

**SPANISH EDUCATION  
K-12 STUDENT HANDBOOK  
2019-2020**

**Includes Information on Pre-Student  
Teaching, Student Teaching, & Development  
of the Electronic Portfolio in LiveText**

**Nationally recognized three consecutive times by  
ACTFL/NCATE, ACTFL/CAEP**

**INDIANA UNIVERSITY  
OF PENNSYLVANIA**

**Department of Foreign Languages**

## **Acknowledgement**

This handbook was originally written and compiled by Dr. Eileen Glisan, with contributions from Dr. Jean-Louis Dassier. If you have arrived at Indiana University of Pennsylvania (IUP) after Dr. Glisan's retirement in the spring of 2019, you will have missed learning under one of the most influential language educators, not only in Pennsylvania, but in the United States and beyond. Dr. Glisan was highly involved in the shaping of current practices for the teaching of second languages in the United States, has written numerous handbooks on language instruction, and continues to do so. It is with much gratitude to Dr. Glisan that the Department of Foreign Languages continues to implement a rigorous, thorough approach to the instruction and training of the future world language teachers.

**Please read the contents of this Handbook very carefully.**

**Discuss with your advisor any questions you might have.  
Communicate often with your advisor as program requirements  
presented here are subject to periodic change.**

**When you are certain that you understand the information  
provided, meet with your advisor, who will ask you to sign a form  
indicating that you have read this information and understand it.**

**This form is kept in your advisee folder.**

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## WHAT IS THE B.S. IN SPANISH EDUCATION K-12 PROGRAM?

The Bachelor of Science in Spanish Education K-12 Program prepares students to teach Spanish in the secondary classroom or in early language programs in the elementary school. Students who successfully complete the Spanish Education K-12 Program will be certified to teach Spanish in kindergarten through twelfth grade.

### WHAT DO I NEED TO KNOW AS A NEW STUDENT?

- **Your GPA.** You will need to maintain a minimum overall grade point average of 3.0 and a minimum grade point average in Spanish of 3.0 through graduation in order to remain in the program. **However, these are only minimums!** Some school district superintendents report that, when they screen job applicants, they often disregard those applicants whose overall grade point averages are below 3.2 or even 3.5.
- **Your Oral Proficiency in Spanish.** Your ability to use Spanish in oral communication is very important! Your oral proficiency will be assessed a minimum of two times: once during the second semester of your sophomore year and again the semester prior to student teaching. Students often find it helpful to have an oral assessment done upon return from a semester-long study abroad program. In rating your oral proficiency, the Department of Foreign Languages uses the Official ACTFL Oral Proficiency Interview (OPI) and the scale developed by the American Council on the Teaching of Foreign Languages (ACTFL). Your oral proficiency must be rated at least “Intermediate-Mid” during the second semester of your sophomore year, as one requirement for successfully completing the Mid-Program Review, and your oral proficiency must be rated at least “Advanced-Low” the semester prior to student teaching according to the following dates:

**Student Teaching in Spring Semester:      Complete OPI by Oct. 15\***

**Student Teaching in Fall Semester:      Complete OPI by Apr. 15\***

*\*Any exceptions to these dates may be granted only by the Coordinator of Spanish Education K-12 and only in cases of extenuating circumstances.*

**Sophomore-Year OPI:** This OPI is an “advisory OPI”: it will be done by one of the department’s certified OPI testers and will be double rated by a second certified tester in the department in order to confirm your level. If you do not make the required minimum level of Intermediate-Mid, you will still be able to proceed with Spanish and education courses; however, your priority will need to be the improvement of your speaking proficiency. Your advisor will work with you to develop a plan for helping you to improve your oral proficiency.

**Final OPI Prior to Student Teaching:** This OPI is an “Academic Institutional Upgrade” that is sent to Language Testing International for an official double rating. (There is a fee for this test.) You will receive an Official ACTFL Oral Proficiency Certificate that states your proficiency level. This is a very meaningful credential for you to have as you seek employment as a Spanish teacher! **If you do not attain Advanced-Low, YOU ARE NOT PERMITTED TO STUDENT TEACH THE NEXT SEMESTER.** Your advisor will work with you to develop a plan for acquiring the skills necessary to reach the level. You may still take Spanish courses and may take another OPI the following semester.

#### **IMPORTANT NOTES REGARDING OPI:**

**(1) Please note that you may have only ONE oral proficiency interview (OPI) in a given semester. Improving one’s proficiency level requires time and a great deal of effort devoted to speaking Spanish outside of the classroom. It is highly unlikely that one’s OPI rating could change within one semester. If you do not attain the required level of proficiency, you will be asked to develop a plan with your advisor, in which you outline how you will acquire the skills necessary for reaching the level. In this case, you may still take Spanish courses, but if you are ready for Student Teaching, it will have to be postponed.**

**(2) If your OPI is confirmed by Language Testing International to be lower than Advanced Low, LTI requires that your subsequent OPI be a telephonic interview conducted by a different certified OPI tester. You will need to arrange for this OPI directly with LTI; the current cost of the telephonic test is \$139 (subject to change). You will pay LTI directly.**

**(3) If you take your final OPI two semesters (not including summer) prior to Student Teaching (e.g., at the end of the Valladolid program) and you demonstrate Advanced-Low proficiency or higher, you do not have to repeat the OPI the semester prior to student teaching UNLESS your Student Teaching is delayed. If you choose to take your final OPI more than two semesters prior to student teaching and you demonstrate Advanced-Low proficiency, you will need to be re-tested the semester prior to Student Teaching to be sure that your oral proficiency is still at the required level or higher.**

To attain the required level of oral proficiency, you must take the responsibility for practicing your Spanish outside of the classroom. You are encouraged to participate in the activities of Spanish Club (Ándale) and other international groups on campus. You might also arrange for practice with a student from a Spanish-speaking country.

**Advanced-Low Descriptor for Speaking:** Speakers at the Advanced-Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance. Advanced-Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task

with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained. Communicative strategies such as rephrasing and circumlocution may be employed in such instances. In their narrations and descriptions, they combine and link sentences into connected discourse of paragraph length. When pressed for a fuller account, they tend to grope and rely on minimal discourse. Their utterances are typically not longer than a single paragraph. Structure of the dominant language is still evident in the use of false cognates, literal translations, or the oral paragraph structure of the speaker's own language rather than that of the target language. While the language of Advanced-Low speakers may be marked by substantial, albeit irregular flow, it is typically somewhat strained and tentative, with noticeable self-correction and a certain grammatical roughness. The vocabulary of Advanced-Low speakers is primarily generic in nature. Advanced-Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion, and it can be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved through repetition and restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly. **For the complete list of speaking proficiency guidelines, go to <http://actflproficiencyguidelines2012.org/speaking>**

- **Your Writing Proficiency in Spanish.** The development of your writing proficiency is also important. The semester prior to Student Teaching you will take the Official ACTFL Writing Proficiency Test (WPT) and must receive a minimum rating of Advanced-Low as a prerequisite for Student Teaching. (There is a fee for this test.) **If you do not attain Advanced-Low, YOU MAY NOT STUDENT TEACH THE NEXT SEMESTER.** Your advisor will work with you to develop a plan for acquiring the skills necessary to reach the level. You may still take Spanish courses and may take another WPT the following semester.

**Sophomore-Year Writing Sample:** As part of the Mid-Program Review, you will complete a writing sample in Spanish, designed to mirror the format of the WPT. The purpose of this writing sample is to provide you with feedback on your writing in Spanish and familiarize you with the format of the WPT. You will not receive a proficiency rating, nor is there a required level or score. This writing sample is designed to provide you with early feedback on your writing so that you are aware of what you need to do in order to reach the minimum level of Advanced-Low on the WPT. Your advisor will work with you to develop a plan for helping you to improve your writing proficiency.

**Advanced-Low Descriptor for Writing:** Writers at the Advanced-Low level are able to meet basic work and/or academic writing needs, produce routine social correspondence, write about familiar topics by means of narratives and descriptions of a factual nature, and write simple summaries. Advanced-Low writers demonstrate the ability to narrate and describe in major time frames with some control of aspect. Advanced-Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writings, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced-Low level demonstrate an ability to incorporate a limited number of cohesive devices but may resort to much redundancy, and awkward repetition. Subordination in the expression of ideas is present and structurally coherent, but generally relies on native patterns of oral discourse or the writing style of the writer's first language. Advanced-Low writers demonstrate sustained control of simple target-language sentence structures and partial control of more complex structures. When attempting to perform functions at the Superior level, their writing will deteriorate significantly. Writing at the Advanced-Low level is understood by natives not used to the writing of non-natives although some additional effort may be required in the reading of the text. **For the complete list of writing proficiency guidelines, go to <http://actflproficiencyguidelines2012.org/writing>**

**IMPORTANT NOTE REGARDING WPT:**

Please note that, generally speaking, you may have only **ONE** writing proficiency test (WPT) in a given semester. LTI has a 90-day wait policy for cases in which the level is one sub-level below Advanced Low. However, LTI permits a one-time only waiver to this policy per student. If you are at least Intermediate High in writing and provided there is time in the semester for you to remediate, the Coordinator of Spanish Education K-12 may permit you to request the waiver. In this case, the Coordinator would make arrangements for a re-take and you would need to pay for a second WPT (cost is currently \$50 but subject to change). If you do not attain the required level of proficiency on the second WPT, you will be asked to develop a plan with your advisor, in which you outline how you will acquire the skills necessary for reaching the level. In this case, Student Teaching will have to be postponed until the required level is met.

