# APPENDICES

# APPENDIX A

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR LANGUAGES OTHER THAN ENGLISH
# (TEKS FOR LOTE)

## COMMUNICATION

**The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.**

*The student is expected to:*

| Novice | Intermediate | Advanced |
| --- | --- | --- |
| (A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information; | (A) engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs; | (A) engage in oral and written exchanges including providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions; |
| (B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics; and | (B) interpret and demonstrate understanding of simple, straightforward, spoken and written language such as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations; and | (B) interpret and demonstrate understanding of spoken, and written language, including literature, on a variety of topics; and |
| (C) present information using familiar words, phrases, and sentences to listeners and readers. | (C) present information and convey short messages on everyday topics to listeners and readers. | (C) present information, concepts, and ideas on a variety of topics to listeners and readers. |

## CULTURES

**The student gains knowledge and understanding of other cultures.**

*The student is expected to:*

| Novice | Intermediate | Advanced |
| --- | --- | --- |
| (A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and | (A) use the language at the intermediate proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and | (A) use the language at the advanced proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and |
| (B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied. | (B) use the language at the intermediate proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied. | (B) use the language at the advanced proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied. |

## CONNECTIONS

**The student uses the language to make connections with other subject areas and to acquire information.**

*The student is expected to:*

| Novice | Intermediate | Advanced |
|---|---|---|
| (A) use resources (that may include technology) in the language and cultures being studied to gain access to information; and | (A) use resources (that may include technology) in the language and cultures being studied at the intermediate proficiency level to gain access to information; and | (A) use resources (that may include technology) in the language and cultures being studied at the advanced proficiency level to gain access to information; and |
| (B) use the language to obtain, reinforce, or expand knowledge of other subject areas. | (B) use the language at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas. | (B) use the language at the advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas. |

## COMPARISONS

**The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.**

*The student is expected to:*

| Novice | Intermediate | Advanced |
|---|---|---|
| (A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied. | (A) use the language at the intermediate proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied; | (A) use the language at the advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied; |
| (B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and | (B) use the language at the intermediate proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and | (B) use the language at the advanced proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and |
| (C) demonstrate an understanding of the influence of one language and culture on another. | (C) use the language at the intermediate proficiency level to demonstrate an understanding of the influence of one language and culture on another. | (C) use the language at the advanced proficiency level to demonstrate an understanding of the influence of one language and culture on another. |

## COMMUNITIES

**The student participates in communities at home and around the world by using languages other than English.**

*The student is expected to:*

| Novice | Intermediate | Advanced |
|---|---|---|
| (A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and | (A) use the language at the intermediate proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and | (A) use the language at the advanced proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and |
| (B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development. | (B) show evidence of becoming a lifelong learner by using the language at the intermediate proficiency level for personal enrichment and career development. | (B) show evidence of becoming a lifelong learner by using the language at the advanced proficiency level for personal enrichment and career development. |

# APPENDIX B

## TEKSPECTATIONS

The Progress Checkpoints in the TEKS for LOTE represent different learning stages also known as proficiency levels: novice, intermediate and advanced. The TEKSpectations listed below describe what learners should know and be able to do at the end of each Progress Checkpoint. They provide an overall view of the expectations for student performance at critical points along the language learning continuum and may be used to guide the design of developmental activities and to help teachers recognize the signs that learners are reaching a given checkpoint.

### TEKSPECTATIONS FOR NOVICE LEVEL

- Understand short, spoken utterances on basic, everyday topics
- Produce learned words, phrases, and sentences on basic everyday topics
- Detect main ideas in familiar material on basic, everyday topics
- Make lists, copy accurately, and write from dictation
- Recognize the importance of accuracy and of knowing about the culture in communication

### TEKSPECTATIONS FOR INTERMEDIATE LEVEL

- Participate in simple face-to-face communications about personal history or leisure activities
- Create and understand simple statements and questions
- Understand main ideas and some details of material on familiar topics
- Cope successfully in straightforward social and survival situations
- Use knowledge of culture in developing communication skills and of grammar to increase accuracy

### TEKSPECTATIONS FOR ADVANCED LEVEL

- Participate fully in casual conversations in culturally appropriate ways
- Explain, narrate, and describe in paragraph-length discourse in past, present, and future time
- Understand main ideas and most details of material on a variety of topics
- Cope successfully in problematic social and survival situations
- Apply knowledge of culture and an acceptable level of accuracy of expression when communicating

# APPENDIX C

# BACKGROUND INFORMATION ON THE 5 Cs

## COMMUNICATION

Communication skills are the primary focus of language study. These skills include the usual skills of listening, speaking, reading, and writing, as well as viewing and showing skills. Students develop communication skills by using knowledge of language and culture, communication strategies, learning strategies, and content from other subject areas. Through the Communication goal, students develop the skills necessary to manipulate the content of the other four Program Goals and vice versa.

Communicative proficiency derives from control of three modes of communication: interpersonal, interpretive, and presentational. Students need practice in all three types of communication throughout a program in order to satisfy their most commonly expressed reason for taking a language class: to learn to communicate.

### Interpersonal Mode
In the interpersonal mode, there is direct exchange of communication between individuals, either listeners and speakers, or readers and writers. This mode calls for active negotiation of meaning among the individuals and requires a natural pattern of adjustment and clarification in order to achieve successful communication. Both receptive skills (listening and reading, sometimes enhanced by viewing) and productive skills (speaking and writing, sometimes enhanced by showing) are required in the interpersonal mode.

### Interpretive Mode
The interpretive mode includes the receptive skills of listening and reading. The communicative source (e.g., the author, speaker, or actor) is not present or accessible; therefore, negotiation of meaning is not possible. The listener or reader must determine the meaning by using prior knowledge of the language and culture, personal knowledge about the subject, learning strategies, and, perhaps, reference materials. Interpretation of any medium is enhanced by viewing, whether of pictures, staging, setting, or body language.

### Presentational Mode
The presentational mode calls for the creation of formal messages, public speaking or an editorial, for example, to be interpreted by listeners or readers where there is no opportunity for active negotiation of meaning between listeners and speakers or readers and writers. The productive skills (speaking and writing) are used in this mode. The presentational mode is enhanced by the showing of non-linguistic elements such as photographs, gestures, demonstrations of cultural practices (e.g., dances, sports), the use of graphics or illustrations, and role-playing.

Two "new" communication skills have been introduced int LOTE instruction. Viewing means understanding and interpreting non-linguistic communication like gestures, seeing a presentation of a play (and not just reading it), observing cultural practices and manifestations (e.g., noticing that French windows are different from American windows), looking at cultural products, such as works of art, and gaining visual information in addition to linguistic information from advertisements and television programs. Interpretation is the communication mode used primarily for viewing.

