

Please use this to complete the rest of the project

Portfolio Website - Outstanding Items

Standard 4: Content Knowledge

InTASC Standard 4: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.

Course: **WL655: Sociocultural and Sociolinguistic Perspectives in Language Teaching**

Spring 2024

Artifact@1: **“Cultural Exploration through Storytelling”**

The activity Cultural Exploration through Storytelling demonstrates strong alignment with InTASC Standard 4: Content Knowledge, which emphasizes that teachers must understand the central concepts of their discipline and make them accessible and meaningful to learners. In the context of world language education, content knowledge encompasses linguistic structures, cultural practices and products, historical traditions, and sociocultural perspectives that shape Spanish-speaking communities. In this activity, I drew upon my deep knowledge of both the Spanish language and Spanish-speaking cultures to design a learning experience that allowed elementary students to interact with authentic cultural materials, develop linguistic competence, and explore cultural perspectives through the medium of folktales.

At the heart of Standard 4 is the expectation that teachers understand how knowledge within the discipline is constructed and communicated. Storytelling is one of the oldest and most essential tools of cultural transmission within Spanish-speaking countries. Folktales carry moral lessons, reflect community values, and reveal relationships between people, nature, and the supernatural. By selecting a traditional Mexican folktale as the foundation for learning, I presented students with a culturally embedded text that captures the essence of the Spanish-speaking world's narrative traditions. The use of folklore is intentional and rooted in

disciplinary knowledge from sociocultural linguistics, which recognizes that stories function as both linguistic input and cultural artifacts.

Throughout the activity, I presented content in multiple accessible formats, illustrated scene cards, vocabulary previews, read-alouds, guided questions, and drawing activities. These choices reflect my understanding of how novice learners acquire language and how cultural materials can be scaffolded. Pausing during the story to clarify idiomatic expressions and cultural references demonstrates my awareness of how to break down complex cultural ideas into manageable parts while staying true to the authenticity of the text.

A key expectation of InTASC Standard 4 is the ability to use the tools of the discipline. In this activity, students engaged in practices central to cultural and literary interpretation: identifying themes, noticing cultural elements, comparing perspectives, and sequencing events. Asking students to contrast aspects of the folktale with their own cultural experiences further deepened their understanding and encouraged them to analyze culture rather than memorize facts.

Assessment also reflected disciplinary best practices. Students demonstrated comprehension by retelling the story in their own words, identifying cultural details, and illustrating key scenes. These tasks align with ACTFL's emphasis on performance-based assessment and show my understanding of how students demonstrate content understanding in world language classrooms.

In general, this activity exemplifies InTASC Standard 4 because it integrates authentic cultural content, disciplinary tools, scaffolded instruction, and multimodal learning. It shows how I use my knowledge of the Spanish language and culture to create meaningful learning experiences that build students' interpretive, analytical, and communicative abilities.

WL665 Final project

Artifact #2: Proyecto final “El Aceite de Oliva”

SPA637: La Comida Como Cultura

This artifact is a strong representation of InTASC Standard 4: Content Knowledge, as it demonstrates my ability to understand the central concepts, tools of inquiry, and structures of the discipline of World Languages, and to transform that knowledge into meaningful, developmentally appropriate learning experiences for my students. The project combines cultural history, geography, economics, agricultural science, nutrition, and Spanish linguistic development into a balanced and accessible unit centered on one culturally iconic product: *el aceite de oliva*.

The written research component, at the disciplinary level, reflects deep content knowledge about the historical, agricultural, and cultural significance of olive oil in Spain. Based on academic, historical, and governmental sources, the artifact explains the origins of olive cultivation, the expansion of olive oil production through the Phoenicians, Greeks, Romans, and Arabs, and the modern economic role of Spain as the world's leading producer. This demonstrates my understanding of how cultural products are shaped by geography, history, and human activity. In line with InTASC Standard 4, I use disciplinary tools, historical analysis, cultural comparison, informational literacy, and research synthesis to build an accurate and nuanced cultural foundation that guides instruction.

The elementary lesson plan further demonstrates how I translate this complex disciplinary knowledge into developmentally appropriate learning experiences for novice young learners. Each activity intentionally simplifies content while preserving cultural meaning. The interactive map activity introduces students to Spanish geography and agricultural regions through visuals and key vocabulary such as *olivo* and *aceituna*. The timeline activity models the disciplinary tool of sequencing a process, the basis of scientific and social studies thinking, allowing students to represent the production of olive oil with drawings and simple sentences.

The vocabulary bingo game reinforces interpretive and presentational communication while embedding cultural content. The recipe-writing task connects language use with a cultural practice, modeling how content knowledge becomes meaningful through real-life application. These activities exemplify the expectations of Standard 4 by linking cultural products (olive oil), cultural practices (recipes, celebrations, and agricultural traditions), and cultural perspectives (identity, symbolism, health, and religion). I intentionally integrate Spanish vocabulary, sentence structures, and communicative practice within this cultural framework, demonstrating an understanding of how language, culture, and academic content reinforce one another in elementary world language education.

Additionally, this artifact shows my ability to make disciplinary knowledge accessible to learners through visual supports, scaffolding, multimodal tasks, and hands-on learning. Complex concepts, such as agricultural cycles, historical influences, and symbolic uses of olive oil, are broken down into child-friendly language, simple visuals, and culturally rich examples. This aligns with ACTFL's emphasis on teaching meaningful cultural content, and with InTASC Standard 4's call to "create learning experiences that make discipline-specific knowledge accessible and meaningful for learners."