- **Teacher candidates take the OPI and the WPT in place of the PRAXIS II Spanish Content Knowledge Test. These tests will be scheduled by the IUP Department of Foreign Languages. Candidates must still take the Fundamental Subjects Test of PRAXIS II. The current fee for the OPI/WPT package is \$90.**
- **Your participation in Study Abroad Programs.** It's not too early to start thinking about participating in one or more of our study abroad programs. You are required to study abroad to help you to attain the desired proficiency goal and to develop a first-hand experience with Hispanic cultures. Prospective employers will want to know about the types of experiences you have had abroad. Your advisor will give you detailed information about these programs and will discuss with you how the credits earned abroad will fit into your IUP program requirements. Students may choose study abroad programs outside of IUP provided that programs are from accredited institutions and that IUP accepts the credits earned from courses completed.
- **Criminal Clearances and CastleBranch:** In accordance with the Pennsylvania Department of Education (PDE) and school districts with which we partner for field experiences, teacher education candidates must maintain current clearances. All candidates are required to have a CastleBranch account for managing their clearances. The CastleBranch management system will allow students to upload, maintain, and access their clearances from any electronic device. Candidates must update their clearances by August 15 of each year and must return for Fall semester with all clearances updated. The clearances that will be stored and monitored within CastleBranch are: Act 34--Arrest and Conviction Report; Act 34--Criminal Background Check; Act 114--FBI Fingerprinting (**Note: Students now need to purchase their own copies of this report for a small charge**); Act 126--Child Abuse Recognition and Reporting Act; Act 151--Child Abuse History Clearance; TB test (free to all students who have paid the wellness fee); Proof of liability required--PSEA membership or private insurance. See the IUP Educator Preparation website for details regarding how to set up a CastleBranch account.



Teacher candidates should be aware that some districts or intermediate units may not accept placements if any criminal record is reflected on these background checks. Candidates with a criminal record, even a summary offense, are asked to disclose this history to their program upon entry so that a determination can be made about whether placement will be possible. Some serious offenses, typically involving child welfare, preclude state certification. Students who do not provide the required background checks or for whom the College of Education and Communications (CEC) cannot find an acceptable placement will be terminated from the program.

- **Your professional involvement.** You will want to begin thinking about ways in which you will become involved in your professional development outside of your course work. Throughout your time in our program, you will keep track of your professional activities by means of the “Professional Involvement Log” that appears in Appendix A. You will present this log at two points in the program: the Mid-Program Review and Step 2. Ways in which you develop professionally include:
  - your efforts to improve your Spanish outside of class through activities such as involvement in clubs (e.g., Ándale, LASO) and interactions with conversational partners;
  - your attendance at professional development events such as conferences;
  - your familiarity and involvement with (including membership in) foreign language professional organizations such as the American Council on the Teaching of Foreign Languages (ACTFL), the Pennsylvania State Modern Language Association (PSMLA), the local chapter of the American Association of Teachers of Spanish and Portuguese (AATSP), the local Appalachian Language Educators’ Society (APPLES), to name just a few.  
See the rubrics for Mid-Program Review English Interview in Appendix B.
  
- **Your professional dispositions.** It is essential that you demonstrate the dispositions (i.e., attitudes, behavior) characteristic of a professional in the field of education. Remember that you will be a role model for young people and are also a representative of IUP and the Dept. of Foreign Languages as you complete field experiences in the public schools. Keep the following in mind during your years as a Spanish Education K-12 major:
  1. Monitor carefully what you have posted on social networks such as Facebook and MySpace. Is there anything posted that you would not want public school administrators, parents, and students to see or read, either in English, Spanish, or any other language? Are there photos and/or messages that may be perceived as portraying you in a negative light? If so, we highly recommend that you remove questionable material, make your site as private as possible, or better yet, that you consider closing it temporarily. Teachers have recently been fired because of questionable photos posted to these sites. Student teachers have been removed from Student Teaching because of messages posted to their "walls," the content of which was perceived to be unprofessional. Remember that, even if you think your information is private, once it is out there, you have little control over where it goes and who sees it. School districts and the college office monitor these sites on a

regular basis, so don't run the risk of having social networking compromise your success as a teacher.

2. Begin to dress professionally as you transition from student to teacher. For females, plunging necklines, bare mid-drifts, and short skirts/shorts are not appropriate, even while you are a student attending classes. For males, sagging trousers that reveal underwear and baseball caps that cover the eyes are not appropriate. Further, certain bodily decorations, such as visible tattoos and lip/tongue piercings are not considered to be professional. You will be given specific guidelines for clothing expectations during field experiences, but remember that you are a reflection of being a professional from the time you enter the program.
3. Consider carefully the effects of alcohol/drug consumption. In addition to obvious health risks, engaging in this type of risky behavior is likely to have a negative effect on your academic progress and status in the program. Contact the COE-ET for more information on the consequences of DUIs and other alcohol/drug-related criminal charges.

➤ **Your field experiences in Spanish classrooms.** You will have three opportunities to develop your teaching expertise by teaching in public school classrooms:

Year	Experience	Grade Level
Sophomore/Junior	Pre-Student Teaching I (min. of 35 hours)	Elementary School (Rural)
Junior	Pre-Student Teaching II (min. of 35 hours)	Middle or High School (Urban/Suburban)
Senior	Student Teaching (15 weeks)	Middle or High School (Urban or Suburban)

How do we determine where you are placed for each field experience? First of all, by the time you complete the program, you must have an elementary, and a middle and/or high school experience. You should also experience urban, suburban, and rural settings. **An urban field experience is a must!** School district superintendents in all three settings report that job applicants must have had an urban experience in order to be considered for employment. Secondly, **we select the school in which you will be placed**, because we work with certain sites where we have highly qualified teachers. Therefore, you must not call school districts on your own! Further, we have other restrictions on where you can be placed: for example, you cannot return to the district from which you graduated or in which a relative is employed. Our placements are situated in Southwestern Pennsylvania (i.e., in the Indiana Area and south and west within approximately a 75-mile radius).

- **Important prerequisites for Student Teaching.** Given the many variables which must be taken into consideration when arranging for Student Teaching, the following are important prerequisites:
- It is expected that you have your own transportation, preferably your own car for all field experiences.
  - You should be prepared to arrange for housing near the school where you are placed.
  - Because of the demands on your time during Student Teaching, your coursework will already be completed and you are not permitted to take courses during this semester.
  - Having a job is **HIGHLY** discouraged: Student Teaching is a **FULL-TIME** endeavor and you must often stay after school and come to school in the evenings for events.
  - **All clearances (including TB) must be updated when the Student Teaching application is placed. Clearances must last for the duration of all field experiences.**
  - Proof of liability insurance is required for all field placements, including Spanish 390. You may provide proof of liability insurance by joining PSEA or by having private insurance (must have a minimum of \$1,000,000.00 per claim and an aggregate of \$3,000,000.00 per occurrence if obtained via private insurance).

Knowing this information at this early stage will help you to prepare for your field experiences, particularly Student Teaching.

- **Your electronic portfolio: Documenting your professional growth.** Throughout your years at IUP, you will compile an electronic portfolio in order to document your growth as a teacher and your effectiveness on student learning. You should read very carefully the last section of this *Handbook* (beige pages) for details on how to begin this process. You will be working closely with your advisor and your professors in making selections of your work for inclusion in the portfolio. **All students are required to purchase LiveText as part of their registration for ACE103, which they will use for the design of their electronic portfolios.**
- **Your advisor.** You must meet with your designated academic advisor at least one time each semester, during the advising period prior to registration for the following semester. You will not be given your PIN # until after you have this meeting. At this meeting, you and your advisor will decide which courses you should select for the following semester. **NEVER ATTEMPT TO REGISTER WITHOUT SEEKING THE ASSISTANCE OF YOUR ADVISOR.** Your advisor has a great deal of program information to share with you; therefore, it is extremely important to schedule regular meetings.

In addition to this meeting, you will find it necessary to meet with your advisor concerning:

- application for each step of the Three-Step Process for Teacher Education;
- completion of requirements for mid-program review;
- placement for student teaching;
- any change in your program needs;
- ongoing discussion about your electronic portfolio and professional involvement;
- change in your address/phone;
- your general academic progress;
- study abroad opportunities and/or job opportunities;
- any other questions or problems you might encounter.

Your advisor will have posted office hours, during which time you may come in without an appointment. You might also schedule a specific appointment if you need more time or a time other than the posted office hours. You can also e-mail your advisor or if you have a brief question that can be answered easily over the telephone, you can call him/her.