Showing includes expressing understanding of non-linguistic elements such as gestures, demonstrations of cultural practices, (e.g., dances), using graphics and illustrations with presentations, and role-playing. Presentation is the communication mode used primarily for showing.

## CULTURES

Students learn about and experience other cultures as an integral part of studying languages other than English. This includes studying and experiencing the following three cultural components of a society:
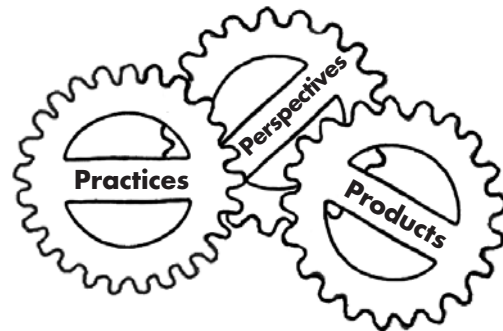
**Perspectives**
The way people perceive things; their attitudes and values

**Practices**
What people do; their patterns of behavior

**Products**
What people create, both tangible and intangible: their literature, art, music, tools, food, laws, games, etc.



Products include both the great accomplishments of a culture and the institutions that characterize how the society functions. This element has been referred to as "Big C" culture and includes art, music, dance, drama, poetry, and literature, as well as social, economic, and political systems.

Cultural practices are also a vital component of communication. Inappropriate body language can convey an unintended meaning even when the words are correct (e.g., a gesture intended to be a "good-bye wave" could be confused with the "come here" gesture in Italian). Unexpected behavior can cause one to misinterpret someone else's meaning (e.g., arriving "late" to an appointment may mean only that the person has a different understanding of time).

Learning about and understanding cultures increases student motivation to learn the language, fosters divergent thinking, and connects language learning to other subject areas. In addition, the Program Goal of Cultures provides knowledge to enhance any future contacts with native speakers of the language studied, either informal (through friends or travel experiences) or formal (in business or professional contexts).

Using products, practices, and perspectives to frame the study of culture represents a relatively new way of thinking about culture for most language teachers. Perspectives, in particular, may be a difficult concept to grasp. In fact, not all teachers of LOTE will know all of the perspectives of a given culture, e.g., their values and attitudes. Yet understanding how people view things, perspectives, is integral to understanding practices and products because perspectives often determine the manifestations of the practices and products. For example, in the U.S., attitudes about time and food determine a product - fast food - and a practice - getting food from a drive-through window.) The goal is to teach about observing and analyzing cultural information in order to determine what the perspectives of individuals and groups in the culture are. Studying the cultural perspectives behind the behavioral patterns of people in that culture (practices) and behind the tangible and intangible creations of art; literature; dance; music; and social, economic, and political institutions (products) creates a balanced approach to understanding a culture.

Because novice level students may not have sufficient knowledge of the language to use it exclusively to discuss culture, teachers may choose to use English to help students understand and discuss the perspectives behind cultural practices and products. Students can then apply this knowledge in tasks matched to their ability to use the language, such as listing practices that are common among speakers of English, speakers of the language being studied, or speakers in both cultures. Intermediate and advanced level students, however, would use the language to learn about culture through the interpretation and discussion of authentic materials. For example, while novice level students might speak in English about why Día de los Muertos (Day of the Dead) is an important ritual in Mexico before applying that knowledge by matching contrasting phrases as descriptive of Mexico or of the United States, intermediate and advanced level students would interpret the unique cartoons and other Día de los Muertos features in Mexican newspapers through discussion in Spanish.

Resources that provide cultural information include videos, literature, periodicals, and guest speakers. Students should be made aware of the cultural context of language segments and taught to look for cultural information. As they role play, write stories, or conduct interviews, they should do so in a culturally-appropriate manner.

## CONNECTIONS

Knowledge of other languages and cultures provides the tools and context for connecting with other subject areas such as health, social studies, sciences, mathematics, and English.

Language acquisition becomes more relevant and engaging to students when they access information that is pertinent to other school subjects and to their personal interests. Knowing another language enables learners to look beyond the limits of their immediate experience and to access the whole range of information available internationally through print, the Internet, satellite technology, and video.

Students make connections in different ways at different grade levels. Because linguistic development (native language and other languages) and other cognitive development take place simultaneously in the early elementary grades, examples of Connections appropriate for younger learners could include learning the basic concepts of the solar system, the parts of a plant, or the life cycle of a butterfly completely in the second language. In middle school, students might experiment with Connections through a historical role-play using the second language. For example, German students could set up an Ellis Island-type immigration station with a twist — non-language students play the role of the immigrants in the late 1800's while German students operate the station in German. At the high school level, intermediate and advanced students often create their own personal connections, with the language teacher serving as a coach. Students may apply their second language skills to acquire information, such as materials on food exports in international agribusiness, original French research on leukemia, or recordings of contemporary Chinese musical opera.

In immersion and content-based language programs, students develop language skills by using the language as a medium for learning other school subjects. In LOTE programs, students can use the content of other subjects to learn the language and use the language to gain access to content for other subjects.

## COMPARISONS

Learning another language involves an implicit or explicit analysis of the nature of language and concept of culture. A natural result of learning another language is the comparison of the language being learned with the native language. As a result of these comparisons, students focus, often for the first time, on how their own language functions (e.g., the use of gender or the placement of adjectives). They gain a deeper understanding of vocabulary through the study of cognates and derivatives. Such comparisons also highlight the differences between languages and help students to understand that there are many different ways to communicate the same idea. The insights gained from language comparisons enable students to be better language learners.

The same type of comparisons occur when it comes to cultures. Students learn about different traditions, customs, and practices, as well as discover that they share many things in common with people of another culture. Students realize how one culture can have an impact upon another culture.

Exploring cultural concepts with limited language skills requires activities that ask students to interpret materials for their main ideas and to present information in formats that match their language ability, such as listing for novice level learners. Activities can be designed that help students express complex cultural comparisons with simple language. For example, students can be asked to check their comprehension or insight on a cultural topic by responding to statements with a check in the appropriate column: this is common in the United States, this is common in the foreign country, or this is common in both cultures. As students progress through a LOTE program, their growing sophistication in cultural insights will be matched by their growing sophistication in using the language.

## COMMUNITIES

Learning languages other than English occurs both within and beyond the school. It increases opportunities for participation in communities in Texas, in other states, and around the world. Students use languages to enhance their personal and public lives, for personal enrichment and career development.