In essence, this artifact demonstrates my capacity to engage deeply with disciplinary content and to design instruction that reflects academic accuracy, cultural authenticity, and pedagogical appropriateness. Through this work, I meet the expectations of InTASC Standard 4 by transforming cultural knowledge into purposeful, engaging, and comprehensible learning experiences for my elementary Spanish students.

LINK;  SPA637 proyecto final "el aceite de oliva"

INTASC Standards Pages Needing Artifact Content

The following INTASC standard pages currently have placeholder text (lorem ipsum) that needs to be replaced with actual artifact descriptions, rationales, and links:

Standard 1: Learner Development

- **Status:** Done
- **Required:** Artifact description, rationale, course information, and document links

SPA 637: Topics in Culture: Las voces indígenas de la América Latina Primavera 2025

Artifact #1: SPA637 Lesson Plan “Escritura Maya”

This lesson on Las Culturas Andinas aligns strongly with InTASC Standard 1, which centers on understanding how learners grow and develop across cognitive, linguistic, social, emotional, and physical dimensions. Designed for 4th-grade students, this lesson intentionally incorporates developmentally appropriate practices that support young learners' natural curiosity, movement needs, emerging critical thinking skills, and growing linguistic abilities in Spanish.

Cognitively, students in 4th grade are transitioning from concrete thinking to the early stages of analytical reasoning. This unit on the Maya, Taíno, and Caribbean cultures supports this developmental shift by organizing complex cultural concepts into inquiry-based, hands-on activities. Rather than passively receiving information, students explore astronomy, environmental relationships, and music through guided investigation. The structure, beginning with concrete visuals (images, videos, artifacts) and then moving to interpretive tasks, follows Vygotsky's scaffolding principles, allowing students to progress from observation to explanation to comparison with increasing independence.

Linguistically, this lesson is developmentally appropriate for Novice-level learners because it provides rich, comprehensible input through visuals, gestures, key vocabulary, and repeated language structures. According to Krashen's Input Hypothesis, contextualized input and low-anxiety activities create optimal conditions for language acquisition. Activities such as building a simplified Maya calendar, labeling Taíno resources, and responding to Caribbean rhythms offer meaningful opportunities to use Spanish in age-appropriate ways. The repetition of key terms, calendario, astronomía, naturaleza, música, danza, supports retention while maintaining engagement.

The lesson also addresses students' social and emotional development. At ages 9–10, learners benefit from collaborative work, hands-on projects, and opportunities to express their creativity. Group tasks such as designing posters, exploring music through movement, and discussing cultural practices allow students to build confidence while practicing Spanish in safe, structured interactions. Inquiry-based learning naturally promotes autonomy and curiosity, making students feel capable and invested, which is important for proper progression through this developmental stage.

Physically, upper-elementary students learn best when movement is included during instruction. This lesson intentionally integrates body percussion, rhythm demonstrations, and hands-on creation of calendars and posters. These activities provide meaningful support for kinesthetic learners while sustaining attention for the entire class. Research consistently shows that when children engage physically with content, their retention, comprehension, and motivation increase substantially.

Finally, the lesson recognizes that development varies among learners. Through the use of visuals, sentence frames, movement tasks, TAG extensions, and peer support, the lesson ensures that students of all linguistic backgrounds and learning needs can participate successfully.

Overall, this lesson demonstrates my ability to design culturally rich, inquiry-based learning experiences that align with children's developmental needs across cognitive, linguistic, social, emotional, and physical domains. In doing so, it fulfills the expectations of InTASC Standard 1: Learner Development while supporting authentic engagement with the Indigenous cultures of the Americas.

SPA637 Lesson Plan "Escritura maya"

Artifact #2: SPA 641 Spanish Seminar; El teatro hispánico

Verano 2024

SPA641 Los corridos y la muerte Lesson Plan

This lesson on Las Calaveritas Literarias exemplifies InTASC Standard 1, which focuses on understanding how learners grow and develop, recognizing that patterns of learning vary across cognitive, linguistic, social, emotional, and creative domains. Designed for 4th-grade Spanish students, the lesson blends cultural exploration, poetic structure, and humor in a way that respects children's developmental stages and encourages curiosity, empathy, and linguistic growth.

Cognitively, this lesson challenges students to engage in higher-order thinking while remaining developmentally appropriate. At this age, learners are transitioning from concrete to abstract reasoning; they are ready to discuss complex cultural concepts, such as differing perspectives on death, when guided through concrete examples and visual representations.

The inclusion of José Guadalupe Posada's artwork, class discussion, and guided analysis of décimas helps students make connections between visual symbols, literary form, and cultural meaning. Through comparing and interpreting the tone of humor and irony in the poems, they begin to develop inferential thinking in an accessible and engaging way.

Linguistically, the lesson provides rich, comprehensible input through authentic texts, visual cues, and collaborative dialogue. Students encounter Spanish in meaningful contexts, hearing, reading, and writing décimas, while also expressing themselves creatively. For emerging bilinguals, translation and group work scaffold understanding, while advanced learners are challenged to imitate the poetic form using appropriate rhythm and rhyme. This aligns with Krashen's Input Hypothesis, which emphasizes that language acquisition thrives when input is both understandable and slightly beyond the learner's current level.

Socially and emotionally, Las Calaveritas Literarias allows students to explore sensitive topics such as death and remembrance in a playful, culturally grounded way. The humor of the calaveritas transforms a potentially heavy subject into one of joy and creativity, helping children process emotions and develop empathy across cultures. Working collaboratively to analyze and

compose décimas also fosters peer interaction, respect for differing perspectives, and confidence in self-expression.

Creatively and physically, writing and illustrating their own calaveritas engages imagination, fine-motor skills, and self-directed learning. Students take ownership of their creations, developing pride in their ability to blend language, art, and culture.