**SUCCESSFUL STUDENTS KEEP IN CLOSE CONTACT WITH THEIR ADVISORS!**

## **WHAT IS THE THREE-STEP PROCESS FOR TEACHER EDUCATION?**

You will go through three checkpoints as you progress through the Spanish Education K-12 Program. These checkpoints are summarized below. Be sure to read carefully the information posted on the College of Education and Communications (CEC) website regarding the Three-Step Process, as this information is subject to change. In addition to the requirements established by IUP's College of Education and Communications (CEC), the Spanish Education K-12 Program has language-specific requirements which you must meet in order to obtain approval for each step; also, note that there is a "Departmental Step" between Steps 1 and 2:

### **Step 1 - Application for Teacher Education**

#### **Eligibility requirements for enrolling in the professional education sequence:**

- A minimum of 48 earned credits and a 3.0 cumulative GPA.
- Successful completion of the following (scores can be mixed and matched): The Pre-Professional Academic Performance (PAPA), Praxis Core, SAT, and/or ACT exams with the minimum passing scores established by the Pennsylvania Department of Education
- Completion of the following courses with a minimum grade of "C":
  - ENGL 101
  - ENGL 121 for all majors, except: ENGL 122 for ENGL and MUHI 102 for MUED
  - EDSP 102
  - ACE 103 (or major program requirement in lieu of ACE 103); satisfactory evaluation of Step 1 LiveText portfolio
  - 6 credits in Mathematics (level 101 or higher)
  - Act 34 Criminal Background Check (Must be renewed annually)
  - Act 151 Child Abuse Clearances (Must be renewed annually)
  - Act 24 (PDE-6004) Arrest or Conviction Report (Must be renewed annually)
  - Act 114 FBI Fingerprinting (Continuing enrollment in IUP Teacher Preparation Program is required for fingerprinting to remain valid; some districts/sites require an updated Act 114 within the year)
  - Documented completion of ACT 126 Training. [www.reportabusepa.pitt.edu](http://www.reportabusepa.pitt.edu) (Must be renewed annually)
  - TB Test (Must be renewed prior to entering schools / annually; some districts/sites require a two-step TB)
  - Speech and hearing test (One time only)
  - Proof of Liability Insurance (annual update required or join multiple years) – PSEA membership or private insurance (Must have a minimum of \$1,000,000.00 per claim and an aggregate of \$3,000,000.00 per occurrence if obtained via private insurance)
  - Satisfactorily completed essay
  - Advisor's recommendation and signature
- Documents should be updated and uploaded into CastleBranch.

## **Results of Step 1 approval: Ability to register for: EDUC 242 Pre-Student Teaching I, EDUC 442 School Law, and other Professional Education Courses**

### **Departmental Step - Mid-Program Review** Updated May 9, 2014

#### **Benchmark Step for Assessing Progress in Program:**

- A minimum of 60 credits.
- Successful completion of Step 1
- Maintenance of a cumulative GPA of 3.0 & a minimum GPA of 3.0 in SPAN courses
- Completion of EDUC 242 Pre-Student Teaching I with "C" or better
- Attainment of Intermediate-Mid or higher on the ACTFL Oral Proficiency Interview (advisory rating)
- Completion of writing sample in Spanish (feedback provided)
- Successful completion of interview in English (includes review of "Professional Involvement Log")
- Updated Electronic Portfolio review
- Advisor's recommendation and signature

### **Results of Mid-Program Review Approval: Ability to continue with program as planned**

## **Step 2 - Application for Student Teaching**

#### **Eligibility requirements for student teaching placement:**

- • Successful completion of Step 1
- • Maintenance of a cumulative GPA of 3.0 & a minimum GPA of 3.0 in SPAN courses
- • Renewed Act 34 Clearances
- • Renewed Act 151 Clearances
- • Current Act 114 Clearances
- • Renewed Act 24 (PDE-6004) Arrest or Conviction Report
- • Renewed documentation of completion of ACT 126 Training. [www.reportabusepa.pitt.edu](http://www.reportabusepa.pitt.edu)
- • Renewed TB Test
- • Successful completion of **ALL** required PRAXIS II or PECT (Pennsylvania Educator Certification Tests ) Exams (The PRAXIS and PECT cut-off scores for each test must be at or above the current PDE established score at the time a candidate applies for Pennsylvania Teacher Certification)
- • Proof of Liability Insurance (annual update required) – PSEA membership or Private insurance (Must have a minimum of \$1,000,000.00 per claim and an aggregate of \$3,000,000.00 per occurrence if obtained via private insurance)

- Completion of all major courses and methods courses with a minimum grade of “C”
- Completion of all liberal studies science courses with a minimum grade of “C”
- Updated *satisfactory* review of LiveText portfolio with program specific requirements and artifacts
- Grade of "C" or higher in SPAN 453 and SPAN 330
- Attainment of Advanced-Low rating or higher on the Official ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT), according to published deadlines
- Advisor’s or Program Coordinator's recommendation and signature

### **Results of Step 2 approval: Ability to register for Student Teaching**

### **Step 3 - Applications for Graduation and Pennsylvania Teacher Certification**

#### **Eligibility Requirements:**

- Successful completion of Step 2
- Successful completion of Student Teaching with grade of C or better
- Maintenance of a cumulative GPA of 3.0 & **a minimum GPA of 3.0 in SPAN courses**
- **\*\*If needed verification of sliding scale Praxis 2 or PECT results based on final posted GPA**
- Final *satisfactory* review of the LiveText Teacher Work Sample
- Completed application for graduation
- Completed application for Pennsylvania Teacher Certification
- Copy of TIMS coversheet form PDE website
- Copy of IUP Marketplace receipt for certification processing
- The recommendation of your student teaching supervisor and program coordinator
- The recommendation of the IUP Teacher Certification Officer

### **Results of Step 3 approval: Recommendation to PA Department of Education for Teacher Certification**

Updated April 2018

**THREE-STEP PROCESS CHECK-OFF SHEET (2019-2020)**  
**SPANISH EDUCATION K-12 (Updated 8/2019)**

**STEP 1: APPLICATION FOR TEACHER EDUCATION**

<b>Date Applied:</b> _____	<b>Date Approved:</b> _____
_____ 48 credit hours	_____ Act 24
_____ EDSP 102 (“C” or better)	_____ Act 34 (update annually)
_____ ACE 103 (“C” or better)	_____ Act 114 (Federal Fingerprinting)
_____ 3.0 overall GPA or higher	_____ Act 126 (update annually)
_____ 6 credits of Math: MATH 101 or higher (“C” or better)	_____ Act 151 (update annually)
_____ 6 credits of English: ENGL 101, ENGL 121 (“C” or better)	_____ TB Test (update annually)
_____ Satisfactorily completed essay	_____ Speech and Hearing Clearance
_____ Satisfactory evaluation of LiveText portfolio	_____ Proof of Liability Insurance
_____ Successful completion of Pre-Service Academic Performance Assessment (PAPA) exams OR PRAXIS	
_____ Core Exam OR required SAT/ACT Scores or acceptable combinations of scores	
_____ Advisor’s recommendation/signature	

**DEPARTMENTAL STEP: MID-PROGRAM REVIEW**

<b>Date Applied:</b> _____	<b>Date Approved:</b> _____
_____ 60 credit hours	_____ 3.0 GPA (min.) in Spanish
_____ EDUC 242 (“C” or higher)	_____ “Intermediate Mid” Oral Proficiency or higher
_____ Electronic portfolio review	_____ Completion of writing sample in Spanish
_____ Successful completion of English interview	_____ Advisor’s recommendation

**STEP 2: APPLICATION FOR STUDENT TEACHING**

<b>Date Applied:</b> _____	<b>Date Approved:</b> _____
_____ Successful completion of Step 1	_____ Act 24 Clearance (update required)
_____ 3.0 minimum overall GPA	_____ Act 34/151/126 Clearances (annual update required)
_____ 3.0 minimum GPA in Spanish	_____ Act 114 Clearance (every five years)
_____ Completion of all major courses, methods courses, LS science courses with “C” or higher	_____ TB Test (update required)
_____ “C” or higher in SPAN 330/SPAN 453	_____ Proof of liability insurance
_____ “Advanced-Low” (min.) oral proficiency	_____ Successful completion of PRAXIS II Fundamental Subjects Test.
_____ “Advanced-Low” (min.) writing proficiency	_____ Updated satisfactory review of LiveText portfolio
_____ Professional Involvement Log	_____ Advisor’s recommendation/signature

**STEP 3: APPLICATIONS FOR GRADUATION & PA TEACHER CERTIFICATION:**

_____ Successful completion of Step 2	_____ Successful completion of Student Teaching (C or better)
_____ Maintenance of 3.0 overall GPA	_____ Completed applications for graduation/PA tchr. certif.
_____ Maintenance of 3.0 SPAN GPA	_____ Final review of Teacher Work Sample on LiveText
_____ Recommendation of student teaching supervisor & program coordinator	_____ Copy of TIMS coversheet & IUP Marketplace receipt for certification processing
_____ Recommendation of IUP Teacher Certification Officer	