Students may participate in Texas communities by attending cultural events or concerts, or visiting museums or exhibitions. As part of their language study, they may participate in or plan their own celebrations of the traditions of cultural and linguistic communities that are the same as or different from their own. They may also use the language to converse with speakers of that language outside of class (e.g., helping a Spanish-speaking parent in the school office, or using Vietnamese to serve a patron at a restaurant). Students may also participate in communities in other states and around the world by traveling or by using technology to inform themselves about other places, peoples, and cultures.

In studying Communities, students learn how knowing more than one language is an asset for future career and business opportunities, and thus how it can expand their possibilities for employment. High school students may apply their language skills by tutoring elementary grade native speakers or by doing an internship during part of the school day in a business setting where the language being studied is used, such as in the international marketing section of a manufacturing company or in the international exchange center of a bank. In addition, knowing more than one language provides a means of future learning and personal enrichment. Regardless of the language studied, students of LOTE learn how to use languages to communicate across cultural borders, a skill that is applicable throughout one's life.

# APPENDIX D

# SAMPLE FACILITATION TECHNIQUES

A variety of strategies should be used to engage participants in workshop activities: working alone, in pairs, in small and large groups. The following suggestions may be adapted to different activities in which you wish to encourage any size group interactions. Use these facilitation techniques—or others of your own invention—to help participants process their understanding of a video segment, Program Goal, reccommended reading, or standards-based instruction as a whole. This list is neither exhaustive nor perscriptive; we hope it will add a new idea or two to your repertoire of facilitation techniques.

## Carousel

Place flip charts or giant post-it notes around the room, each with a heading or key words from the reading/handout/topic written at the top. Divide participants into the same number of groups as you have charts. Each group stands before a different chart and responds to the heading by writing comments on the chart with a colored marker. You may have labeled columns under the heading, e.g., Pros/Cons or Looks like/Sounds like, etc. After three minutes, groups rotate clockwise to the next chart, adding their comments/reactions in a different color marker. This process forces participants to think beyond the most obvious reactions, since these will have already been noted by the first group. Have groups continue rotating and responding until each has reacted to several cues. Finally, have groups select what they believe is the most important (or interesting, etc.) statement on the chart before which they are currently standing. Once participants return to their seats, a representative from each group will share the statement they selected and explain why it was chosen.

## Circle the Wagons

Divide participants into two or three large groups, and seat them in circles (without tables) where they will comment on something they found interesting in the reading/about the discussion question. Assign one person the responsibility for ensuring that every person says something. For groups of ten or more, this facilitator can hand each person a lapel sticker or post-it flag as they offer a comment so that those who haven't spoken yet may be easily identified. When the time designated for the activity is up, groups should share their topics of discussion with the larger group.

## Continuum Protocol

Before beginning the discussion of a topic or question, create a continuum along the floor or along a wall. Place a sign at one end of the continuum that says "strongly agree" and another that says "strongly disagree" at the other end. In between, place signs saying "neutral," "agree somewhat," and "disagree somewhat." [You can choose other labels as long as the ends represent two polar positions.] Leave enough space for participants to physically move along the continuum. As the activity begins, participants move to the position that best expresses their views on the topic or question. Once everyone is situated, ask volunteers at various points along the continuum to explain the reasons for their positions. Based on the reasons provided, some participants may choose to shift to a different location. Allow time for these shifts and ask them to share what changed their thinking. Debrief around areas of concern, confusion, agreements, what has been learned, etc.

## Discussion Hosts

Ask volunteers to host a small round-table discussion about a selected reading/handout/discussion question. There should be 4 to 5 participants at each table, and after a given period of time, each "group" moves to a different "host's" table. To conclude, have "hosts" share salient ideas from the various group discussions.

## Equal Time

Divide participants into groups of 4 to 5, and ask each person in the group to talk for about 5 minutes on the reading/discussion topic. Once all the members have talked, allow them to discuss for a few minutes more, then ask them to create a visual illustrating the most important ideas to come out of their discussion.

## Four Corners

Participants are given a statement or question to which they respond by going to one of four corners of the room labeled: Strongly Agree, Agree, Disagree, Strongly Disagree. Once in the corner, participants have a designated amount of time to discuss the reasons for their choice. They may also change their mind and move to another corner during the process. When time is called, groups report on their discussion. The process is repeated with additional questions/statements if desired.

## Give One, Get One

Participants divide a sheet of paper into two columns, labeling them Give One and Get One. Under the Give One heading, individuals spend several minutes brainstorming their own ideas on the topic of discussion or the reading. Then, everyone moves about the room talking with one other participant at a time. They share one, new idea from their Give One list, and fill in the Get One column with one, new idea from each participant with whom they interact.

## I Talk, You Listen/You Talk, I Listen

Divide the group in half and have them sit in two rows of chairs facing each other. Ask one row of participants to talk to the other row for 3-5 minutes about what they have learned from the reading/video/discussion. NB! The roles are definitive; the talking row talks; the listening row listens—a one-way exchange of information. After 3-5 minutes, ask one row to move down one seat, then reverse the talker and listener rows. The talkers become listeners and vice versa. Repeat the process several times. At the end, ask individuals to share learnings they found most interesting.

## Insiders/Outsiders

Organize participants into groups of five. Three participants from each group will sit in a circle with their knees touching; the remaining two participants will sit outside the circle. For four minutes, the "insiders" will react to the reading/handout/discussion question; the "outsiders" may not speak—but they can take notes! After four minutes, two of the insiders change places with the outsiders; repeat the entire process twice again. Often during this activity, typically reticent participants find they really want to talk—because they can't! Once they become insiders, it's easier for them to make a contribution to the discussion.

## Jigsaw

This activity works well if you wish to have participants interact with a text. Divide the text into sections, and divide the participants into the same number of groups as you have sections. Assign each section to one group. In these groups, participants study and discuss their section, becoming the "experts" for the section. Next, participants form new groups (called "home" groups) so that each home group contains (at least) one person from each of the expert groups. Experts share their sections with other members of the home group so that all participants have an understanding of the whole text, even though they have discussed only one section in detail.

## Key Ideas

Ask each participant to use a marker and write a main idea (of the text as a whole, of an assigned sub-section of a text, or of their thoughts on a discussion question) on a sheet of construction paper. Post these pages around the room. Stop periodically throughout the training session and ask participants to respond to one of the posted statements. Participants can write their comments on post-it notes and attach them to the relevant page.

## Mapping for Understanding

Ask participants to map their understanding of the new information (reading, discussion, etc.) as it applies to their classrooms. (Mappings are flow charts also called clusterings or webbings.) Providing colored markers and construction paper for the task adds to the participants' interest.