Differentiation ensures that all learners can participate meaningfully. Visuals, structured templates, bilingual supports, and opportunities for expression in English or Spanish allow every student to experience success regardless of proficiency level.

Overall, this lesson demonstrates my ability to design instruction that honors each learner's cognitive, linguistic, emotional, and social development. By combining poetic tradition, humor, and cultural reflection, it exemplifies InTASC Standard 1: Learner Development through developmentally appropriate, inclusive, and culturally responsive teaching.

SPA641 Los corridos y la muerte Lesson Plan

Standard 3: Learning Environments

- **Status:** Needs content
 - **Required:** Artifact description, rationale, course information, and document links
- "Cultural Exploration through Music and Dance"**

WL665 Sociocultural and Sociolinguistic

Spring 2024

The activity Cultural Exploration through Music and Dance aligns strongly with InTASC Standard 3: Learning Environments, which emphasizes designing classrooms that support collaboration, engagement, positive interactions, and active participation. This lesson uses music, movement, and cultural exploration to create a dynamic environment where students work together, take risks, and learn through shared experiences.

From the beginning, the lesson establishes an inviting and stimulating environment through an engaging video of modern flamenco. This hook lowers students' affective filters and

encourages curiosity before they transition into active tasks. Music naturally promotes emotional safety because students can participate without immediately producing language, helping them adjust comfortably before moving into group work and performance activities.

Small-group research on flamenco, salsa, and mariachi supports the social and collaborative expectations of InTASC Standard 3. Groups offer a safe structure where students share observations, negotiate meaning, and help one another interpret cultural details. Students with strengths in rhythm, movement, Spanish comprehension, or leadership can contribute in meaningful ways, making the environment inclusive and supportive.

Active engagement is another key component of Standard 3, and this activity embeds engagement throughout. Students watch performances, analyze cultural elements, practice dance steps, teach peers, and perform. These tasks encourage physical involvement, cooperation, and creativity. Movement-based learning also naturally promotes attentiveness and classroom energy, helping students stay focused and enthusiastic.

The peer-teaching portion of the lesson enhances the classroom environment by encouraging respect and community. Students must communicate clearly, model steps patiently, and support classmates as they learn. This builds classroom cohesion and reinforces that learning is a shared responsibility.

Assessment also contributes to the learning environment. Students complete a self-assessment checklist that encourages reflection on participation, effort, and cultural understanding. This fosters self-awareness and intrinsic motivation, both critical aspects of a positive learning environment.

The culminating musical showcase gives students a sense of purpose beyond the classroom. Sharing their learning with the school community builds confidence and strengthens the collective classroom identity.

Overall, Cultural Exploration through Music and Dance embodies the principles of InTASC Standard 3 by creating a collaborative, culturally rich, and highly interactive

environment. Through music, movement, discussion, and performance, students experience a classroom culture characterized by engagement, joy, and mutual support.

WL665 Traditional music/dance Spain, Cuba and Mexico

Standard 6: Assessment

- **Status:** Done
- **Required:** Artifact description, rationale, course information, and document links

Artifact #1: SPA637 Lesson Plan “Culturas Andinas”

I selected this lesson, Las Calaveritas Literarias, as an example of my understanding and effective use of assessment because it demonstrates how formative and performance-based assessments can be blended naturally into culturally rich language learning. InTASC Standard 6 emphasizes assessment as a tool not simply for evaluating achievement, but for guiding instruction, monitoring growth, and engaging students actively in their learning. This lesson reflects all those components by integrating multiple opportunities for students to show understanding, receive feedback, and reflect on their cultural and linguistic development.

Throughout the warm-up and guided discussion activities, I implemented several forms of informal formative assessment, including partner talk, whole-class questioning, and observation of student responses about cultural perceptions of death. These tasks allowed me to assess prior knowledge, identify misconceptions, and gauge emotional readiness before introducing a cultural topic that can be sensitive. During the warm-up and guided discussion activities, I implemented informal formative assessments through partner talk, questioning, and observation of student responses. These helped me measure prior knowledge, clear up misconceptions, and check emotional readiness for a culturally sensitive topic. Walsh (2011, Ch. 4) highlights that classroom discourse itself is a powerful assessment tool, allowing teachers to evaluate student understanding through the ways they negotiate meaning and respond in the moment. This perspective aligns directly with how I used discussion to adjust explanations and cultural context before analyzing the décimas.

During the group translation and interpretation of Posada's décimas, I used collaborative learning as assessment, observing how students negotiated meaning, supported vocabulary gaps, and used Spanish creatively. These interactional moments provide rich evidence of interlanguage development and comprehension. By listening closely to group conversations, I identified which students needed additional linguistic scaffolds and which were ready to extend their analysis.

The final task, writing their own décima, serves as a performance-based assessment aligned to ACTFL's emphasis on real-world tasks that integrate culture and communication. Students demonstrated understanding of structure (8-syllable lines, rhyme), humor, cultural perspective, and expressive language. Because each student's poem reflected their voice and interpretation, the task allowed me to evaluate not only accuracy but cultural competence, creativity, and depth of understanding. This aligns with ACTFL's interpretive and presentational modes and reinforces the standard's emphasis on meaningful assessment.

Differentiation and accommodation were also integral to assessment design. Students with lower proficiency levels were supported through translation, whole-class analysis, and the option to draft their décima in English while still meeting cultural objectives. More advanced students could experiment with rhyme patterns or humor. These adaptations illustrate principles of equitable assessment, recognizing linguistic and developmental differences among learners, and ensuring every student can demonstrate mastery in ways that align with their abilities.

