**Standard 9:** *Professional Learning and Ethical Practice*

***The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.***

**Name of Artifact:** Google Voice Handout

**Course/Source:** Baltimore County Public Schools**:** 2013 World Language Professional Study Day for Teachers

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

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

**Standard 1.3:**Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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

**Rationale:**

This second artifact I chose to represent Standard Nine, Professional Learning and Ethical Practice, is a document I received at a professional development session led by my county’s World Language Department. I attended the World Language Professional Study Day for Teachers, during August of 2013, at the beginning of last school year. During this professional development session, there was two sessions, one with teachers of our content, and another with teacher of our grade level, in which we were given new information about the curriculum and the opportunity to share best practices with our colleagues. We spent quite a bit of time discussing our best practices in our classrooms and how we can better incorporate verbal communication that we can assess on a more regular basis in our classroom. This is an area that all second language teachers aspire to improve upon; we want our students to have as much practice with verbal communication as possible and to form comprehensible output in which we can provide effective feedback (Gass, 2009).

This document is an instructional handout on how to set up a “Google Voice” account as part of Google Mail. This program allows students to call me (not using my real phone number) and leave me a voicemail to practice their comprehension, speaking, and pronunciation skills. This artifact contains detailed instructions regarding how to create and manage a “Google Voice” account. It explains how to change settings, add new lines, share voicemails, and personalize the mailbox greeting. The instructions make setting up and personalizing an account very simple.

I chose to use this artifact to represent Standard Nine because it shows that I am dedicated to continuing my education by attending professional development sessions that can help me improve upon strategies and procedures in my classroom that will allow my students to be successful. It also demonstrates my comfort level with using technology in the classroom as a part of my curriculum to advance student learning. When I instruct students to use Google Voice, I am giving them task-based assignments that I am able to evaluate, requiring them to use their language skills correctly, solve a problem, and relate to a real-life situation (Brown, 2007).

This feature allows students to practice their speaking from the comforts of their own home, while forcing them to practice a real life skill, calling someone and leaving them a voicemail. I am aware that this is a skill that is normally not practiced, but by using Google Voice, we have found a way to do so. This artifact shows my ability to think outside the box and give students new and different opportunities for learning.

Attending this professional development made me re-evaluate my current amount of speaking activities and my use of technology in the classroom. After hearing about this amazing feature that could just be added to the Google Mail account I already had, I realized that I could immediately implement this into my classroom as a way to get my students listening and speaking more often in a way that I could assess their progress. Since becoming aware of Google Voice at this professional development I have used it in a variety of manners. I have created weekly speaking assignments in which the students already have the prompt, ones where the students need to listen to my outgoing message in order to respond, as well as creating quarterly speaking exams. This document completely revolutionized the way I do speaking activities and exams in my classroom. Google Voice made these activities easier for the students, allows them to use technology, and made it possible for me to actually assess their speaking easily and on my own time. I am excited to use this Google feature once again as I prepare for this upcoming school year.

**References**

Brown, H. D. (2007). *Principles of language learning and teaching*. White Plains, NY: Pearson Longman.

Gass, S. M., & Selinker, L. (2009). *Second language acquisition: An introductory course*. New York: Routledge.