## On the Road Again

Have participants stand in two concentric circles with those in the inside circle facing those in the outside circle. The inner circle will rotate clockwise and the outer circle will rotate counter-clockwise. Participants rotate as you play lively music (such as "On the Road Again"!). When the music stops, they take turns sharing with the person standing opposite them the ideas they found most interesting (important, etc.) in the reading or related to a discussion question. Continue until participants have shared with several partners. As an alternative, you may provide participants with note cards that have key ideas from the reading/handout/discussion that they will share with their partner.

## Visual Representations

This activity can be used with a longer text or to have participants their analysis of a discussion topic or question. Divided into groups of three, participants consider a way to symbolically represent the important ideas they have learned. They may use any supplies you have provided, but they must use at least one whole sheet of construction paper. Allow a half-hour for groups to work, then ask them to display and explain their products. (Sample supplies to have on hand: construction paper, string, scissors, drinking straws, straight pins, chart paper, masking tape, glue, etc.)

# APPENDIX E

# LOTE TEACHER COMPETENCIES

## Background

In April of 1997, the Texas State Board of Education adopted content and performance standards that describe what students should know and be able to do as they progress in their study of languages.  These standards, the Texas Essential Knowledge and Skills for languages Other Than English (TEKS for LOTE), are organized around five Program Goals:  Communication, Cultures, Connections, Comparisons, and Communities.  In order to implement the TEKS for LOTE, teachers should have a thorough familiarity with and an understanding of their content.  Their own knowledge and skills will include and exceed those outlined in the TEKS for LOTE and they will use effective teaching practices that clearly address the Program Goals. For example, if students are expected to "communicate in the language" as is stated in the TEKS for LOTE section on Communication, then if follows that teachers will "know the language" themselves and will "understand language pedagogy" as is stated in the Communication Strand of the LOTE Teacher Competencies for Professional Development.

## How to Use *LOTE Teacher Competencies for Professional Development*

LOTE Teacher Competencies for Professional Development is designed for use by teachers, language coordinators, administrators, and/or teacher educators as a personal assessment tool.  The document is organized around the same five Program Goals as the TEKS for LOTE.  Within each of the five Program Goal areas, Core Knowledges and Sample Practices are described for three different competency levels.  The competencies can serve as an initial and ongoing self-assessment of teacher needs for TEKS for LOTE-based professional development and as a basis for planning TEKS for LOTE-based professional development activities.

As stated above, the competencies on the following pages describe the Core Knowledges that every teacher of LOTE should have in order to implement the TEKS for LOTE.  In addition, examples are provided of the kinds of Sample Practices that teachers do in order to demonstrate their command of the Core Knowledges.  The lists of Sample Practices are by no means exhaustive; space is provided for teachers to list additional Sample Practices for any give Core Knowledge.

Teachers should use the competencies as a tool for personal professional assessment, rating themselves on each Sample Practice as good, better or exemplary.  After each Program Goal, pages are provided to list identified strengths and areas for improvement.  Teachers may then prioritize their areas for improvement, listing a maximum of three, for example. This information can form the basis for personal, local, or district-wide professional development activities.

LOTE Center for Educator Development
Southwest Educational Development Laboratory
Austin, Texas

# LOTE Teacher Competencies for Professional Development: COMMUNICATION STRAND

## Program Goal 1 – Communication

Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action.

**Knowledge and Skills:** The student communicates in language other than English using the skills of listening, speaking, reading and writing.

| CORE KNOWLEDGE | SAMPLE PRACTICES | YES | NO | UNCERTAIN |
|---|---|---|---|---|
| **The teacher knows the language.**<br><br>**This page of competencies is structured differently from the remainder of the document. Teachers are to signal whether or not they are of a certain proficiency level (Advanced, Advanced-High, or Superior) by choosing "yes" or "no" or "uncertain". To be considered at a proficiency level, the language user must be able to sustain that performance all of the time; therefore, the scale of "good", "better", and "exemplary" does not apply in the same manner as for the other competencies.** | The teacher of modern languages:<br><br>• as a good practitioner, can use the language for instruction at the Advanced proficiency level in speaking.<br>• as a better practitioner, can use the language for instruction at the Advanced-High proficiency level in speaking.<br>• as an exemplary practitioner, can use the language for instruction at the Superior proficiency level in speaking.<br><br>**For a complete description of proficiency levels, see the ACTFL Proficiency Guidelines. Teachers can use the proficiency descriptions informally to determine their level of proficiency.**<br><br>*Additional Sample Practices:*<br><br>*NOTE: The teacher is encouraged to continue following the model above for self-assessment in writing, reading, and listening.* | | | |

**LOTE Teacher Competencies for Professional Development: COMMUNICATION STRAND (continued)**

| CORE KNOWLEDGE | SAMPLE PRACTICES | GOOD (some of the time) | BETTER (most of the time) | EXEMPLARY (almost all of the time) |
|---|---|---|---|---|
| **The teacher knows the language.** | **The teacher of classical languages:**<br><br>✓ Demonstrates comprehension of authentic texts (prose and poetry) of various authors through instruction.<br><br>✓ Uses the skills of listening, speaking, and writing in instruction to reinforce the skill of reading in students.<br><br>*Additional Sample Practices:* | | | |

# LOTE Teacher Competencies for Professional Development: COMMUNICATION STRAND (continued)

| CORE KNOWLEDGE | SAMPLE PRACTICES | GOOD (some of the time) | BETTER (most of the time) | EXEMPLARY (almost all of the time) |
|---|---|---|---|---|
| **The teacher knows the language.** | **The teacher:**<br><br>✓ Conducts class in the language at an appropriate level for all students.<br><br>✓ Uses the language to the maximum extent possible, providing comprehensive input and strategies to facilitate comprehension.<br><br>✓ Uses knowledge of the subsystems of the language, such as syntax (including grammar), lexicon, and phonology, to develop communication skills in students.<br><br>✓ Demonstrates knowledge of dialectal and sociolinguistic variations.<br><br>*Additional Sample Practices:* | | | |