Finally, reflection questions at the conclusion of the lesson supported self-assessment, helping students evaluate their own understanding of cultural practices, the tone of the décima tradition, and their writing process. This supports InTASC 6's goal of fostering learner agency and metacognition.

Overall, this artifact demonstrates my ability to use assessment intentionally, responsively, and creatively in the world language classroom. Through ongoing observations,

collaborative tasks, and a culturally meaningful performance assessment, the lesson reflects best practices in SLA, ACTFL standards, and the expectations of InTASC Standard 6.

SPA637 Lesson Plan "Culturas andinas"

Artifact #2: SPA641 Musica, Cantigas de Santa María Lesson Plan

I selected this lesson on the Cantigas de Santa María as evidence for InTASC Standard 6 because it demonstrates my use of diverse, developmentally appropriate assessment methods to evaluate learners' linguistic, interpretive, and cultural understanding. The lesson incorporates multiple forms of assessment, formal and informal, individual and collaborative, performance-based and reflective, all of which provide a comprehensive picture of student learning. These assessments help me monitor understanding in real time and make instructional decisions that support student growth within a culturally rich context.

The lesson begins with a warm-up discussion designed to activate prior knowledge. During this time, I use strategic questioning to gauge students' background understanding of music, storytelling, and medieval Spain. As Walsh (2011, Ch. 4) notes, classroom discourse itself is an assessment tool: teachers "listen analytically" to learner responses to evaluate what students know and shape next instructional moves. Their comments help me identify misconceptions (e.g., thinking medieval music is frightening or boring) and adjust the level of cultural explanation before moving into the Cantiga.

During the interpretive listening phase, students hear Cantiga 181 and follow a simplified Spanish transcript. Here, I check comprehension through targeted questions such as "¿De qué trata la historia?" or "¿Quién es el personaje importante?" These real-time formative assessments allow me to determine whether students grasp the narrative before they begin their artistic interpretation.

The group artistic task serves as a performance-based assessment. Students collaborate to create a drawing or dramatization of a key moment in the Cantiga. As I circulate, I

assess their interpretive accuracy, vocabulary use, and ability to negotiate meaning with peers. Walsh (2011, Ch. 5) describes this as “contingent scaffolding,” where teacher feedback is adjusted to learner needs, an essential component of effective assessment in language classrooms.

The presentations provide a more structured presentational assessment. Students must articulate their interpretation, justify their artistic choices, and connect the Cantiga to medieval cultural values. This allows me to assess speaking, comprehension, and cultural insight.

Finally, the written reflection at the end of the lesson functions as an individual summative assessment. Students explain what they learned about medieval Spanish culture and why storytelling through music was significant. Their reflections provide evidence of both cultural understanding and metacognitive awareness.

Overall, this lesson is a strong representation of InTASC Standard 6 because it integrates assessment seamlessly into instruction, uses multiple modalities to honor learner differences, and emphasizes feedback, interpretation, and reflection as essential tools for language learning.

SPA641 Musica, Actividad #2 Lesson Plan

Standard 7: Planning for Instruction

- **Status:** Needs content
- **Required:** Artifact description, rationale, course information, and document links

- [] **Standard 8: Instructional Strategies**

- Currently has placeholder text
- Need: At least 2 artifacts with rationales
- Must demonstrate: Variety of instructional strategies
- ****CRITICAL**:** This is specifically evaluated in "Application of Theory to Classroom" (20 pts). I inserted this standard. Please check it out. This is the updated version.

Thanks!

Artifact 1: Spa641 Obra de teatro “La Ratita Presumida” y Esquema de la Unidad

I selected this adapted theatrical lesson on “La ratita presumida” as an artifact for InTASC Standard 8 because it demonstrates my ability to design and implement a wide range of instructional strategies that support novice learners’ comprehension, oral language development, and cultural understanding. The lesson moves beyond traditional reading activities by integrating drama, visual supports, vocabulary games, group interaction, and guided discussion, approaches that research identifies as essential in second language instruction for young learners.

Beginning with a warm-up discussion and visual introduction to theater, the lesson activates prior knowledge while preparing students for interpretive listening and reading tasks. The use of images, simplified text, character cards, and comprehension questioning reflects the type of scaffolded input that supports language acquisition. The interpretive phase leads into kinesthetic and collaborative learning through dramatization, which allows learners to apply vocabulary and structures in meaningful, embodied ways. Performance-based strategies strengthen both linguistic and affective engagement, aligning with movement-rich instruction to increase motivation and retention in elementary L2 classrooms.

The lesson also exemplifies strategic sequencing. Students first interpret the story, then reinforce vocabulary through a memory game, and finally apply language by performing scenes. This progression mirrors effective instructional design and aligns with communicative language teaching. Additionally, the dramatization task promotes creativity and encourages students to use Spanish in authentic, low-stakes interactions. By integrating interpersonal exchanges, interpretive tasks, and presentational speaking, the lesson addresses the three modes of communication central to the ACTFL standards.

Differentiation is embedded through multiple modalities: visuals for emerging readers, acting for kinesthetic learners, simplified text for linguistic support, and collaborative grouping to

allow peer modeling. These strategies ensure that all students can participate meaningfully, meeting the diverse needs of elementary language learners.

Finally, the reflective discussion at the end connects language, story structure, and values, reinforcing that instructional strategies should deepen understanding, not simply practice vocabulary. Students analyze cultural messages through guided questions, demonstrating how strategic teacher prompts develop interpretive thinking even at novice levels.

Overall, this lesson exemplifies the thoughtful, varied, and developmentally appropriate instructional strategies emphasized in InTASC Standard 8. It demonstrates my ability to design engaging, multimodal learning experiences that help students build communicative competence and cultural understanding through meaningful action.