## WHAT COURSES DO I NEED TO TAKE?

### B.S. in Spanish Education K-12 – Effective Fall 2020

<i>Liberal Studies Checklist</i>	<b>Grade</b>
<b>Skills</b>	
___ ENGL 101 - English Composition I	3 cr ___
___ ENGL 202 - English Composition II (sophomore standing)	3 cr ___
___ MATH _____ (MATH 101 or higher)	3 cr ___
<b>Humanities</b>	
___ HIST 196, 197, or 198	3 cr ___
___ PHIL/RLST _____	3 cr ___
___ ENGL 121 or FNLG 121 - Humanities Literature	3 cr ___
<b>Fine Arts</b>	
___ ARHI 101/DANC 102/FIAR 101/MUHI 101 or 102/THTR101	3 cr ___
<b>Dimensions of Wellness or Military Science</b>	
___ COMM/COSC/ ECON/FCSE/ FDNT/ FIN/ HPED/KHSS/NURS 143 _____	3 cr ___
<b>OR</b>	
___ MLSC 101 - Military Science	2 cr ___
___ MLSC 102 - Military Science	2 cr ___
<b>Social Science</b> (each course must be in a different social science)	
___ PSYC 101 - General Psychology	3 cr ___
___ ANTH 110 - Contemporary Anthropology	3 cr ___
___ SSCI _____	3 cr ___
<b>Natural Science (Choose Option I or Option II)</b>	
<i>Option I (Two-Semester Laboratory Course Sequence)</i>	
___ Lab. Science I _____	4 cr ___
___ Lab. Science II _____	4 cr ___
<b>OR</b>	
<i>Option II</i>	
___ Lab. Science _____	4 cr ___
___ Non-lab Science _____	3 cr ___
<b>Liberal Studies Electives</b> (no SPAN course)	
<b>(Be sure all courses for this category are on the approved catalog list)</b>	
___ LS Elective MATH <sup>1</sup> _____	3 cr ___
___ LS Elective _____	3 cr ___
<b>REMEMBER:</b>	
___ No SPAN course can count as LS elective.	
___ No course prefix may be used more than once, except for intermediate level CHIN, FRNC, GRMN, KORE, and JAPN, which may be used twice.	

**Total Liberal Studies credits (minimum of 46 required)**

**46-48**

Other LS Requirements (to be fulfilled by courses anywhere in total academic program)<sup>2</sup>

\_\_\_ Global and Multicultural Awareness (any course on the GMA list in the Catalog) \_\_\_\_\_

<sup>1</sup> **MATH 217 is highly suggested as first LS Elective. If you do not take MATH 217, you will still need to take a second MATH course (higher than 101) to fulfill PDE requirements.**

<sup>2</sup> **The Writing Across the Curriculum plan for Spanish has been approved. It is no longer necessary to take two Writing Intensive courses starting in Fall 2019.**

**SPANISH MAJOR REQUIREMENTS (36-40 CREDITS<sup>1</sup> of SPAN courses)**

<b>SPANISH COURSES</b>	<b>Grade</b>
____ SPAN 201 - Intermediate Spanish, or equivalent <sup>1</sup>	4 cr ____
____ SPAN 220 - Intermediate Spanish Conversation	3 cr ____
____ SPAN 230 - Intermediate Spanish Composition and Grammar	3 cr ____
____ SPAN 260 - Introduction to Hispanic Literature	3 cr ____
____ SPAN 330 - Advanced Spanish Composition and Grammar	3 cr ____
____ SPAN 390 - Teaching Elem. Content Through Spanish Language (Fall only, sophomore yr.)	3 cr ____
____ SPAN _____	3 cr ____
SPAN 340 - Hispanic Civilization Through the 19 <sup>th</sup> Century (Fall only) <b>or</b>	
SPAN 383 - Geography and History of Spain.	
____ SPAN _____	3 cr ____
SPAN 342 - Spanish Cultures from the 19 <sup>th</sup> Century to the Present, <b>or</b>	
SPAN 382 - Contemporary Spain, <b>or</b>	
SPAN 344 - Spanish-American Cultures from the 19 <sup>th</sup> Century to the Present (GMA)	
____ SPAN _____	3 cr ____
SPAN 350 - Advanced Spanish Conversation (formerly SPAN 321) <b>or</b>	
SPAN 389 - Theory & Practice of Spanish Language	
____ SPAN 453 - Phonetics and Phonemics (Fall only)	3 cr ____
____ SPAN 450 - Conversation Forum	3 cr ____
____ SPAN _____ Any other 3-cr course from SPAN 300 or above	3 cr ____
____ SPAN _____	3 cr ____
SPAN 362 - Survey of Peninsular Literature, <b>or</b>	
SPAN 364 - Survey of Spanish- American Literature (GMA), <b>or</b>	
SPAN course numbered 400-431 or 481	
<b>PRE-PROFESSIONAL EDUCATION SEQUENCE - 6 CRS (min. grade of "C")</b>	
____ ACE 103 - Digital Instructional Technology	3 cr ____
____ EDSP 102 - Educational Psychology	3 cr ____
<b>PROFESSIONAL EDUCATION SEQUENCE<sup>2</sup> - 25 CRS. (min. grade of "C")</b>	
____ EDEX 301 - Education of Students With Disabilities in Inclusive Secondary Settings	2 cr ____
____ EDEX 323 - Instruction of English Language Learners With Special Needs	2 cr ____
____ EDSP 477 - Assessment of Student Learning	3 cr ____
____ EDUC 242 - Pre-Student Teaching I (Spring only, Sophomore year)	1 cr ____
____ EDUC 342 - Pre-Student Teaching II (Fall only, Senior year)	1 cr ____
____ EDUC 441 - Student Teaching	12 cr ____
____ EDUC 442 - School Law	1 cr ____
____ EDUC 453 - Teaching of Foreign Languages in the Secondary School (Fall only, Sr. yr.)	3 cr ____
<b>Total Credits from Spanish and Education Major</b>	<b>67-71</b>
____ <b>Verified that Liberal Studies requirements are met</b>	<b>46-48</b>
____ Verified that 1-7 credits of free electives have been taken.	<b>1-7</b>
____ <b>Verified that the minimum number of credits have been taken to graduate</b>	<b>120</b>
____ <b>Verified pre-approved and structured study abroad in Spanish-speaking country</b> <b>(minimum: 4 weeks, 3 credits)</b>	
____ <b>Verified that 30 credits of the last 60 credits are from IUP courses</b>	
____ <b>Verified that at least 34-36 credits (or 50% of credits) in the major are from IUP courses</b>	
____ <b>If the student is in Spanish Honors Program, verified that student has met Honors requirements.</b>	

<sup>1</sup>Students for whom SPAN 201 is waived (by means of placement tests) need only 33 credits in Spanish courses. Students who are exempted (by means of placement tests) from any higher-level course(s) must substitute some other Spanish course(s) in consultation with his or her advisor in order to make up the credits from the exempted courses.

<sup>2</sup> Step 1 is required for these courses.

*Students who participate in the Pennsylvania-Valladolid Program or the Summer Study Abroad Program in Costa Rica may substitute those credits for some of the courses listed above except for SPAN 230, SPAN 330, SPAN 390, SPAN 453, and 400-level courses. Consult with your advisor or with the Dept. Chairperson for details. 6-25-18*

## **ADDENDUM TO THE CHECKLISTS for the B.A. in Spanish and the B.S. in Spanish Education K-12**

### **Prerequisites for courses (check carefully):**

SPAN 201 or equivalent for SPAN 220

SPAN 220 for SPAN 230 OR 220 and 230 may be taken *concurrently*

SPAN 230 for SPAN 260, 330, 340, 342, 344, 350\*, 402, 453

SPAN 230 and SPAN 350 for SPAN 402

SPAN 260 for SPAN 362, 364, 382-389 (Valladolid), 410-431, and most 481 courses

SPAN 350 for SPAN 450

\*See below for special situation for students who substitute the Costa Rica program for SPAN 350 immediately after taking SPAN 220 on campus in the spring.

### **Study at other institutions and abroad**

Students may study at other institutions (U.S. and abroad) during their years at IUP. In many cases, courses from other institutions can substitute for IUP courses. It is the student's responsibility to consult with his/her advisor in a timely manner in order to review the applicability of the proposed program of studies. The student must then complete a pre-approval form in consultation with the Transfer Credit Office. Final approval is contingent not only upon Transfer Credit Office acceptance but also compliance with IUP Spanish Department program policies.

### **The following courses or credits taken abroad can substitute accordingly:**

<b>Pennsylvania-Valladolid IUP Courses</b>	<b>Substitute for</b>
SPAN 382 Contemporary Spain	SPAN 342 20 <sup>th</sup> Century Spanish Civilization and Culture
SPAN 383 Geography/History of Spain	SPAN 340 Hispanic Civilization Through the 19 <sup>th</sup> Century
SPAN 385 Survey of Spanish Literature	SPAN 362 Survey of Peninsular Literature (except for B.S. Spanish Education majors)
SPAN 389 Theory and Practice of the Spanish Language	SPAN 350 Advanced Conversation
SPAN 384 History of Spanish Art	<b>For B.S. Spanish Ed.:</b> any other 3-credit course from SPAN 300 or above (except for literature courses) <b>For Spanish B.A.:</b> controlled elective (Spanish 342 or above)
SPAN 482 Independent Study	<b>For B.S. Spanish Ed.:</b> any other 3-credit course from SPAN 300 or above (except for literature courses) <b>For Spanish B.A.:</b> controlled elective SPAN 342 or above, but not SPAN 410-431.

