

**IUP STUDENT TEACHING COMPETENCIES
SECONDARY EDUCATION/SPANISH
(K-12 CERTIFICATION PROGRAM)**

Note:

- **Knowledge** **Target / foreign language = Spanish**
- **Dispositions** **Target culture = Spanish-speaking regions**
- ✓ **Teaching skills**

1. Integrates foreign language standards into planning, instruction, and assessment.

- Knows the goal areas and standards of the national *Standards for Foreign Language Learning* framework.
- Knows how to write performance-based lesson/unit objectives.
- Believes in using the Five Cs for Foreign Language Learning for planning, instruction, and assessment: Communication, Cultures, Connections, Comparisons, Communities.
- ✓ Plans and conducts daily lessons that integrate the interpretive, interpersonal, and presentational modes of communication.
- ✓ Plans and conducts daily lessons that integrate at least two goal areas of the standards.
- ✓ Designs unit or long-term plans that reflect the Five Cs and standards.
- ✓ Evaluates, selects, designs, and adapts instructional materials including visuals, realia, authentic printed and oral materials, and other resources obtained through technology.
- ✓ Assesses student progress toward achieving standards.

2. Creates a classroom environment that supports language learning and acquisition.

- Knows how students acquire first and second languages and the similarities and differences between the two processes.
- Knows how to provide comprehensible input in the target language.
- Is familiar with a variety of special needs that students may have in the foreign language classroom.
- Believes that all students can learn/acquire a second language.
- Demonstrates sensitivity to individual learners' needs in a language environment.
- Demonstrates an enthusiasm for target language teaching.
- Demonstrates a sincere effort to understand students' communicative efforts.
- Tolerates students' language errors that occur as part of the acquisition process.

- ✓ Conducts the class in the target language at least 75% of the class period.
- ✓ Uses the target language appropriately for handling classroom routines, giving directions, making transitions between activities, and talking to students before and after class.
- ✓ Encourages students to create with the target language within a non-threatening environment.
- ✓ Offers praise and encouragement in the target language.
- ✓ Shows acceptance of students' ideas and messages through non-verbal behavior such as smiles, head-nodding, facial expressions, etc.
- ✓ Enables students to gain confidence in speaking by providing opportunities for them to rehearse/practice in pairs and small groups.
- ✓ Adapts lessons and materials to address individual students' needs.

3. Demonstrates a satisfactory level of proficiency in the target language.

- Knows the target language system (grammatical, phonological, morphological, syntactic, semantic).
- Identifies the pragmatic and sociolinguistic features of target language discourse (e.g., politeness conventions, formal/informal forms of address).
- Demonstrates a willingness to accommodate for any gaps in his/her own knowledge of the target language by learning on his/her own.
- Demonstrates an interest in maintaining/strengthening his/her proficiency in the target language.
- ✓ Uses the target language to the maximum extent possible in the classroom.
- ✓ Speaks in the target language with a high degree of linguistic accuracy and fluency.
- ✓ Writes directions, narratives, exercises, test items with a high degree of accuracy in the target language.
- ✓ Recognizes students' patterns of errors in speaking and/or writing.

4. Provides maximum opportunities for students to communicate meaningfully in the target language.

- Knows how to plan for and facilitate meaningful communication in the classroom.
- Knows the difference between mechanical and meaningful/communicative exercises.
- Is willing to spend time creating communicative contexts and designing meaningful activities.
- Believes that a maximum amount of classroom time should be devoted to meaningful communication.

- ✓ Provides meaningful and engaging contexts for interpersonal and presentational communication.
- ✓ When using a question-answer format for speaking, uses appropriate wait-time to allow students to process questions and formulate responses.
- ✓ Uses task-based instruction to elicit language beyond word level from students.
- ✓ Designs and implements a variety of activities that incorporate students' various learning styles.
- ✓ Provides feedback that focuses on the meaning of the message.

5. Engages students in negotiating meaning with the teacher and with one another.

- Knows the conditions in which negotiation of meaning is likely to occur in the classroom.
- Understands the facilitator role of the language teacher.
- Is willing to assume the role of facilitator in the classroom.
- Is willing to learn along with students.
- ✓ Helps students to understand the target language by using comprehensible input, gestures, visuals.
- ✓ Teaches students to use gambits (passwords) and other strategies as they negotiate meaning in the target language.
- ✓ Develops conversations with students by using assisting questions, verbal prompts, clarification requests, comprehension checks.
- ✓ Provides individual as well as whole class guided assistance and scaffolding.
- ✓ Expands on students' responses.