LLink: [SPA641 Obra de teatro La Ratita presumida y Esquema de la Unidad](#)

Standard 9: Professional Learning

- **Status:** Needs content
- **Required:** Artifact description, rationale, course information, and document links

Artifact #1 WL651 Cornell Notes Template/ Course: WL651 Teaching Languages

This artifact demonstrates my development as a language educator by using both self-evaluation and findings from educational research, and aligns closely with InTASC Standard 9: Professional Learning and Ethical Practice. The Cornell Notes assignment required me to read, analyze, and synthesize a foundational research article, Spanish Articulation in the Elementary School (Larew, 1961), and to reflect on its implications for my own pedagogical decisions. Completing this analysis strengthened my ability to use empirical evidence to evaluate my teaching, understand learner development, and adapt instruction based on research-supported practices.

Larew's study examines articulation abilities across different age groups and concludes that younger learners (especially around age seven) demonstrate stronger phonemic imitation

skills than older beginners. This finding is directly relevant to my work as an elementary Spanish teacher. Research-based insights about age, phonemic acquisition, and early exposure allow me to make more ethical and effective instructional decisions for my students. In this way, the artifact exemplifies the spirit of InTASC 9: a commitment to continuous learning and the application of research to classroom realities.

Engaging critically with the study also helped me connect my graduate coursework to practical teaching challenges. For example, Gass, Behney, and Plonsky (2020) emphasize that phonology develops through repeated exposure, meaningful input, and opportunities to notice contrasts, which helps explain why younger learners excel in imitation. Brown (2014) similarly notes that younger children show more flexibility in acquiring new phonological systems due to developmental plasticity. By synthesizing these perspectives with Larew's findings, I gained a richer understanding of how developmental factors influence my students' pronunciation and confidence.

In addition, reflecting on the research strengthened my capacity for evidence-based self-evaluation, an essential component of InTASC 9. Reviewing the article pushed me to reconsider the pacing of my pronunciation routines, the explicitness of my modeling, and the importance of integrating multimodal input (visuals, gestures, repetition). This aligns with Walsh's (2011) argument that teacher learning emerges from systematically analyzing evidence, including research, classroom discourse, and one's own choices, to improve instructional practice. By internalizing these ideas, I am better prepared to support my learners with intentional, developmentally informed teaching.

Finally, this artifact reflects my ongoing commitment to professional growth. Engaging with historical and contemporary SLA research not only enriches my knowledge of language learning processes but also fosters a reflective mindset that strengthens my decision-making as an educator. The Cornell Notes assignment models the kind of lifelong learning and evidence-driven reflection expected in the MATL program and in the profession at large.

Because of this, it is an appropriate and meaningful representation of InTASC Standard 9 in my portfolio.

References

- Brown, H. D. (2014). Principles of language learning and teaching (6th ed.). Pearson.
- Gass, S., Behney, J., & Plonsky, L. (2020). Second language acquisition: An introductory course (5th ed.). Routledge.
- Larew, L. A. (1961). Spanish articulation in the elementary school. *The Elementary School Journal*, 61(6), 308–313.

Walsh, S. (2011). Exploring classroom discourse: Language in action. Routledge.

file:///Users/mariagarcia/Downloads/_%20WL651%20Cornell%20Notes%20Template.pdf

Artifact #2: Task Four, Exercise Three – Analysis of TESOL’s Position on English-Only Legislation and the CREATE Model. English only Position paper.

Course WL651 Teaching Languages

This artifact demonstrates my growth in professional learning, ethical judgment, and my ability to apply research to language teaching, which aligns directly with InTASC Standard 9. In this written analysis, I reflect on two major TESOL policy documents, TESOL’s Position Paper on English-Only Legislation in the United States (2005) and A Principles-Based Approach for ELT Policies and Practices (2012). Both texts explore how legislation, ideology, and institutional policies affect multilingual learners. By analyzing these documents, I engaged in the type of reflective, research-based professional learning expected in Standard 9.

A key element of this artifact is the ethical position it develops toward language education. Both TESOL papers argue that English-only laws restrict access to equitable education, marginalize multilingual communities, and fail to align with sound linguistic research. In examining these positions, I demonstrate an understanding of the ethical responsibility teachers have to advocate for linguistically inclusive environments. The analysis acknowledges that multilingualism is an asset and that language policies must support, not limit, students’

linguistic identities and opportunities. This highlights the ethical responsibility emphasized InTASC 9, which calls on teachers to thoughtfully examine how educational policies influence students' rights and growth.

The artifact also shows my ability to connect research to practice. The CREATE model's six principles (e.g., supporting cultural competence, grounding practice in evidence, designing equitable language opportunities) guide teachers in shaping instruction that respects learners' linguistic supply. My reflection identifies how these principles could be used to improve language education in the United States, demonstrating my ability to take professional research and apply it to real educational contexts. Such analysis highlights the logical reasoning inclination expected in Standard 9: continually evaluating teaching assumptions, understanding broader educational issues, and adjusting practice to meet ethical and professional standards.

Finally, completing this assignment required me to think critically about my role as a language educator in a multilingual society. Engaging with this material renewed my commitment to continual growth as an educator and to championing equitable, culturally grounded practices in my classroom. For that reason, this artifact serves as a strong example of InTASC Standard 9.