<b>Costa Rica Program</b>	<b>Substitutes for</b>
3 Transfer Credits (to substitute for a required course). NOTE: This policy was instituted in Summer 2015. Formerly, students received 4 transfer credits, with the fourth credit applied toward graduation.	For SPAN 220 Intermediate Conversation. Can substitute for SPAN 350 Advanced Conversation ONLY if student takes SPAN 220 in the spring semester immediately before participating in the Costa Rica program. Otherwise, the Costa Rica program can substitute for SPAN 350 only if the student has taken SPAN 220 AND SPAN 230.
<b>IUP-Mexico Program Courses</b>	<b>Substitute for</b>
SPAN 244 Modern Mexico	SPAN 344 20th Century Spanish-American Civilization and Culture
3 transfer credits	For SPAN 220 Intermediate Conversation

**6-11-18: This version of the addendum supersedes all previous versions.**

## B.S. in SPANISH EDUCATION K-12: RECOMMENDED SEQUENCE OF COURSES (non-Valladolid)

**\*Note: Students who prefer to take fewer than 16 or 17 credits per semester might want to take a few courses in one or two summer or winter terms BUT must have 48 credits before Spring of sophomore year.**

### FRESHMAN YEAR:

___ SPAN 201 <sup>1</sup>	(4)	___ ENGL 101	(3)
___ MATH _____	(3)	___ EDSP 102	(3)
___ ACE 103	(3)	___ MATH 217 <sup>2</sup>	(3)
___ Fine Arts _____	(3)	___ SPAN 220	(3)
___ HIST 196,197,198	(3)	___ PSYC 101	(3)
	(16)		(15)

### SOPHOMORE YEAR:

___ Lab. Sci. _____	(4)	___ Lab. Sci. _____	(4)
___ ENGL 121	(3)	___ ENGL 202	(3)
___ SPAN 230	(3)	___ SPAN 260	(3)
___ SPAN 390	(3) (fall, soph. yr. only)	___ EDUC 242 <sup>3</sup>	(1) (spr.soph yr)
___ Dim. of Wellness	(3)	___ PHIL/RLST _____	(3)
	(16)	___ EDEX 301 <sup>3</sup>	(2)
			(16)

### JUNIOR YEAR:

___ EDEX 323	(2)	___ EDSP 477 <sup>3</sup>	(3)
___ Free Elec. _____	(3)	___ Soc. Sci.	(3)
___ ANTH 110	(3)	___ SPAN 342/344	(3) (spring only)
___ SPAN 330	(3)	___ SPAN Elec. _____	(3)
___ EDUC 442 <sup>3</sup>	(1)	___ SPAN 350 _____	(3) (spring only)
	(14)	___ EDUC 442 <sup>3</sup>	(1)
			(16)

### SENIOR YEAR:

___ EDUC 342 <sup>3</sup>	(1) (fall, senior year only)	STUDENT TEACHING	
___ LS Elec. _____	(3)	___ EDUC 441	(12)
___ SPAN 453	(3) (fall only)		
___ SPAN 450	(3) (fall only)		
	(3) (fall only before student teaching)		
___ EDUC 453 <sup>3</sup>	(3)		
___ SPAN 400-level	(3)		
	(16)		

***Students who participate in the Pennsylvania-Valladolid Program or the Summer Study Abroad Program in Costa Rica may substitute those credits for some of the courses listed above except for SPAN 230, SPAN 330, SPAN 390, SPAN 453, and 400-level courses. Consult with your advisor or with the Dept. Chairperson for details.***

<sup>1</sup> Students who test out of SPAN 201 have their major requirement reduced by four credits.

<sup>2</sup> Students are encouraged to take MATH 217 as one LS elective in order to avoid taking 3 extra credits.

<sup>3</sup> Step 1 is required for this course.

8/2019

## B.S. in SPANISH EDUCATION K-12: RECOMMENDED SEQUENCE OF COURSES (Valladolid)

**\*Note: Students who prefer to take fewer than 16 or 17 credits per semester might want to take a few courses in one or two summer or winter terms BUT must have 48 credits before Spring of sophomore year.**

### FRESHMAN YEAR:

___ SPAN 201 <sup>1</sup>	(4)	___ ENGL 101	(3)
___ MATH _____	(3)	___ EDSP 102	(3)
___ ACE 103	(3)	___ MATH 217 <sup>2</sup>	(3)
___ Fine Arts _____	(3)	___ SPAN 220	(3)
___ HIST 196,197,198	(3)	___ PSYC 101	(3)
	(16)		(15)

### SOPHOMORE YEAR:

___ Lab. Sci. _____	(4)	___ Lab. Sci. _____	(4)
___ ENGL 121	(3)	___ ENGL 202	(3)
___ SPAN 230	(3)	___ SPAN 260	(3)
___ SPAN 390	(3) (fall, soph. yr. only)	___ EDUC 242 <sup>3</sup>	(1) (spr.soph yr)
___ Dim. of Wellness	(3)	___ PHIL/RLST _____	(3)
	(16)	___ LS Elec. _____	(3)
			(17)

### JUNIOR YEAR:

___ EDEX 323	(2)	VALLADOLID	
___ Free Elec. _____	(3)	___ SPAN 382 (SPAN 342)	(3)
___ ANTH 110	(3)	___ SPAN 383 (SPAN 340)	(3)
___ SPAN 330	(3)	___ SPAN 385 (SPAN Elec.)	(3)
___ Soc. Sci. _____	(3)	___ SPAN 389 (SPAN 350)	(3)
___ EDEX 301 <sup>3</sup>	(2)	___ SPAN 384 (SPAN Elec.)	(3)
___ EDUC 442 <sup>3</sup>	(1)	___ SPAN 482 (SPAN Elec.)	(3)
	(17)		(18)

### SENIOR YEAR:

___ EDUC 342 <sup>3</sup>	(1) (fall, senior year only)	STUDENT TEACHING	
___ EDSP 477 <sup>3</sup>	(3)	___ EDUC 441	(12)
___ SPAN 453	(3) (fall only)		
___ SPAN 450	(3) (fall only)		
	(3) (fall only before student teaching)		
___ EDUC 453 <sup>3</sup>	(3)		
___ SPAN 400-level	(3)		
	(16)		

***Students who participate in the Pennsylvania-Valladolid Program or the Summer Study Abroad Program in Costa Rica may substitute those credits for some of the courses listed above except for SPAN 230, SPAN 330, SPAN 390, SPAN 453, and 400-level courses. Consult with your advisor or with the Dept. Chairperson for details.***

<sup>1</sup> Students who test out of SPAN 201 have their major requirement reduced by four credits.

<sup>2</sup> Students are encouraged to take MATH 217 as one LS elective in order to avoid taking 3 extra credits.

<sup>3</sup> Step 1 is required for this course.

## **DUAL BACCALAUREATE DEGREES**

A student who has earned a minimum of 28 undergraduate credits from IUP and is in good academic standing may apply to pursue a second baccalaureate degree concurrently with the first.

This application must be submitted to the dean of the college in which the major program of study for the second baccalaureate degree is housed. If admitted to a second baccalaureate degree program, the student must designate one of the two degree programs to be primary. To receive both degrees at graduation the student must earn at least 30 credits beyond the requirements of the designated primary program of study. The student must earn a minimum of 150 credits to receive both degrees concurrently. Furthermore:

- a. The student may not be graduated until both the degrees are completed.
- b. All requirements for the curriculum of each degree must be satisfied.
- c. A course required in both degree programs does not have to be repeated for the second degree.
- d. All university requirements such as minimum GPA and number of residency credits taken at IUP in the major must be met for each degree separately.
- e. Should a student elect to discontinue the pursuit of receiving two baccalaureate degrees simultaneously and decide to apply for graduation with one degree, the student will be bound to the second baccalaureate degree requirements if a later return to IUP is desired to pursue another undergraduate degree.

Please meet with Dr. Killam if you think you are qualified for this program and/or if you think this program might enhance your career.

## **OPPORTUNITIES FOR SECOND-DEGREE STUDENTS**

Post-baccalaureate (PB) students who have a degree in Education or another field may complete a second degree (B.S.) in Spanish Education K-12 and earn teacher certification (K-12) in Spanish. Students must complete a minimum of 30 credits beyond the first degree in order to qualify for the second degree and teacher certification. They must complete at least 12 credits in Spanish at IUP, beginning at the 300-level. Students may apply for entrance into the program by:

- submitting a transcript to the Coordinator of Spanish Education K-12, who will forward the transcript and the transcript evaluation to the College of Education and Communications (CEC) Dean's Office, and the college will then forward this information to the Admissions Office for review;
- meeting with the Coordinator of Spanish Education K-12 to have an individual oral proficiency interview in Spanish and to discuss program requirements;

- submitting necessary test scores and other information as deemed appropriate.

**Note: Prerequisites for applying to the program as a second-degree student are:**

1. Successful passing of PAPA or PRAXIS Core State Exams (see description of Step 1 requirements for the possible exam options).
2. A minimum overall GPA of 3.0 in first degree program.

If the student is accepted into the program, he/she should meet with the Coordinator of Spanish Education K-12 to plan each semester and should adhere to the requirements for completing Steps 1, 2, and 3 of the Three-Step Process, as well as the departmental “Mid-Program Review” step. See earlier pages in this *Handbook* for details on these requirements. The Coordinator will provide additional information and details regarding program requirements.