6. Introduces and practices vocabulary in context.

- Knows how vocabulary is acquired.
- Understands how to select vocabulary that relates to the context /unit being explored and students' interests.
- Is willing to spend time designing contexts, visuals, and other materials for presenting vocabulary.
- ✓ Presents new vocabulary in a context using familiar grammar and re-entered vocabulary.
- ✓ Uses effective visuals, realia, and props in introducing and practicing new vocabulary.
- ✓ Provides opportunities for students to internalize new words by using active participation (e.g., TPR, manipulation of objects) and personalized discussion.
- ✓ Checks for comprehension of new vocabulary by using guided questioning.
- ✓ Designs contextualized exercises and activities for practicing new vocabulary.

7. Teaches grammar as the vehicle for using the target language to communicate in real-world contexts.

- Knows the grammatical system of the target language.
- Knows how to present grammar in real-world functions and contexts.
- Recognizes that it takes time for students to internalize and be able to operationalize grammar rules.
- Is willing to adapt the textbook's grammatical explanations and practice as necessary to meet learners' needs.
- Values the importance of presenting grammar as a vehicle for communication rather than as an end in and of itself.
- Recognizes that the target language/grammar changes over time and that discrepancies may exist between the target language of instructional materials and contemporary usage.
- ✓ Selects grammatical structures from the textbook as necessary for use in communication.
- ✓ Provides clear, accurate explanation of grammar when necessary.
- ✓ Presents and practices grammar in real-world functions and contexts.
- ✓ Provides target language input which exemplifies a specific grammatical structure so that students can understand its use in context.
- ✓ Guides students to construct an understanding of a grammatical principle through inductive reasoning, coaching, and questioning strategies.
- ✓ Responds to students' questions without needless elaboration, complication, or extraneous detail.
- ✓ Uses a variety of techniques to correct students' errors, such as elicitation, self-correction, and peer correction.

8. Provides opportunities for students to practice oral interpersonal communication in pairs and in small groups.

- Knows how to integrate interpretive and interpersonal communication.
- Knows how to design and implement cooperative learning activities.
- Recognizes that students will often resort to English in group tasks if they don't understand the task, don't have enough target language to complete it, or know they will not be expected to do a follow-up task afterwards.
- Understands that pair/group activities maximize the time students have to use the target language.

- ✓ Designs and implements activities that promote cooperation and interaction such as jigsaw and information-gap activities, paired interviews, role plays, group problem-solving, role plays, debates.
- ✓ Provides clear directions and models for all activities.
- ✓ Groups students appropriately.
- ✓ Monitors group activities appropriately.
- ✓ Conducts appropriate follow-up tasks.

9. Provides opportunities for students to interpret authentic oral and printed texts, including literary and cultural texts.

- Interprets literary texts that represent defining works in the target cultures.
 - Identifies themes, authors, style, and text type in a variety of media that are important in representing the traditions of the target cultures.
 - Knows where to find authentic texts and how to select them.
 - Knows how to guide students through authentic oral and printed texts.
- Believes in the value of using authentic oral and printed texts in the target language.
 - Believes that the difficulty of a given authentic text lies not in the text itself, but rather in the task that students are asked to do.
 - Believes that students should not be expected to understand every word of an authentic text.
- ✓ Integrates authentic oral and printed texts into instruction on a regular basis (e.g., audio tapes, video tapes, music, magazine / newspaper articles, etc.).
 - ✓ Provides students with pre-listening / pre-reading / pre-viewing activities.
 - ✓ Provides opportunities for students to listen and read for various purposes.
 - ✓ Enriches classroom content with literary and cultural texts and topics valued by the target cultures.
 - ✓ Designs comprehension tasks appropriate to students' language levels.
 - ✓ Guides students through the comprehension / interpretation process helping them to skim for the gist, scan for details, recognize new vocabulary, interpret between the lines, and summarize.
 - ✓ Guides students to interpret texts by drawing inferences, thinking critically, and expressing their own ideas and opinions about them.
 - ✓ Uses interpretive tasks as a springboard to other communicative activities.

10. Engages students in written interpersonal and presentational communication.

- Knows how to treat writing as a process.
 - Understands the difference between writing as a tool for learning language and as a vehicle for communication.
- Values the importance of writing for self-expression and as a tool for learning.