English-only position paper

Standard 10: Leadership and Collaboration

- **Status:** Needs content
- **Required:** Artifact description, rationale, course information, and document links

Artifact: SPA 647 M1 – Reaction Essay to Assigned Readings

Course: SPA647 Applied Linguistics / Language Teaching Methods

This artifact is a great representation of InTASC Standard 10: Leadership and Collaboration, because it demonstrates how I use scholarly inquiry, policy analysis, and reflective practice to engage critically with issues that shape the educational experiences of multilingual learners in the United States. Standard 10 emphasizes a teacher's responsibility to work collaboratively with colleagues, families, communities, and policymakers to advance

equitable educational opportunities. Through this assignment, I developed a deeper understanding of the historical, political, and ideological forces that impact the families and communities I serve, preparing me to take an informed leadership role as a bilingual educator.

Across the articles and documentaries I read, from James Crawford's analysis of bilingual education policy to Lawton's critique of the "English Only" movement and Leeman's exploration of monolingual ideologies, I examined the powerful ways in which language policies influence classrooms, access to services, and students' sense of belonging. By synthesizing these perspectives, I developed the ability to communicate clearly about the impact of political decisions on multilingual communities. This positions me to collaborate more effectively with administrators, community members, and families when advocating for inclusive and linguistically responsive practices.

This assignment also strengthened my capacity to analyze public discourse and recognize how misleading narratives, xenophobia, and misinformation shape attitudes toward English learners. Understanding these dynamics is essential for a teacher because it allows me to challenge harmful assumptions and engage colleagues in informed discussions grounded in research rather than misconceptions. Through these reflections, I became better prepared to facilitate conversations at my school around bilingual education, language rights, and culturally sustaining practices.

Also, the documentaries, *A Day Without a Mexican*, *El sueño se vuelve realidad*, and *Los mexicanos me dieron trabajo y salvaron este pueblo*, illuminate the lived experiences of immigrant families, an issue profoundly relevant in today's political climate, and their essential contributions to local communities. Incorporating these perspectives into my reflection reinforces my commitment to working with families as partners, aligning with Standard 10's call for collaboration that supports learners' growth and well-being. These insights encourage me to advocate for family engagement practices that honor the cultural and linguistic resources immigrant communities bring to our schools.

Finally, this artifact demonstrates my ability to critically examine complex social issues, communicate their implications clearly, and use this understanding to collaborate meaningfully with others. By engaging deeply with research and community perspectives, I cultivate the leadership qualities necessary to foster equitable, linguistically inclusive learning environments, making this assignment a strong representation of InTASC Standard 10.

SPA 647 M1: Reaccion a las lecturas

Artifact #2:

INTASC Standards - Missing Links

Standard 4: Content Knowledge

- **Artifact 2:** Video Reflection on Prescriptivism & Descriptivism
- **Status:** Button placeholder created, awaiting video link
- **Action needed:** Provide video recording URL

<https://usm.instructure.com/courses/99408/assignments/1133771>

Hi Dan, I am having problems downloading the video recording. So I am leaving for later.

Missing Pages

The following pages were in the original Weebly site but have not yet been created:

1. Self-Assessment Page

- **Filename:** self-assessment.html
- **Status:** Not created
- **Action needed:** Provide content and structure requirements (It goes in the About me page, together with my resume and teaching Philosophy. Please create the same structure as the standards page so there is consistency.) Thanks!

Self-Assessment of Language Proficiency (ACTFL Guidelines) Maria García Iglesias

As part of my professional reflection for the MATL program, I conducted a self-assessment of my Spanish proficiency using the ACTFL Proficiency Guidelines (2024). As a native Spanish speaker from Spain, my proficiency has been shaped by lifelong personal, academic, and professional experiences, as well as the demands of teaching Spanish to elementary learners. Below, I describe my abilities across the four skill areas, Interpretive

Listening, Interpretive Reading, Interpersonal Communication, and Presentational Speaking/Writing, using ACTFL terminology to reflect my current level of performance and areas for continued growth.

Interpretive Listening: Superior

As a native Spanish speaker, I can understand speech on a wide range of topics, from informal conversations to academic lectures, professional discussions, and culturally embedded references. According to ACTFL, Superior listeners can follow intricate cultural and linguistic cues, which aligns with my ability to understand regional variations, idiomatic expressions, and fast-paced or unscripted speech. This strength supports my ability to provide comprehensible input to learners and to adjust my speech appropriately during instruction.

My listening skills also include recognizing dialectal differences across the Spanish-speaking world, which allows me to engage with diverse speakers accurately and respectfully. This proficiency is not only personally meaningful but also pedagogically valuable. It enables me to select authentic listening materials for my students and to scaffold them effectively so learners can access real-world Spanish.

Because I can comprehend such a broad range of spoken Spanish, I can provide rich and comprehensible input that adapts to students' needs. I can model clear, natural language, adjust my rate of speech, simplify or expand explanations, and incorporate culturally meaningful examples during instruction. This ability to modulate my listening and speaking skills supports a more inclusive, responsive, and culturally sustaining classroom environment where all students can engage with authentic language in meaningful ways.

Interpretive Reading: Superior

I demonstrate a Superior level of interpretive reading proficiency, allowing me to engage with a broad range of authentic texts, including literary works, academic articles, formal documents, editorials, and historical sources. I can understand nuanced arguments, implied meanings, rhetorical devices, and culturally specific references embedded in complex written

discourse. ACTFL's Superior readers are described as capable of analyzing perspectives, evaluating evidence, and synthesizing ideas across texts, abilities that align with my own reading practices.

In my professional work, this proficiency enables me to research cultural and linguistic topics with accuracy and depth, select high-quality authentic materials for classroom instruction, and interpret academic literature that informs my teaching. My advanced comprehension also allows me to adapt or scaffold texts for novice learners by simplifying language, highlighting key structures, and building background knowledge. This skill supports culturally rich instruction and ensures that students at different proficiency levels can access meaningful, developmentally appropriate content. Ultimately, my Superior reading proficiency strengthens my ability to design instruction that is both authentic and comprehensible.