### **Evaluation of Transcripts/Previous Experience**

The majority of our PB candidates have previously earned a B.A. in Spanish, although some have not. In either case, we evaluate their pre-baccalaureate transcript to determine which courses in Spanish they will need to complete at IUP. Courses completed more than ten years ago must be repeated. Each candidate’s abilities in Spanish are evaluated regardless of previous course work. PB candidates are asked to take the ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) to determine their level of proficiency in speaking and writing in Spanish. As do our pre-baccalaureate majors, these candidates will need to demonstrate proficiency at the "Advanced-Low" level as a prerequisite for Student Teaching. Taking the OPI upon entrance also provides the opportunity for PB candidates to earn ACE credits for their proficiency acquired prior to being admitted to IUP (see previous section). Candidates who do not attain this level must take whatever steps necessary to remove this deficiency. In addition to the proficiency requirement, candidates must have 37 credits of specific course work in Spanish completed; transcripts are evaluated and equivalent courses are accepted as appropriate. Finally, candidates must demonstrate completion of a documented study abroad experience of at least four weeks in length; this may either have already been done prior to admission to IUP or can be done while enrolled in IUP's program

Transcripts are also evaluated for completion of the 31 credits in the professional education core. Courses completed more than ten years ago must be repeated. PB students who have had previous experience teaching Spanish will be interviewed by the Program Coordinator to assess the quality and quantity of previous teaching experience. Candidates may be asked to submit a portfolio of teaching artifacts that parallels the portfolio created by pre-baccalaureate students at IUP. Based on the interview and the portfolio, a determination will be made regarding which education courses and field experiences the candidate will be required to complete. Candidates with previous teaching experience in a field other than Spanish must still complete one or both of the Pre-Student Teaching experiences as well as the Student Teaching Experience, which is required by the PA Dept. of Education (PDE) and is typically 15 weeks in length. This is determined on an individual basis, depending on the content area in which the teaching was done, the length and quality of the previous teaching experience, and letters of recommendation (if necessary).



You must realize that, as a post-baccalaureate student, you may not be able to register for the education courses when you want them, since undergraduates are accommodated first. This situation often makes it impossible for us to determine exactly how long it will take you to complete the certification requirements. In addition, the Spanish courses are only offered during the daytime hours. Keep these limitations in mind when you apply for entrance into the program.

As in the case of undergraduate students, you will meet with your academic advisor in our department at least one time each semester, during the advising period prior to registration for the following semester. At this time, you and your advisor will decide which courses you should select for the following semester. **UNDER NO CIRCUMSTANCES SHOULD YOU ATTEMPT TO REGISTER WITHOUT SEEKING THE ASSISTANCE OF YOUR ADVISOR.** Your advisor has a great deal of program information to share with you; therefore, it is extremely important to schedule regular meetings.

## **POLICY FOR HANDLING STUDENT COMPLAINTS SPANISH EDUCATION K-12 PROGRAM**

Students who have concerns or complaints regarding Spanish courses they are taking for the Spanish Education K-12 Program should always speak to the professor of the course in question first. In the majority of cases, this is all that is necessary. Should the student feel that his or her concerns have not been met after meeting with the professor, the student should then meet with the Chair of the Department of Foreign Languages. Subsequent to communication with the Chair, if the student still feels the situation has not been resolved, he or she may then choose to meet with the Dean of the College of Humanities and Social Sciences or his/her designee.

Students who have concerns or complaints regarding courses in the Professional Education sequence should always speak to the professor of the course in question first. In the majority of cases, this is all that is necessary. Should the student feel that his or her concerns have not been met following meeting with the professor, however, the student should then meet with the chair of the department in which the course is taught. Subsequent to communication with the department chair, if the student still feels the situation has not been resolved, he or she may then choose to meet with the Dean of the College of Education and Communications (CEC) or his/her designee.

Students who have concerns or complaints regarding any other aspect of the Spanish Education Program, including the 3-Step Process, Pre-Student Teaching and Student Teaching experiences, should first meet with the Coordinator of the Spanish Education K-12 Program in the Department of Foreign Languages. Should the student feel that his or her concerns have not been met through meeting with the Coordinator, he or she should then meet with the Dean of the College of Education and Communications (CEC) or his/her designee. The Spanish Education Coordinator may also recommend that the student meet with the Dean, depending on the type of concern raised.

April 10, 2011

## **MISSION STATEMENT: SPANISH EDUCATION**

The Department of Foreign Languages offers a teacher education program in Spanish which is designed to provide pre-service and in-service teachers with experiences which will prepare them to think critically and accept responsibilities for their own learning, and which will assist them in acquiring knowledge of the world in which we live, the functional linguistic and cultural proficiency necessary to communicate and teach in a multicultural society, the skills necessary to teach language, culture, and literature, and the philosophical knowledge to understand their multifaceted roles as educators. The program is committed to preparing elementary and secondary teachers who are able to communicate effectively in English and Spanish, to access and utilize educational research, to develop pedagogical practices based upon sound theory, to make decisions and solve problems strategically, and to serve as effective advocates for the profession.

# WHAT COMPETENCIES WILL I BE EXPECTED TO ATTAIN?

## IUP'S CONCEPTUAL FRAMEWORK FOR TEACHER PREPARATION

### Danielson's Framework for Teaching

The teacher education programs at IUP have been developed based upon our belief that teaching, learning, and communicating are complex processes. We have formally adopted Charlotte Danielson's 2007 *Framework for Teaching* that provides the common language we use in our research, practice, reflections, evaluation, and communication about exemplary practice that promotes learning for all students.

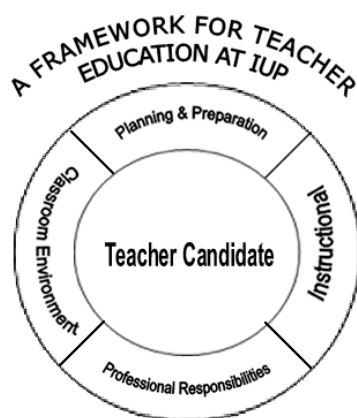
Danielson has identified 22 components that comprise exemplary practices for teaching and learning. Figure 1 shows the grouping of the components of professional practice into the four domains of the *Framework*.

**Figure 1. Components of Professional Practice**

<p><b>Domain 1: Planning and Preparation</b> Components</p> <ul style="list-style-type: none"> <li>• Demonstrating Knowledge of Content and Pedagogy</li> <li>• Demonstrating Knowledge of Students</li> <li>• Selecting Instructional Outcomes</li> <li>• Demonstrating Knowledge of Resources</li> <li>• Designing Coherent Instruction</li> <li>• Developing Student Assessments</li> </ul>	<p><b>Domain 2: The Classroom Environment</b> Components</p> <ul style="list-style-type: none"> <li>• Creating an Environment of Respect and Rapport</li> <li>• Establishing a Culture for Learning</li> <li>• Managing Classroom Procedures</li> <li>• Managing Student Behavior</li> <li>• Organizing Physical Space</li> </ul>
<p><b>Domain 3: Instruction</b> Components</p> <ul style="list-style-type: none"> <li>• Communicating With Students</li> <li>• Using Questioning and Discussion Techniques</li> <li>• Engaging Students in Learning</li> <li>• Using Assessment in Instruction</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>	<p><b>Domain 4: Professional Responsibilities</b> Components</p> <ul style="list-style-type: none"> <li>• Reflecting on Teaching</li> <li>• Maintaining Accurate Records</li> <li>• Communicating with Families</li> <li>• Participating in a Professional Community</li> <li>• Growing and Developing Professionally</li> <li>• Showing Professionalism</li> </ul>

The *Framework* is used to guide and structure early field experiences and you will be required to incorporate the components into the reflections you prepare for inclusion in your electronic portfolio.

The following logo conveys our belief that the Teacher Candidate is at the center of our initial preparation programs. It identifies and communicates the four domains of teaching and learning from Figure 1 above that are now used to structure and define our programs: planning and preparation, classroom environment, instruction, and professional responsibilities.



### **InTASC Standards**

Teacher preparation programs at IUP also reflect the model core teaching standards of the Interstate Teacher Assessment and Support Consortium (InTASC), which outline what teachers should know and be able to do to ensure that every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. The recently revised InTASC standards (2011) embrace a new emphasis on improved student outcomes and describe what effective teaching that leads to improved student performance looks like. The InTASC standards incorporate the following performances, essential knowledge, and critical dispositions that faculty value in teachers and other professional school personnel:

### Generic Student Teaching Competencies and Performance Indicators

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#### *Performances*

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

#### *Essential Knowledge*

1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

#### *Critical Dispositions*

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) The teacher takes responsibility for promoting learners' growth and development.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### *Performances*

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

***Essential Knowledge***

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

***Critical Dispositions***

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

**Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.**

***Performances***

3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

***Essential Knowledge***

3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

#### ***Critical Dispositions***

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3(q) The teacher seeks to foster respectful communication among all members of the learning community.

3(r) The teacher is a thoughtful and responsive listener and observer.

**Standard #4: Content Knowledge. 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 the discipline accessible and meaningful for learners to assure mastery of the content.**

#### ***Performances***

4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

#### ***Essential Knowledge***

4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.



***Critical Dispositions***

- 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
- 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- 4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

**Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.**

***Performances***

- 5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- 5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- 5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- 5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
- 5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- 5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- 5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- 5(h) The teacher develops and implements supports for learner literacy development across content areas.