LOTE Teacher Competencies for Professional Development: COMMUNICATION STRAND (continued)

| CORE KNOWLEDGE | SAMPLE PRACTICES | GOOD (some of the time) | BETTER (most of the time) | EXEMPLARY (almost all of the time) |
|---|---|---|---|---|
| **The teacher understands language pedagogy as it relates to the teaching of the student standards, the *Texas Essential Knowledge and Skills for Languages Other Than English*.** | **The teacher:**<br><br>✓ maintains a clear focus on communication as the primary goal of language learning by:<br>• using experiences and activities to develop students' interpersonal communication skills, i.e., direct oral or written communication between individuals who come into interactive contact;<br>• using experiences and activities to develop students' interpretive communication skills, i.e. the receptive communication skills of listening, reading, and viewing;<br>• using experiences and activities to develop students' presentational communication skills, i.e., one-way communication for an audience of listeners, readers, or viewers.<br><br>✓ implements the concept of a balanced curriculum that integrates the skills of listening, speaking, reading, writing, viewing, and showing with a knowledge of culture.<br><br>✓ facilitates and emphasizes meaningful communication through:<br>• maximum student participation;<br>• diagnostic use of students' linguistic approach;<br>• learning of grammar in a communicative approach;<br>• activities that provide a real-world context.<br><br>*Additional Sample Practices:* | | | |

**LOTE Teacher Competencies for Professional Development: COMMUNICATION STRAND (continued)**

| CORE KNOWLEDGE | SAMPLE PRACTICES | GOOD (some of the time) | BETTER (most of the time) | EXEMPLARY (almost all of the time) |
|---|---|---|---|---|
| **The teacher understands language pedagogy as it relates to the teaching of the student standards, the *Texas Essential Knowledge and Skills for Languages Other Than English*.** | **The teacher:**<br><br>✓ adapts the classroom to students' needs by:<br>  • using knowledge of learning and communication strategies;<br>  • selecting, adapting, and creating materials and activities to support students' progress through Novice, Intermediate, and Advanced checkpoints.<br><br>✓ applies current research related to language learning pedagogy.<br><br>✓ presents a clear rationale for pedagogical choices that address students' differences, diversity, and special needs.<br><br>✓ assesses in an ongoing manner students' progress in their interpersonal, interpretive, and presentational communication skills.<br><br>*Additional Sample Practices:* | | | |

**LOTE Teacher Competencies for Professional Development: COMMUNICATION STRAND** (continued)

**SELF-ASSESSMENT: COMMUNICATION STRAND**

| GREATEST STRENGTHS: | AREAS FOR IMPROVEMENT: | PLAN FOR IMPROVEMENT: |
|---|---|---|
| | | |

# LOTE Teacher Competencies for Professional Development: CULTURES STRAND

**Program Goal 2 – Cultures**
Knowledge of other cultures provides the context for understanding the connections among the practices (what people do), products (what people create), and the perspectives (how people perceive things) of those cultures. Students use their knowledge to increase their understanding of other cultures as well as to interact with members of those cultures.

**Knowledge and Skills**: The student gains knowledge and understanding of other cultures.

| CORE KNOWLEDGE | SAMPLE PRACTICES | GOOD (some of the time) | BETTER (most of the time) | EXEMPLARY (almost all of the time) |
|---|---|---|---|---|
| **The teacher has a thorough understanding of the culture(s) associated with the language and knows about the connections among the practices, products, and perspectives of the culture(s)** | **The teacher:**<br><br>✓ portrays the culture(s) accurately by:<br>• using culturally appropriate materials (visuals, realia, oral and written text);<br>• embedding appropriate cultural contexts into language instruction;<br>• conducting activities (discussions, role plays, presentations) that prompt an understanding of the culture(s) and of the impact this knowledge can have on the way students interact with members of another culture<br><br>✓ applies knowledge of the culture(s) being studied to help students recognize how the practices (patterns of behavior) and products (tangible and intangible things people create) reflect the perspectives (attitudes and values) of the culture(s).<br><br>*Additional Sample Practices:* | | | |

# LOTE Teacher Competencies for Professional Development: CULTURES STRAND (continued)

| CORE KNOWLEDGE | SAMPLE PRACTICES | GOOD (some of the time) | BETTER (most of the time) | EXEMPLARY (almost all of the time) |
|---|---|---|---|---|
| **The teacher understands the relationships between the practices and the perspectives of the culture(s) being studied as it concerns, for example:**<br><br>• **family life**<br>• **social interactions**<br>• **leisure pursuits**<br>• **involvement with work**<br>• **religion/beliefs**<br>• **societal hierarchies** | **The teacher:**<br><br>✓ integrates concepts of cultural practices into language instruction (e.g., everyday patterns of behavior that represents the knowledge of "what to do when and where" in the culture(s)<br><br>✓ promotes an understanding of cultural practices and of the relationship between cultural practices and perspectives through activities in which students:<br>• obtain information from visuals, realia, oral and written texts;<br>• participate in age-appropriate cultural activities (games, songs, storytelling, dramatizations);<br>• use appropriate verbal and non-verbal behavior in common classroom interactions and in daily activities among peers and adults.<br><br>✓ prepares students to make observations and analyze the relationships between cultural practices and perspectives through activities in which students:<br>• identify and describe cultural practices as experienced in a dramatization or as viewed in videotape;<br>• form hypotheses about how practices relate to cultural perspectives;<br>• find information about how practices reveal perspectives (interview, reading, etc.)<br><br>*Additional Sample Practices:* | | | |

# LOTE Teacher Competencies for Professional Development: CULTURES STRAND (continued)

| CORE KNOWLEDGE | SAMPLE PRACTICES | GOOD (some of the time) | BETTER (most of the time) | EXEMPLARY (almost all of the time) |
|---|---|---|---|---|
| **The teacher understands the relationship between the products and the perspectives of the culture(s) as it concerns, for example:**<br><br>• **products used in daily life (e.g., culinary items, religious artifacts, clothing)**<br><br>• **works of art (e.g., literature, the visual arts and architecture, drama, music, film)**<br><br>• **non-artistic institutions (e.g., government, systems of transportation, use of technology, systems of education, legal practices)** | **The teacher:**<br><br>✓ integrates concepts of cultural products into language instruction (e.g., tangible and intangible things people create such as a painting, a pair of chopsticks, a dance, a system of education).<br><br>✓ promotes an understanding of cultural products and of the relationships between cultural products and perspectives through activities in which students:<br><br>   • identify tangible products of the culture(s) such as foods, toys, dress, types of dwellings;<br>   • explore ways in which cultural products are required or justified by the underlying beliefs and values of the culture(s).<br><br>✓ prepares students to make observations and analyze the relationships between cultural products and perspectives through activities in which students:<br><br>   • experience or read about expressive products of the culture(s) such as songs, selections form literature, and type of artwork<br>   • investigate the functions of utilitarian products of the culture(s) (household items, clothing);<br>   • find information about how products reveal perspectives (interviews, readings, etc.).<br><br>*Additional Sample Practices:* | | | |