Interpersonal Communication: Advanced High / Superior

My interpersonal communication proficiency falls between the Advanced High and Superior levels, allowing me to participate in extended, spontaneous conversations on both familiar and unfamiliar topics. I can narrate and describe in multiple time frames, express opinions, hypothesize, and support ideas with detailed explanations, skills that ACTFL associates with advanced and emerging superior performance. I am also able to handle unexpected complications such as clarifying misunderstandings, negotiating meaning, or adjusting to unfamiliar registers.

In classroom settings, these skills translate into my ability to adjust my speech to meet students where they are linguistically. I can shift from simplified target-language input for novice learners to natural, idiomatic speech when interacting with heritage speakers or colleagues. I use strategies such as circumlocution, clarification questions, and visual or contextual scaffolds when learners experience difficulty. Additionally, I maintain culturally appropriate interactional norms, such as turn-taking, conversational politeness strategies, and pragmatic alignment, so students are exposed not just to the language but also to the cultural practices embedded within

it. This flexibility strengthens students' confidence and supports a communicatively rich classroom environment.

Presentational Speaking: Superior

My presentational speaking proficiency is at the Superior level, which allows me to deliver organized and coherent explanations, academic content, cultural presentations, and storytelling in Spanish with precision and clarity. I can discuss complex ideas, justify viewpoints, make predictions, and weave in historical or cultural references, all of which align with ACTFL's description of Superior-level performance.

In my teaching practice, this proficiency allows me to design and deliver developmentally appropriate lessons for young learners while maintaining linguistic accuracy. I can adjust my speech for comprehensibility, strategically incorporating gestures, visuals, examples, and pacing to support novice and intermediate students. My Superior presentational ability also extends to professional contexts, such as parent meetings, team collaborations, and academic presentations, where I communicate in Spanish with confidence and cultural awareness. This level of skill ensures that my instructional language is both rich and accessible, modeling strong language use for students while maintaining clarity.

Presentational Writing: Advanced High / Superior

My presentational writing proficiency is consistently Advanced High, with features of Superior. I can produce extended, well-organized texts across a range of genres, including lesson plans, academic reflections, instructional materials, cultural analyses, and formal communications. My writing demonstrates control of complex structures, a strong vocabulary range, and the ability to express abstract or sophisticated ideas, characteristics associated with advanced-level writing. According to ACTFL, Advanced High writers may still show occasional limitations in precision or stylistic control in highly specialized or abstract genres, which aligns with my continued growth in academic and research-based writing.

In practice, this proficiency allows me to design high-quality instructional materials, create clear guidance for families, articulate cultural and linguistic concepts for students, and complete graduate-level coursework. I am able to adapt written language for diverse audiences, from young learners to academic readers, adjusting register, tone, and structure as needed. My strong writing skills support clear communication and contribute to a classroom environment where students are exposed to accurate, culturally informed, and pedagogically meaningful written Spanish.

Reflection and Future Goals

While my Spanish proficiency is high across all domains, the ACTFL framework encourages continual growth. My goals moving forward include: Further developing my academic writing skills for professional publications, increasing my knowledge of regional linguistic variations to diversify classroom exposure, and continuing to expand culturally responsive practices by integrating authentic materials from a wider range of Spanish-speaking communities.

This self-assessment confirms that my proficiency supports my role as a Spanish educator and allows me to serve as an effective model of the language for my students, while also identifying areas for ongoing professional growth, one of the reasons I decided to enroll in the MATL program, and continue my growth as a Spanish teacher.

[ACTFL Proficiency Guidelines 2024](#)

2. Reflections Landing Page

- **Filename:** reflections.html
- **Status:** Not created (currently linked in navigation)
- **Action needed:** Create landing page with links to individual reflection pages

3. Reflection on Action Research Project

- **Filename:** reflection-on-action-research-project.html
- **Status:** Not created
- **Action needed:** Provide reflection content

4. Reflection as Language Teacher

- **Filename:** reflection-as-language-teacher.html
- **Status:** Not created
- **Action needed:** Provide reflection content

Course: **WL694 Practicum in SI/FI Fall 2025**

Reflection as Language Teacher

My journey as a language learner and a language teacher began long before I ever imagined standing in front of a classroom. My love of reading started at a young age. I enjoyed stories not only for their narratives but for their rhythm, images, and the unique voice each writer offered. Those early literary experiences taught me to appreciate the power of language as an artistic and expressive form. Without realizing it, I was already becoming a linguist.

Another passion that continues to shape both my worldview and my teaching is my love of history. I was always drawn to the lives of people who came before us, the cultures they created, and the stories that have been woven through time. History made me understand that languages are not isolated systems; they are the breath of civilizations, the record of human experience, and the bridge that connects us to the past and present. Learning about medieval Spain, Indigenous American cultures, the evolution of Spanish, and the movement of people across continents deepened my appreciation for languages and their cultural roots. Today, this historical curiosity inspires the cultural units I design for my classroom, from cantigas and sevillanas to Andean textiles and Caribbean rhythms.

As I grew older, my love of languages naturally followed my love of reading and history. I was captivated by the ways different languages reflect the cultures that speak them, their folklore, their customs, and their worldview. This connection became even more real when my life changed dramatically: moving from Spain to the United States. Suddenly, language was both my greatest challenge and my greatest motivation. I arrived with limited English and experienced firsthand the vulnerability that comes with wanting to express yourself but lacking the linguistic tools. I struggled, observed, listened closely, made mistakes, and slowly learned to navigate a new world through a new tongue.