***Essential Knowledge***

- 5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- 5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
- 5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- 5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- 5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- 5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
- 5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.
- 5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

***Critical Dispositions***

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

**Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**

***Performances***

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

***Essential Knowledge***

6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6(o) The teacher knows when and how to evaluate and report learner progress against standards.

6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

***Critical Dispositions***

- 6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
- 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- 6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

***Performances***

- 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- 7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
- 7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

***Essential Knowledge***

- 7(g) The teacher understands content and content standards and how these are organized in the curriculum.
- 7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- 7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- 7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- 7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- 7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.
- 7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

***Critical Dispositions***

- 7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
- 7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

**Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**

***Performances***

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

***Essential Knowledge***

8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

***Critical Dispositions***

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

**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.

***Performances***

- 9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- 9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- 9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- 9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- 9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- 9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

***Essential Knowledge***

- 9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
- 9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
- 9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- 9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- 9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

***Critical Dispositions***

- 9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- 9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- 9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- 9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

**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.**

***Performances***

- 10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
- 10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- 10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- 10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- 10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.
- 10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- 10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- 10(h) The teacher uses and generates meaningful research on education issues and policies.
- 10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- 10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- 10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

***Essential Knowledge***

- 10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
- 10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
- 10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
- 10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

***Critical Dispositions***

- 10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
- 10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- 10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- 10(s) The teacher takes responsibility for contributing to and advancing the profession.
- 10(t) The teacher embraces the challenge of continuous improvement and change.

Source: [http://www.ccsso.org/Documents/2011/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_2011.pdf](http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf)

The InTASC Standards reflect the four domains of Danielson's *Framework*. You will be evaluated formally during Student Teaching using the 10 InTASC Standards, and the performances, essential knowledge, and critical dispositions are taken into account as your University Supervisor and Cooperating Teacher evaluate your performance. The various components are also considered throughout your coursework as they apply in individual courses. In addition, you will compile an electronic portfolio and will select artifacts to address each of the InTASC Standards.

## KNOWLEDGE BASE: SPANISH EDUCATION K-12

### ACTFL/CAEP Program Standards For The Preparation Of Foreign Language Teachers

The content of the Spanish Education K-12 Program is based largely on the program standards that were developed by the American Council on the Teaching of Foreign Languages (ACTFL) in conjunction with the Council for the Accreditation of Educator Preparation (CAEP) in 2013. A summary of the standards follows:

**Source:** ACTFL/CAEP (formerly NCATE): Download 2013 “Program Standards for the Preparation of Foreign Language Teachers” at <http://www.actfl.org/assessment-professional-development/actflcaep>

### ACTFL/CAEP STANDARD 1

#### **ACTFL/CAEP STANDARD 1: Language Proficiency: Interpersonal, Interpretive, and Presentational.**

Candidates in foreign language teacher preparation programs possess a high level of proficiency in the target languages they will teach. They are able to communicate effectively in interpersonal, interpretive, and presentational contexts. Candidates speak in the interpersonal mode at a minimum level of "Advanced Low" (French, German, Hebrew, Italian, Portuguese, Russian, and Spanish) or "Intermediate High" (Arabic, Chinese, Japanese, and Korean) on the ACTFL Oral Proficiency Interview (OPI). They comprehend and interpret oral, printed, and video texts by identifying the main idea(s) and supporting details, inferring and interpreting the author's intent and cultural perspectives, and offering a personal interpretation of the text. Candidates present information, concepts, and ideas to an audience of listeners or readers with language proficiency characteristic of a minimum level of "Advanced Low" or "Intermediate High" according to the target language, as described above.

#### **Key Elements of Standard 1**

##### **Pre-service teachers will:**

- 1a)** Speak in the interpersonal mode of communication at a minimum level of "Advanced Low" or "Intermediate High" (for Arabic, Chinese, Japanese and Korean) on the ACTFL Oral Proficiency Interview (OPI) according to the target language being taught.
- 1b)** Interpret oral, printed, and video texts by demonstrating both literal and figurative or symbolic comprehension.
- 1c)** Present oral and written information to audiences of listeners or readers, using language at a minimum level of "Advanced Low" or "Intermediate High" according to the target language being taught.



## **ACTFL/CAEP STANDARD 2**

### **ACTFL/CAEP STANDARD 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines**

Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language.

#### **Key Elements of Standard 2**

##### **Pre-service teachers will:**

**2a)** Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.

**2b)** Demonstrate understanding of linguistics and the changing nature of language, and compare language systems.

**2c)** Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.

## **ACTFL/CAEP STANDARD 3**

### **ACTFL/CAEP STANDARD 3: Language Acquisition Theories and Knowledge of Students and Their Needs**

Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs.

#### **Key Elements of Standard 3**

##### **Pre-service teachers will:**

**3a)** Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.

**3b)** Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.

## **ACTFL/CAEP STANDARD 4**

### **ACTFL/CAEP STANDARD 4: Integration of Standards in Planning and Instruction.**

Candidates in foreign language teacher preparation programs understand and use the national *Standards for Foreign Language Learning in the 21st Century* (2006) and their state standards to make instructional decisions. Candidates demonstrate an understanding of the standards and integrate them into their curricular planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms.

#### **Key Elements of Standard 4**

##### **Pre-service teachers will:**

- 4a)** Demonstrate an understanding of the *Standards for Foreign Language Learning in the 21st Century* and their state standards and use them as the basis for instructional planning.
- 4b)** Integrate the goal areas of the *Standards for Foreign Language Learning in the 21st Century* and their state standards in their classroom practice.
- 4c)** Use the *Standards for Foreign Language Learning in the 21st Century* and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.

## **ACTFL/CAEP STANDARD 5**

### **ACTFL/CAEP STANDARD 5: Assessment of Languages and Cultures – Impact on Student Learning.**

Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students' ability to communicate in the instructed language in interpretive, interpersonal, and presentational modes; and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders.

#### **Key elements of Standard 5**

##### **Pre-service teachers will:**

- 5a)** Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.
- 5b)** Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.
- 5c)** Interpret and report the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning.

## **ACTFL/CAEP STANDARD 6**

### **ACTFL/CAEP STANDARD 6: Professional Development, Advocacy, and Ethics.**

Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students to interact successfully in the global community of the 21<sup>st</sup> century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.

#### **Key Elements of Standard 6**

##### **Pre-service teachers will:**

**6a)** Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.

**6b)** Articulate the role and value of languages and cultures in preparing all students to interact successfully in the global community of the 21<sup>st</sup> century. They also understand the importance of collaborating with all stakeholders, including students, colleagues, and community members to advocate for the learning of languages and cultures as a vital component in promoting innovation, diverse thinking, and creative problem solving, and they work collaboratively to increase P-12 student learning of languages and cultures.

**6c)** Understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.

These program standards reflect the current philosophy that teaching a foreign language means teaching students how to *use* language in real communication. The program standards reflect the profession's K-16 student standards, *World-Readiness Standards for Learning Languages* (National Standards in Foreign Language Education Project, 2015), which have brought a renewed focus on content, as we ask the question: "What should students know and be able to do with another language?" In order to prepare our students to meet today's needs of a global society, language teaching must be based upon meaningful language use, real-world communication, acquisition of new information and knowledge through the language, a non-threatening classroom environment that encourages self-expression and risk-taking, and fostering of learning communities in which interaction is key (Shrum & Glisan, 2010).

### **Exit Program Competencies Verified in Student Teaching**

The primary goal of the Spanish Education K-12 Program at IUP is to equip teacher candidates with the necessary knowledge of their content area and pedagogy, dispositions for teaching Spanish and working with children and adolescents, and skills in using and teaching Spanish to K-12 learners. By the end of the program, teacher candidates must be able to demonstrate the following competencies, which are based on the *ACTFL/CAEP Program Standards*, and are verified at the end of the Student Teaching experience. See Appendix C for a detailed list of the knowledge, skills, and dispositions for each competency below.

1. The teacher candidate integrates foreign language standards into planning, instruction, and assessment.
2. The teacher candidate creates a classroom environment that supports language learning and acquisition.
3. The teacher candidate demonstrates a satisfactory level of proficiency in the target language. This level is the "Advanced-Low" level on the scale developed by the American Council on the Teaching of Foreign Languages, and in accordance with their recommendation.
4. The teacher candidate provides maximum opportunities for students to communicate meaningfully in the target language.
5. The teacher candidate engages students in negotiating meaning with the teacher and with one another.
6. The teacher candidate introduces and practices vocabulary in context.
7. The teacher candidate teaches grammar as the vehicle for using the target language to communicate in real-world contexts.
8. The teacher candidate provides opportunities for students to practice oral interpersonal communication in pairs and in small groups.
9. The teacher candidate provides opportunities for students to interpret authentic oral and printed texts, including literary and cultural texts.
10. The teacher candidate engages students in written interpersonal and presentational communication.
11. The teacher candidate integrates culture into instruction by engaging students in exploring the relationships between and among cultural products, practices, and perspectives. The candidate also demonstrates a familiarity with one or more countries where Spanish is spoken.