- ❑ Is willing to devote class time to using a process-oriented approach to writing.
- ✓ Designs activities in which students use writing to help them to communicate using new grammar and vocabulary.
- ✓ Designs activities in which students use writing for purposeful interpersonal communication.
- ✓ Provides opportunities for students to prepare and present written messages to an audience of readers.
- ✓ Guides students through the various iterative processes involved in creative writing such as prewriting, composing the draft, revising.
- ✓ Provides opportunities for group brainstorming and peer editing in the writing process.
- ✓ Provides feedback on both linguistic accuracy and the content/ideas of the written product.
- ✓ Uses a variety of correction strategies as appropriate to the writing task.
- ✓ Holds students responsible for their written errors by helping them to correct their own errors and make revisions.

11. Integrates culture into instruction by engaging students in exploring the relationships between and among cultural products, practices, and perspectives.

- Recognizes the integral relationship between language and culture.
- Demonstrates a familiarity with one or more countries where the target language is spoken.
- Understands the theoretical framework for analyzing and comparing cultures (products, practices, perspectives).
- ❑ Is willing to investigate the dynamic dimensions of culture in terms of products, practices, and perspectives.
- ❑ Recognizes cultural stereotypes and their effect on student perspectives of culture.
- ✓ Embeds culture into planning, instruction, and assessment.
- ✓ Uses the 3-P framework for helping students to analyze and understand culture.
- ✓ Teaches products, practices, and perspectives of at least one country where the target language is spoken.
- ✓ Uses authentic materials in teaching culture.
- ✓ Identifies cultural concepts in literary texts and integrates culture and literature.
- ✓ Uses the community and technology as resources for integrating and teaching culture.
- ✓ Engages students in making comparisons between the native and target cultures.
- ✓ Presents culture without promoting cultural stereotypes and biases.
- ✓ Uses a variety of techniques for teaching culture such as role play, discussions, and brainstorming.

12. Assesses students' progress through contextualized assessment practices.

- Knows a variety of techniques for assessing student progress for both formative and summative purposes.
 - Knows multiple ways for measuring student progress in achieving foreign language standards.
 - Knows how to use assessment results to inform and improve classroom instruction.
 - Knows how to design scoring rubrics for assigning a rating to assessment tasks.
- Understands the need to devote time to conduct meaningful performance assessments (e.g., oral testing).
 - Recognizes the value of informing students of assessment expectations and how they will be graded.
- ✓ Assesses student progress through holistic assessment (TPR, oral interviews, role plays, portfolios) in addition to traditional test formats such as fill-in-the-blank and multiple choice.
 - ✓ Incorporates both discrete-point items and global items appropriately on written tests.
 - ✓ Embeds all assessments.
 - ✓ Engages students in personalizing vocabulary/grammar on written tests.
 - ✓ Integrates the three modes of communication into assessment.
 - ✓ Integrates culture into assessment.
 - ✓ Conducts formative and summative assessment.
 - ✓ Provides ongoing assessment of students' oral performance and offers feedback.
 - ✓ Conducts individual and/or pair testing of oral communication.
 - ✓ Reports assessment results clearly and accurately.

13. Makes connections between other school subjects and foreign language instruction.

- Knows how to integrate and teach content from other subject areas into the foreign language curriculum.
 - Knows how to locate content-area sources that are appropriate for the level of instruction, age of students, and program goals.
- Recognizes that subject-area content motivates learners and connects the target language with other subjects in the curriculum.
 - Is willing to work collaboratively with students to learn new subject-area content along with them.
- ✓ Identifies connections between the foreign language curriculum and other subject areas.
 - ✓ Guides students through comprehending and interpreting texts from other subject areas in the target language.

14. Provides opportunities for students to interact with target-language communities through a variety of means such as technology and authentic materials.

- Demonstrates an understanding of how to connect with target-language communities beyond the classroom.
- Demonstrates an understanding of how to help heritage learners in the foreign language classroom.
- Validates the heritage and linguistic backgrounds of all students.
- Values opportunities to interact with members of target-language communities.
- Is willing to find language resources within the school, local, and world-wide community.
- ✓ Integrates resources from target-language communities into instruction.
- ✓ Provides opportunities for students to use the target language with members of target-language communities.

15. Participates effectively as a professional in school and community settings and within the larger foreign language profession.

- Demonstrates familiarity with professional literature and key professional foreign language organizations at the national, state, regional, and local levels.
- Knows the federal laws and regulations that govern educational practices.
- Recognizes the importance of life-long professional growth as a foreign language educator.
- Believes in the value of foreign language learning to the overall success of all students.
- ✓ Is a member of and participates in at least one professional organization.
- ✓ Engages in reflection to improve teaching and learning.
- ✓ Makes changes to teaching as a result of reflection.
- ✓ Communicates effectively with parents, colleagues, agencies, and the community at large.

These competencies reflect the PDE Chapter 354 Foreign Language Program Guidelines and the ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers.

Revised May 2003