Those early years as an immigrant shaped me profoundly. They taught me humility and empathy. They taught me that language learning is not linear; it is emotional, social, cognitive, and deeply personal. They taught me to recognize the courage of every student who walks into a classroom and tries to speak in a language that is not their own. This lived experience guides every pedagogical decision I make as a teacher.

Because of this personal history, I am deeply committed to creating a classroom where every student feels safe, welcomed, and capable of success, regardless of linguistic background. I want them to experience Spanish not as isolated vocabulary lists, but as a living connection to people, histories, stories, landscapes, and identities across the world. This belief is reflected in every unit I design, from celebrating Día de los Muertos to studying Andean textiles, cumbia rhythms, Caribbean traditions, and Indigenous continuity. My love of history enriches these lessons, helping students see that cultures evolve, languages travel, and traditions carry meaning across generations.

My graduate studies in the MATL program have strengthened this foundation and expanded the theoretical lens through which I understand teaching. I have learned to analyze language teaching not only as a set of classroom routines but as an intellectually rich, research-grounded discipline. Gass, Behney, and Plonsky (2020) helped me understand interlanguage development and the role of input, noticing, and interaction. Brown (2014) emphasized the emotional and human dimensions of learning, the importance of affective variables, motivation, and confidence-building. Walsh (2011) taught me to analyze the dynamics of classroom talk: the wait time I provide, the questions I ask, the feedback I give, and the opportunities for student interaction that I create. These texts, paired with my own teaching experiences, have transformed how I plan and facilitate each lesson.

I now intentionally create comprehensible, multimodal input, build routines around movement and music, integrate inquiry-based tasks, and design activities that encourage communication even at novice levels. I use visuals, gestures, pacing adjustments, scaffolds,

and repetition in meaningful contexts. I have become more mindful of when I recast, when I clarify, and how I guide students toward accuracy without discouraging their willingness to communicate. I understand more deeply the role of translanguaging, identity, and culturally sustaining pedagogy in world language teaching.

My love of history guides me here as well. Understanding the historical roots of language variation allows me to explain cultural perspectives, regional expressions, and the diversity of the Spanish-speaking world. My goal is for students to experience Spanish class as a window into human history and as an invitation to engage with the world as global citizens.

I also learned that students bring their full selves into the classroom, their languages, their cultures, and their lived experiences. As a teacher of young heritage learners, English-dominant students, and multilingual newcomers, I recognize the importance of honoring this linguistic diversity. My own multilingual journey helps me empathize with students who are learning English, students beginning Spanish for the first time, and students navigating multiple languages at home and school.

In my classroom, Spanish is not simply a subject to be memorized; it is a tool for connection, curiosity, and creativity. Whether students are acting out stories, interpreting medieval songs, analyzing cultural artifacts, or singing traditional music, they are actively engaging with culture in meaningful, developmentally appropriate ways.

My teaching philosophy has evolved into one that is culturally sustaining, inquiry-based, historically grounded, and focused on real communication. I want students to develop not only linguistic proficiency but also intercultural competence, to ask questions, explore perspectives, compare practices, and appreciate the richness of the Spanish-speaking world across time. I believe deeply in the ACTFL 5 Cs because they mirror my own experiences as a learner: Communication, Cultures, Connections, Comparisons, and Communities guide my instructional choices.

Ultimately, my love of reading, my love of languages, and my lifelong love of history have shaped the teacher I am today. Language opened doors for me, socially, academically, and professionally, and I want to open those same doors for my students. Every smile during a song, every brave attempt at speaking, every cultural discovery, and every historical connection reminds me why I chose this path. My classroom is a place where stories matter, history lives, language is celebrated, and every child has the opportunity to build confidence in their voice and identity. As I continue growing in my profession, I remain committed to teaching Spanish with joy, empathy, rigor, and cultural depth.

References

- ACTFL. (2024). ACTFL Proficiency Guidelines 2024. American Council on the Teaching of Foreign Languages.
- Brown, H. D. (2014). Principles of language learning and teaching (6th ed.). Pearson.
- Gass, S. M., Behney, J., & Plonsky, L. (2020). Second language acquisition: An introductory course (5th ed.). Routledge.
- Marian, V. (2023). The power of language. Penguin Random House.
- Walsh, S. (2011). Exploring classroom discourse: Language in action. Routledge.

WL694 Practicum in SI/FI Reflection on Teaching

5. Reflection on MATL

- **Filename:** reflection-on-matl.html
- **Status:** Not created
- **Action needed:** Provide reflection content

Completed Items ✓

- ✓ Standard 2: Learning Differences (both artifacts complete)
- ✓ Standard 4: Content Knowledge (WL665 Final Project complete, video pending)
- ✓ Standard 5: Application of Content (complete with link)
- ✓ Standard 8: Instructional Strategies (La Ratita Presumida complete)
- ✓ About Me page updated with new MATL-focused introduction

- ✓ About Me banner updated with profile 2.png
- ✓ Home page (index.html)
- ✓ Teaching Philosophy page
- ✓ Resume page with embedded Google Docs
- ✓ INTASC Standards overview page with grid layout

Notes

- When providing content for remaining standards, please include:
 - Artifact title and course information (course code, semester, year)
 - Rationale explaining alignment with the INTASC standard
 - Links to Google Docs or other external resources
 - Any relevant references in APA format
- For missing pages, please specify desired layout:
 - Use existing page templates (about-me.html or standard pages) as base
 - Indicate hero banner image preferences
- Provide all text content
- PDFs mentioned but not yet provided can be added later as they become available

PICTURES FOR REFLECTION PAGES:



Santiago de Compostela, Spain.



Lanzarote, Spain



Isla Graciosa, Spain



Lanzarote, Spain