# LOTE Teacher Competencies for Professional Development: CULTURES STRAND (continued)

| CORE KNOWLEDGE | SAMPLE PRACTICES | GOOD (some of the time) | BETTER (most of the time) | EXEMPLARY (almost all of the time) |
|---|---|---|---|---|
| The teacher understands the pedagogy of teaching culture as it relates to the *Texas Essential Knowledge and Skills for Languages Other Than English.* | **The teacher:** ✓ embeds authentic culture in communication by using culture as lesson content and designing lessons around cultural themes/perspectives. ✓ uses appropriate cultural behavior in the classroom (e.g., gestures, greetings). ✓ uses a variety of media to promote an understanding of cultural products, practices, and perspectives. ✓ provides opportunities for students to experience, analyze, and create cultural practices and products (age-appropriate games, songs, literature, art, dramatizations, etc.). ✓ designs meaningful learning experiences whereby students discover, observe, and analyze the connections among cultural practices, products, and perspectives through activities such as role plays, games, artifact study, group discussions, presentations, and projects. ✓ uses assessment activities that provide evidence of students' knowledge of culture(s), including how that knowledge can have an impact on the way they interact with members of another culture. *Additional Sample Practices:* | | | |

LOTE Teacher Competencies for Professional Development: **CULTURES STRAND** (continued)

**SELF-ASSESSMENT: CULTURES STRAND**

| GREATEST STRENGTHS: | AREAS FOR IMPROVEMENT: | PLAN FOR IMPROVEMENT: |
|---|---|---|
| | | |

# LOTE Teacher Competencies for Professional Development: CONNECTIONS STRAND

**Program Goal 3 – Connections**
Knowledge of languages and cultures provides the tools and context for connecting with other subject areas. Students use the language to acquire information and reinforce other areas of study.

**Knowledge and Skills:** The student uses the language to make connections with other subject areas and to acquire information.

| CORE KNOWLEDGE | SAMPLE PRACTICES | GOOD (some of the time) | BETTER (most of the time) | EXEMPLARY (almost all of the time) |
|---|---|---|---|---|
| **The teacher understands the connections between languages and other disciplines.** | **The teacher:**<br><br>✓ connects the study of languages to other subject areas for content, curriculum resources, and motivation.<br><br>✓ draws upon colleagues from other disciplines for support and collaboration to design activities that reinforce and expand knowledge among disciplines.<br><br>✓ creates learning experiences and activities that allow students to integrate language knowledge and skills with other areas.<br><br>*Additional Sample Practices:* |  |  |  |

# LOTE Teacher Competencies for Professional Development: CONNECTIONS STRAND (continued)

| CORE KNOWLEDGE | SAMPLE PRACTICES | GOOD (some of the time) | BETTER (most of the time) | EXEMPLARY (almost all of the time) |
|---|---|---|---|---|
| **The teacher is able to link the study of languages to other disciplines or subject areas.** | **The teacher:**<br><br>✓ supports curriculum connections to other disciplines by using relevant materials in the language and incorporating content that helps increase their communicative competency to include academic language.<br><br>✓ provides opportunities within the language discipline for students to use the language in another subject area (e.g., to research a topic).<br><br>✓ helps to develop students' higher order thinking skills by designing learning experiences that encourage students to think in and use the language in conjunction with content from other disciplines.<br><br>*Additional Sample Practices:* | | | |

**LOTE Teacher Competencies for Professional Development: CONNECTIONS STRAND (continued)**

| CORE KNOWLEDGE | SAMPLE PRACTICES | GOOD (some of the time) | BETTER (most of the time) | EXEMPLARY (almost all of the time) |
|---|---|---|---|---|
| **The teacher understands formal interdisciplinary programs.** | **The teacher:**<br><br>✓ investigates ways of connecting with and supplementing the curricula of other disciplines by becoming familiar with the knowledge base of those disciplines.<br><br>✓ uses curricular themes and resources that can be transferred from other disciplines into the language classroom.<br><br>✓ uses the content of other disciplines in a natural, embedded, constant, and ongoing fashion as part of the language curriculum.<br><br>✓ creates connections by planning and teaching with teachers in other disciplines.<br><br>*Additional Sample Practices:* | | | |

**LOTE Teacher Competencies for Professional Development: CONNECTIONS STRAND (continued)**

| CORE KNOWLEDGE | SAMPLE PRACTICES | GOOD (some of the time) | BETTER (most of the time) | EXEMPLARY (almost all of the time) |
|---|---|---|---|---|
| The teacher knows strategies for teaching content through the medium of the language (e.g., in immersion programs and content-based courses). | The teacher:<br><br>✓ ensures student comprehension and expands student language production through the use of speech that focuses on meaning while incorporating visuals, manipulatives, and role-play.<br><br>✓ sequences instruction to proceed from the concrete to the abstract to ensure student success with all content.<br><br>✓ ensures student mastery of language required for the content and promotes learning of language compatible with the content.<br><br>✓ uses assessment activities that provide evidence of students' ability to use the language to explore other disciplines.<br><br>*Additional Sample Practices:* | | | |

**LOTE Teacher Competencies for Professional Development: CONNECTIONS STRAND (continued)**

**SELF-ASSESSMENT: CONNECTIONS STRAND**

| GREATEST STRENGTHS: | AREAS FOR IMPROVEMENT: | PLAN FOR IMPROVEMENT: |
|---|---|---|
| | | |

# LOTE Teacher Competencies for Professional Development: COMPARISONS STRAND

**Program Goal 4– Comparisons**
Learning another language enhances one's understanding of the nature of language and culture. Students use their knowledge to compare languages and cultures, and to expand insight into their own language and culture.

**Knowledge and Skills:** The student uses insight into the nature of language and culture by comparing the student's own language and culture to another.

| CORE KNOWLEDGE | SAMPLE PRACTICES | GOOD (some of the time) | BETTER (most of the time) | EXEMPLARY (almost all of the time) |
|---|---|---|---|---|
| **The teacher knows how to compare and contrast the features of languages (e.g., syntax, lexicon, phonology, non-verbal communication, etc.)** | **The teacher:**<br><br>✓ facilitates students' comparisons and contrasts of linguistic features of the language studied with their own by, for example:<br>  • exploring how languages use word order, inflection, and other linguistic features to signal meaning:<br>  • providing opportunities to observe and use formal and informal language;<br>  • developing an understanding of cognates and idioms;<br>  • helping students discover the role of connotation in understanding the meaning of words.<br><br>✓ guides students to compare and contrast the usage and meaning of non-verbal communication (e.g., gestures) in the language studied on their own.<br><br>✓ utilizes student errors (e.g., first language interference, over-generalizations) to direct and/or inform learning.<br><br>*Additional Sample Practices:* | | | |

