**Standard 10:** *Leadership and Collaboration*

***The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.***

**Name of Artifact:** Photograph from Trip to Peru

**Course/Source:** Machu Picchu, Peru and Lima, Peru

**ACTFL Standards Addressed: 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

**1.2:** Students understand and interpret written and spoken language on a variety of topics.

**2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

**4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

**5.1:** Students use the language both within and beyond the school setting.

**5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

**Rationale:**

The first artifact I chose to represent Standard Ten, Leadership and Collaboration, is a document that contains two photos from my 2013 trip to Peru with my students and students from a neighboring school. Twenty-five students and ten adults took part in this ten-day excursion in which we travelled to Lima, Cuzco, Aguascalientes, Ollantaytambo, and of course Machu Picchu. On this trip, we participated in trips to various museums, town plazas, beaches, ruins, small villages, orphanages, markets, and celebrations. During these trips we had the opportunity to taste the local cuisine which included coca leaf tea, ceviche, giant corn, multiple varieties of avocado, alpaca, and guinea pig, interact with local people, hike through ancient Incan villages, and learn first-hand about the amazing Peruvian culture. This trip took an immense amount of time and planning, but it was all worth it the second I saw my students stare in awe at the incredible view over Machu Picchu.

This document contains two photos from our trip to Peru. The first photo is of our entire group, students, parents, and chaperones from both schools and our tour guides at the Mueso Nacional de Arqueología, Antropología, e Historia del Peru in the capital city of Lima. Lima was the first city that we visited and the museum was our first stop on our trip. The second photo shows me holding the Peruvian flag along with the three students and two parents from my school. This picture was taken 8,000 feet above sea level, in the Andes Mountains, at Machu Picchu.

I chose to use this artifact as part of Standard Ten because it demonstrates my desire to take initiative and take an active role in my students’ education by teaching them to be more globally aware and cultural knowledgeable. I believe that the best way for my students to learn about culture as a whole, the products, practices, persons, perspectives, and communities (Moran, 2001), is to experience it first hand, immersed in the language and culture of a Spanish-speaking country.

For this trip, I had to collaborate not only with students, parents, and administrators at my school, but at another neighboring school as well. Our schools worked together with our tour director to ensure that our students would have a safe, educational, enriching, and entertaining experience that supports learner development. It shows that in addition to meeting the diverse needs of students in the classroom, I can also meet their needs in a global learning environment, supporting their first-hand learning of the Spanish language and culture. This trip helped my students advance towards our shared goal of comprehensible communication in their target language by students and their understanding of the concept of diverse cultures.

This artifact portrays an experience that greatly contributed to my professional growth. Each time I go on an international trip with my students, I am expanding my travel experience by visiting new countries. Each trip gives me insight into the cultures of countries that I would otherwise have known very little about. I am able to take my experiences, photos, etc. and share them with my students upon return so that they too can learn more about the countries that speak the language they are learning.

This was my second international trip with students, but it certainly will not be my last. This experience solidified my beliefs that students need first-hand experiences with the language and culture to truly understand what they are learning in the classroom and to motivate them to continue as a life-long language learner. There are few experiences as a language teacher better than seeing your students barter in Spanish with a vendor at a market for an alpaca hat, eat ceviche for the first time and love it, or hike a mountain to see the ruins of an ancient city, all demonstrating information they learned in class. Each and every time I take students abroad I learn something new and continue to grow as an educator. I am already excited to see what I will learn and what experiences I will gain in the summer 2015 when we travel to Ecuador!

**References**

Moran, P. R. (2001). *Teaching culture: Perspectives in practice*. Australia: Heinle & Heinle.