocutors who support one other as they reflect on their teaching and develop action plans, we have not focused as much on the pedagogical possibilities as we could.

There is much that can be done in inducting and supporting Apprentice Teachers on how to teach as a member of a pair. In the first year, some teaching pairs seemed to thrive, while others did not. Without close analysis, a key here seems to be organizing more intentional matches. At present, given the logistical complexities and the scale of classrooms to be staffed, matches are made more based on availability. Introducing an element of choice into the process might better support professional learning; it would, however, be an extremely complex undertaking.

Likewise there is more that can be done with the role of mentor teachers, who in the second year will all be third or fourth grade classroom teachers. This will offer a more obvious and potentially deeper opportunity to connect the social studies and Spanish curricula. There are some risks to seeing the mentor teacher as the "local expert," however (Fieman-Nemser and Parker, 1992), particularly from the standpoint of teaching socialization as well as our goal that new language learning be plurilingually based. Since many of these teachers will have not experienced this orientation, either in learning new or "foreign" languages in schools or even in using them in the world, many aspects of the pedagogy and approach may seem different. There is the possibility, with the best of intentions, that a mentor teacher may push the classroom instruction towards treating Spanish as a "subject language" with *all* the social and pedagogical assumptions and practices that entails (Larsen-Freeman and Freeman, 2008), which is not the goal. While we are eager to explore a deeper and more connected relationship between the third and fourth grade curricular standards and the foci of the Partnership Spanish lessons, it is important not to lose sight of the larger goal of making languages a visible and usable asset of the social capital of the school and the community.

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## Appendix A

Strand	Professional Practice Goal	Professional Growth and Development Goal
Teaching	<p>The Apprentice Teacher can effectively plan, implement, and assess lessons that follow the Spanish curriculum.</p> <p>Plan involves structuring the lesson on a response to student progress and needs and making effective use of resources and materials</p> <p>Implement means carrying through the lesson 'in real time' responding to what students are doing and need to do in order to learn</p> <p>Assess means making reasoned judgments, based on evidence, about how the lesson went and what students can/cannot do in Spanish from the lesson</p>	<p>The Apprentice Teacher can document and analyze his/her own classroom practice, set goals based on the analysis, and monitor his/her progress towards those goals</p> <p>Document means the Apprentice Teacher is skilled in several ways to capture what goes on in his/her lessons</p> <p>Analyze means the Apprentice Teacher is able to 'decompose' those records using one or more analytic approaches and/or tools</p> <p>Monitor means that the Apprentice Teacher is able to track his/her progress towards goals she undertakes (sets or agrees to)</p>
Student learning	<p>The Apprentice Teacher can monitor and assess student progress.</p> <p>Monitor means that the Apprentice Teacher structures learning opportunities for the lesson so as to be able to see what students can/cannot do with help and independently.</p> <p>Assess means making judgments about student performance as monitored against external criteria</p>	<p>The Apprentice Teacher understands and applies basic concepts from second language acquisition and developmental psychology appropriate to elementary student learning</p> <p>Understand means the Apprentice Teacher is conversant with the professional concepts, terms, and discourse</p> <p>Apply means that the Apprentice Teacher can use the above to accurately and appropriately describe and interpret student performances and their work</p>
Language	<p>The Apprentice Teacher can monitor and use language (Spanish and English) appropriately to teach lessons and manage the class.</p> <p>Monitor and use means that the Apprentice Teacher recognizes, tracks, and adjusts language choice and use in teaching and managing the class</p>	<p>The Apprentice Teacher sets his/her own Spanish language learning goals and monitors progress towards them.</p> <p>Set here refers to using the CEFR and ELP process to establish individual language learning goals</p> <p>Monitor means that the Apprentice Teacher can capture and document progress, using the ELP process.</p>
School and Community	<p>The Apprentice Teacher can interact effectively and appropriately with members of the school and with community members connected to the children's lives.</p> <p>Interact means that the Apprentice Teacher is able to accomplish the work s/he needs or wants to do in the school</p>	<p>The Apprentice Teacher understands and applies basic professional concepts related to school culture and school-community and teacher-parent-child interaction</p> <p>Understand means the Apprentice Teacher is conversant with the professional concepts, terms, and discourse</p> <p>Apply means that the Apprentice Teacher can use the above to accurately and appropriately describe and interpret interactions, interests, and phenomena in school and community</p>

FIGURE 12.6

## Appendix B

Lesson #: Lesson Name \_\_\_\_\_

*My students already know:*

*Problematize this:*

*Action Plan:*

Time (min)	Interaction Pattern	Stage	Procedure	Purpose	Materials	Language
		Opening				
		Presentation				
		Practice				
		Production				
		Expansion activity				
1" Total =30..	e.g. T-Ss	Closure	Sing 'Adi6s' song.	Whole group closure		Song lyrics

FIGURE 12.7 Lesson format

## Comment

The world is littered with instances of well-designed, well-intentioned curricula that have been poorly implemented. A new, or a revised, curriculum is an opportunity for change, and the onus for bringing about that change, a change in the learning experience, typically rests on the teacher. Perhaps it is inevitable, then, that when course designer and implementer are not the same person there may be a gap between what was intended and what is experienced. Sometimes the method of inducting teachers into the new curriculum is clearly at fault. In this chapter, however, the Ann Arbor team has described a well-designed training program for implementing the curriculum they introduced in Chapter 11. Their training program results from a careful environment analysis, particularly of the teachers segment of that particular circle in the design model. While an evaluation of the effectiveness of the training program is yet to be completed, this chapter suggests that it is very likely to have delivered on its promise.

## Tasks

1. In an influential book on curriculum innovation, Markee (1997) suggests a very useful list of guiding principles (see *LCD*, pp. 179-180), among which he includes the following:
  - a. Good communication among project participants is a key to successful curricular innovation.
  - b. The successful implementation of educational innovations is based on a strategic approach to managing change (e.g. short-, medium-, and long-term strategies; different strategies at different times).
  - c. It is important for implementers to have a stake in the innovations they are expected to implement.

To what extent are these three principles evident in the Ann Arbor Language Partnership?

2. How would you evaluate the success of the Ann Arbor Language Partnership from
  - a. the school district's perspective?
  - b. the university's perspective?
3. In many parts of the world, communities express a desire for their languages to be taught in the education system. One of the reasons why the languages are not taught is a lack of suitably trained teachers. Think of a situation where this may be the case. Would the Ann Arbor model of teacher training work in that situation?

## Further Reading

Markee, N. (1997). *Managing curricular innovation*. Cambridge, UK: Cambridge University Press.