# LOTE Teacher Competencies for Professional Development: COMPARISONS STRAND (continued)

| CORE KNOWLEDGE | SAMPLE PRACTICES | GOOD (some of the time) | BETTER (most of the time) | EXEMPLARY (almost all of the time) |
|---|---|---|---|---|
| **The teacher understands the similarities and differences between the target culture(s) and that of the United States.** | **The teacher:**<br><br>✓ fosters awareness of the cultural connotations of vocabulary.<br><br>✓ analyzes with students various features of the language to link them to the practices, products, and perspectives of their respective cultures.<br><br>✓ facilitates student comparisons and analyses of cultural perspectives as seen through the practices of the cultures.<br><br>✓ facilitates student comparisons and analyses of cultural perspectives as seen through products of the cultures.<br><br>✓ uses assessment activities that provide evidence of student's ability to compare linguistic features of the language being studied and their own, as well as the practices, products, and perspectives of the culture(s) being studied and their own.<br><br>*Additional Sample Practices:* | | | |

# LOTE Teacher Competencies for Professional Development: COMPARISONS STRAND (continued)

| CORE KNOWLEDGE | SAMPLE PRACTICES | GOOD (some of the time) | BETTER (most of the time) | EXEMPLARY (almost all of the time) |
|---|---|---|---|---|
| **The teacher understands how the language and the target culture(s) have affected and have been affected by other languages and cultures.** | **The teacher:**<br><br>✓ increases student awareness of the interrelationships between and among languages and cultures.<br><br>✓ guides students to trace the interaction between languages and cultures.<br><br>✓ facilitates independent research on the interaction between languages and cultures.<br><br>*Additional Sample Practices:* | | | |

**LOTE Teacher Competencies for Professional Development: COMPARISONS STRAND (continued)**

| CORE KNOWLEDGE | SAMPLE PRACTICES | GOOD (some of the time) | BETTER (most of the time) | EXEMPLARY (almost all of the time) |
|---|---|---|---|---|
| **The teacher understands the universality of stereotyping and is familiar with the stereotypes associated with the culture(s) being studied.** | **The teacher:**<br><br>✓ introduces students to character traits of the culture(s) and contrasts them with stereotypes.<br><br>✓ compares a culture's self-view with another's stereotype of that culture(s).<br><br>✓ discusses the possible origins of specific stereotypes that cultures have about one another.<br><br>✓ creates and shares activities which enhance knowledge of the culture(s) and reduce stereotyping.<br><br>*Additional Sample Practices:* | | | |

**LOTE Teacher Competencies for Professional Development: COMPARSIONS STRAND (continued)**

**SELF-ASSESSMENT: COMPARISONS STRAND**

| GREATEST STRENGTHS: | AREAS FOR IMPROVEMENT: | PLAN FOR IMPROVEMENT: |
|---|---|---|
|  |  |  |

# LOTE Teacher Competencies for Professional Development: COMMUNITIES STRAND

**Program Goal 5– Communities**
Learning languages other than English increases opportunities for participating in communities in Texas, in other states, and around the world. Students use languages to enhance their personal and public lives, and to meet the career demands of the 21st century successfully.

**Knowledge and Skills:** The student participates in communities at home and around the world by using languages other than English.

| CORE KNOWLEDGE | SAMPLE PRACTICES | GOOD (some of the time) | BETTER (most of the time) | EXEMPLARY (almost all of the time) |
|---|---|---|---|---|
| **The teacher knows ways to access and use the language and its cultural resources beyond the school setting.** | **The teacher:**<br><br>✓ informs students about and guides independent participation in opportunities to use the language outside the classroom (e.g., through contests, research projects, events of ethnic organizations, or opportunities abroad: travel, study, or work).<br><br>✓ incorporates into lessons guest speakers, real-world materials reflective of the language and culture, and information on using the language outside the classroom.<br><br>✓ uses classroom and extra-classroom learning experiences and activities to practice using the language and culture in real-world situations.<br><br>✓ creates opportunities to use the language beyond the school setting (e.g., through service projects, student exchanges, or school sponsored cultural events).<br><br>✓ integrates technology (e.g., the Internet) into the curriculum to enable students to use the language in real-world context by connecting students to language users in other parts of the world.<br><br>*Additional Sample Practices:* | | | |

**LOTE Teacher Competencies for Professional Development: COMMUNITIES STRAND (continued)**

| CORE KNOWLEDGE | SAMPLE PRACTICES | GOOD (some of the time) | BETTER (most of the time) | EXEMPLARY (almost all of the time) |
|---|---|---|---|---|
| **The teacher knows how to use the language for lifelong learning, personal enrichment, and career development.** | **The teacher:**<br><br>✓ motivates students to independently pursue personal enrichment activities using the language (e.g., travel, research, reading, networking).<br><br>✓ provides experiences and implements learning activities where language skills are used for personal enrichment (e.g., participation in social, civic, and vocational events).<br><br>✓ helps students discover how the language and culture can be used in various careers and shows students where and how they may access this information (e.g., uses career situations and business literature/forms in classroom activities).<br><br>✓ assists students in finding applications for the language in job settings (e.g., internship programs).<br><br>✓ brings local and area resources and resource persons into the classroom to advise and interest students in career applications for language.<br><br>✓ encourages students to see themselves as world citizens and helps them understand that language proficiency is an asset that will help them function successfully in the world community.<br><br>Additional Sample Practices: | | | |

**LOTE Teacher Competencies for Professional Development: COMMMUNITIES STRAND (continued)**

**SELF-ASSESSMENT: COMMUNITIES STRAND**

| GREATEST STRENGTHS: | AREAS FOR IMPROVEMENT: | PLAN FOR IMPROVEMENT: |
|---|---|---|
| | | |

# WHO'S WHO IN LEARNING LANGUAGES OTHER THAN ENGLISH: A TEXAS ADVENTURE

## VIDEO ONE – OVERVIEW OF LOTE LEARNING IN TEXAS

Jennifer Borden (Student, Cinco Ranch HS, Katy ISD)
Dan Bolen (Asst. Principal, Cambridge ES, Alamo Heights ISD)
James Buchanan (Principal, Communications HS, Northside ISD)
Carolyn Bukhair (Superintendent, Richardson ISD)
Ginger Cline (Spanish Teacher, Irving HS, Irving ISD)
Nelda Durham de Hoyos (Assistant Principal, Cinco Ranch HS, Katy ISD)
Estella Getzen (French Teacher, O'Connor HS, Northside ISD)
Luis González (Student, Communications Arts HS, Northside ISD)
Zenda Gutiérrez (Spanish Teacher, O'Connor HS, Northside ISD)
Aurora Hansis (Spanish Teacher, Communications Arts HS, Northside ISD)
Shari Harris (Spanish Teacher, Taylor HS, Katy ISD)
Yvette Heno (French and Arabic Teacher, Houston ISD)
Margaret Jamison (LOTE Coordinator, Pasadena ISD)
MayDell Jenks (LOTE Coordinator, Katy ISD)
Heidi Kirby (German Teacher, Cinco Ranch HS, Katy ISD)
David Kleinbeck (Retired German Teacher, Midland ISD)
Bill Lawson (Principal, Bellaire HS, Houston ISD)
Julia Lozano (Spanish Teacher, Cinco Ranch HS, Katy ISD)
Fran Maples (LOTE Coordinator, Garland ISD)
Monica Marchi (Italian Teacher, Paschal HS, Fort Worth ISD)
M.K. McChristian (LOTE Coordinator, Richardson ISD)
Jane McCurdy (Spanish Teacher, Lake Highlands HS, Richardson ISD)
Ann Meyer (French Teacher, Churchill HS, North East ISD)
Irma Minjares (Spanish Teacher, Luna ES, Garland ISD)
Rosalon Moorhead (French Teacher, Bellaire HS, Houston ISD)
Helen Nakamoto (Japanese Teacher, Taylor HS, Katy ISD)
Marian Newland (Spanish Teacher, Paschal HS, Fort Worth ISD)
Kreg Palko (Parent, Cambridge ES, Alamo Heights ISD)
Rosanna Pérez (Spanish Teacher, Communications Arts HS, Northside ISD)
Arun Precash (Hindi Teacher, Bellaire HS, Houston ISD)
Joyce Ramos (Spanish Immersion Teacher, Cambridge ES, Alamo Heights ISD)
Tommy Reed (School Board Member, Garland ISD)
Fadwa Saqer (Arabic Teacher, Bellaire HS, Houston ISD)
Robert Swope (French Teacher, Cinco Ranch HS, Katy ISD)
Teresa Tattersall (Spanish Teacher, Communications Arts HS, Northside ISD)
George Trauth (French Teacher, MacArthur HS, Irving ISD)
Renée Wooten (Spanish Teacher, Rider HS, Wichita Falls ISD)

## COMMUNICATION SEGMENT (VIDEOS 2, 3, 4, & 5)

Ricci Hatten (Spanish Teacher, Hill Country MS, Eanes ISD)
Heidi Kirby (German Teacher, Cinco Ranch HS, Katy ISD)
Myrella LeBlanc (French Teacher, Rayburn HS, Pasadena ISD)
Vince McGee (Latin Teacher, Lake Highlands HS, Richardson ISD)
Ann Meyer (French Teacher, Churchill HS, North East ISD)
Joyce Ramos (Spanish Immersion Teacher, Cambridge ES, Alamo Heights ISD)

## VIDEO TWO – COMMUNICATION AND CULTURES

Dan Bolen (Assistant Principal, Cambridge ES, Alamo Heights ISD)
Zenda Gutiérrez (Spanish Teacher, O'Connor HS, Northside ISD)
Aurora Hansis (Spanish Teacher, Communications Arts HS, Northside ISD)
Yvette Heno (French and Arabic Teacher, Houston ISD)
Marybeth Hughes (LOTE Coordinator, Midland ISD)
Heidi Kirby (German Teacher, Cinco Ranch HS, Katy ISD)
Rosalon Moorhead (French Teacher, Bellaire HS, Houston ISD)
Helen Nakamoto (Japanese Teacher, Taylor HS, Katy ISD)
Rose Potter (Director, Programs Abroad Travel Alternatives, Austin ISD)
Arun Precash (Hindi Teacher, Bellaire HS, Houston ISD)
Joyce Ramos (Spanish Immersion Teacher, Cambridge ES, Alamo Heights ISD)
Fadwa Saqer (Arabic Teacher, Bellaire HS, Houston ISD)
Yolanda Soliz (Spanish Teacher, Stafford HS, Houston ISD)
Teresa Tattersall (Spanish Teacher, Communications Arts HS, Northside ISD)

## VIDEO THREE – COMMUNICATION AND CONNECTIONS

Zenda Gutiérrez (Spanish Teacher, O'Connor HS, Northside ISD)
Shari Harris (Spanish Teacher, Taylor HS, Katy ISD)
Fran Maples (LOTE Coordinator, Garland ISD)
Jane McCurdy (Spanish Teacher, Lake Highlands HS, Richardson ISD)
Irma Minjares (Spanish Teacher, Luna ES, Garland ISD)
Marian Newland (Spanish Teacher, Paschal HS, Fort Worth ISD)
Joyce Ramos (Spanish Immersion Teacher, Cambridge ES, Alamo Heights ISD)
Robert Swope (French Teacher, Cinco Ranch HS, Katy ISD)

## VIDEO FOUR – COMMUNICATION AND COMPARISONS

Ginger Cline (Spanish Teacher, Irving HS, Irving ISD)
Estella Getzen (French Teacher, O'Connor HS, Northside ISD)
Myrella LeBlanc (French Teacher, Rayburn HS, Pasadena ISD)
Vince McGee (Latin Teacher, Lake Highlands HS, Richardson ISD)
Helen Nakamoto (Japanese Teacher, Taylor HS, Katy ISD)
Rosanna Pérez (Spanish Teacher, Communications Arts HS, Northside ISD)
Yolanda Soliz (Spanish Teacher, Stafford HS, Houston ISD)
Randy Thompson (Latin Teacher, Churchill HS, North East ISD)

## VIDEO FIVE – COMMUNICATION AND COMMUNITIES

Bobette Dunn (LOTE Coordinator, Fort Bend ISD)
Greg Foulds (Spanish Teacher, Churchill HS, North East ISD)
Joey Gerondale (Student, Bellaire HS, Houston ISD)
Luis Gonzalez (Student, Communications Arts HS, Northside ISD)
Heidi Kirby (German Teacher, Cinco Ranch HS, Katy ISD)
Myrella LeBlanc (French Teacher, Rayburn HS, Pasadena ISD)
Sara McAndrew (Principal, Communications Arts HS, Northside ISD)
Rose Potter (Director, Programs Abroad Travel Alternatives, Austin ISD)
Elías Rodríguez (Spanish Teacher, Booker T. Washington School for the Performing Arts, Dallas ISD)
George Trauth (French Teacher, MacArthur HS, Irving ISD)
Millen Zemo (Student, Bellaire HS, Houston ISD)