12. The teacher candidate assesses students' progress through contextualized assessment practices.
13. The teacher candidate makes connections between other school subjects and foreign language instruction.
14. The teacher candidate provides opportunities for students to interact with target-language communities through a variety of means such as technology and authentic materials.
15. The teacher candidate participates effectively as a professional in school and community settings and within the larger foreign language profession.

The Spanish Education K-12 Program prepares beginning foreign language teachers to use current theories about language learning and teaching as a basis for reflection and practice. The program assists developing foreign language teachers as they begin their journey toward accomplished teaching by basing their learning, teaching, and reflecting on the five propositions established by the National Board for Professional Teaching Standards:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities. (National Board for Professional Teaching Standards, 1994, pp. 6-8). These propositions also undergird the Student Teaching Competencies listed above.

The Spanish Education K-12 Program provides experiences which help students to become active decision makers who acquire the skills necessary for applying theory through observing classroom interaction, designing and teaching effective lessons, and making appropriate decisions in a wide variety of situations that confront them daily.

American Council on the Teaching of Foreign Languages. (2013). *ACTFL/CAEP program standards for the preparation of foreign language teachers*. Alexandria, VA: ACTFL.

Curtain, H. A., & Dahlberg, C. A. (2016). *Languages and children—Making the match* (5th ed.). Boston, MA: Pearson Allyn & Bacon.

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Glisan, E. W., & Donato, R. (2017). *Enacting the work of language instruction: High-leverage teaching practices*. Alexandria, VA: ACTFL.

Interstate Teacher Assessment and Support Consortium (InTASC). (2011). *InTASC model core teaching standards*. Washington, DC: Council of Chief State School Officers.

Interstate New Teacher Assessment and Support Consortium (INTASC). (2002). *Model standards for licensing beginning foreign language teachers: A resource for state dialogue*. Washington, DC: Council of Chief State School Officers.

National Board for Professional Teaching Standards. (1994). *What teachers should know and be able to do*. Washington, DC: NBPTS.

National Standards in Foreign Language Education Project. (2015). *World-readiness standards for learning languages*. Alexandria, VA: ACTFL.

Shrum, J., & Glisan, E. W. (2016). *Teacher's handbook: Contextualized language instruction*. (5th ed.). Boston, MA: Heinle, Cengage Learning.

**PRE-STUDENT TEACHING I (EDUC 242) & II (EDUC 342)  
INFORMATION**

**INCLUDES EXPECTATIONS**

**& REQUIREMENTS**

## PRE-STUDENT TEACHING I & II

### STUDENT TEACHING LESSON PLAN FORMAT

- 1) **STAGE 1: IDENTIFY DESIRED RESULTS: What will learners know and be able to do by the end of the lesson?**
  - A) “Big Idea” (in form of a question): \_\_\_\_\_  
Topic/Theme: \_\_\_\_\_
  - B) Objectives: Learners will be able to . . .
  - C) Grammar/Vocabulary:
  - D) Goal Areas/Standards:
  - E) Learners:
    - 1) What do I need to know about the learners in order to plan instruction? What background knowledge do they need? What experiences, if any, have they had with this content?
    - 2) What special needs of my students must be addressed in instruction? List here any adaptations for special needs students in your class(es).
    - 3) What adaptations will I need to make to differentiate instruction in order to meet the diverse needs of my students?
  - F) Materials:
  
- 2) **STAGE 2: DETERMINE ACCEPTABLE EVIDENCE: What evidence will show that learners have produced desired results?**
  
- 3) **STAGE 3: PLAN LEARNING EXPERIENCES: What activities are part of this lesson?**  
What are the learners doing? What am I doing? (List instructional sequence.)
  - A) Setting the Stage/Anticipatory Set
  - B) Providing Input/Engaging Learners
  - C) Guided Participation
  - D) Closure
  
- 4) **STAGE 4: REFLECT ON LESSON EFFECTIVENESS: How effective was this lesson?**
  - A) Did I achieve my lesson objectives? How do I know?
  - B) What worked especially well and why?
  - C) What SLA theories/theoretical frameworks are reflected in today’s lesson or could be reflected with changes to the lesson?
  - D) What would I change if I were to teach this lesson again?



**EDUC 242 PRE-STUDENT TEACHING I:  
FINAL SELF- AND PEER-ASSESSMENT FORM**

Name \_\_\_\_\_

**A. Preparation:**

4. I have contributed many ideas in developing the lessons and I have helped to type the lesson plans.
3. I have contributed some ideas in developing the lessons and/or I have helped to type the lesson plans.
2. I have contributed a few ideas in developing the lessons and/or I have helped a little with the typing of the lesson plans.
1. I have contributed very few ideas in developing the lessons and I have typed one or two lesson plans.

**B. Material Development:**

4. I have created materials for every lesson.
3. I have created materials for most lessons.
2. I have created materials for half of the lessons.
1. I have created materials for one or two lessons.

**C. Teaching Time:**

4. I shared equally in the teaching of the lessons.
3. I did a little less than half of the teaching of the lessons.
2. I did about 1/4 of the teaching of the lessons.
1. I did very little teaching of the lessons.

**D. Teaching Effectiveness:**

4. I rate my overall teaching effectiveness as Superior.
3. I rate my overall teaching effectiveness as Very Good to Superior.
2. I rate my overall teaching effectiveness as Good to Very Good.
1. I rate my overall teaching effectiveness as Fair to Good.

Using the scale above, rate the performance of yourself and your partner in each category.

	Preparation	Material Development	Teaching Time	Teaching Effectiveness
Me				
_____ (partner's name)				

**EDUC 342 PECHA KUCHA RUBRIC**

	<b>Exceeds Expectations 4</b>	<b>Accomplished 3</b>	<b>Developing 2</b>	<b>Does Not Meet Expectations 1</b>
<b>Slide Show</b>	The presentation has 20 slides timed to advance every 20 seconds. The presentation runs flawlessly.	The presentation has 20 slides timed to advance every 20 seconds. The presentation runs with one minor technical flaw.	The presentation has 20 slides timed to advance every 20 seconds, but the presentation has several minor technical flaws.	The presentation does not have 20 slides timed to advance every 20 seconds, OR the presentation has major technical flaws.
<b>Content of Presentation</b>	Presentation clearly illustrates a significant point that was learned in the field experience. The point is insightful and impacts the audience.	Presentation clearly illustrates a significant point that was learned in the field experience.	Presentation illustrates a point that was learned in the field experience, although parts of it may not be clear and/or point learned may not appear to be significant.	No significant point learned in the field experience is obvious from the presentation.
<b>Organization</b>	The Pecha Kucha was extremely organized and the ideas and images flowed in a manner that was easily followed and understood. The material transitioned seamlessly from slide to slide.	The Pecha Kucha was fairly organized and the ideas flowed well. There were perhaps jumps and transitions that were not entirely seamless. Easily understood.	The Pecha Kucha was poorly organized and not easy to follow. Ideas and images were put together in a way that made comprehension difficult.	The Pecha Kucha was unorganized and difficult to follow. Ideas and images were put together with little thought to audience understanding.
<b>Visual Appeal and Creativity</b>	The images/text chosen were appropriate and extremely thoughtful to the topic and conveyed in an excellent manner the Pecha Kucha's purpose. The audience was informed and entertained.	The images/text chosen were appropriate and considered the topic in a thoughtful way. The presenter has used good quality visual images and has used a creative or interesting visual design for the presentation.	The presenter has used adequate quality visual images, but does not use a creative or interesting visual design for the presentation. The images/text chosen distracted from the presentation.	Visual images are poorly chosen, OR the quality of the images is not legible, OR used a particularly garish or distracting visual design for the presentation.

<b>Preparation and Presentation of Script</b>	The presenter obviously prepared a compelling script, rehearsed, demonstrated superior knowledge of the subject matter, and did not read word-for-word to audience.	The presenter obviously prepared a script, rehearsed, demonstrated strong knowledge of the subject matter, and did not read word-for-word to audience.	It appears the presenter prepared a mediocre script or was not adequately rehearsed, or demonstrated marginal knowledge of the subject matter, and occasionally read word-for-word to the audience.	It appears that the presenter did not prepare a script or did not rehearse, OR demonstrated minimal knowledge of the subject matter, OR frequently read word-for-word to audience.
<b>Presentation Skills</b>	Demonstrated outstanding presentation skills (pace/tone/volume, confidence/poise, gestures, eye contact, rapport with audience, use of presentation media, etc).	Demonstrated sound presentation skills (pace/tone/volume, confidence/poise, gestures, eye contact, rapport with audience, use of presentation media, etc).	Demonstrated fair presentation skills (pace/tone/volume, confidence/poise, gestures, eye contact, rapport with audience, use of presentation media, etc).	Demonstrated poor presentation skills (pace/tone/volume, confidence/poise, gestures, eye contact, rapport with audience, use of presentation media, etc).

**SCORING:**\_\_\_\_\_pts. **Slide Show**\_\_\_\_\_pts. **Content of Presentation**\_\_\_\_\_pts. **Organization**\_\_\_\_\_pts. **Visual Appeal and Creativity**\_\_\_\_\_pts. **Preparation and Presentation of Script**\_\_\_\_\_pts. **Presentation Skills****TOTAL RUBRIC SCORE** \_\_\_\_\_ pts.**Apply Rubric Formula: (Total Points x 52/24) + 48 = \_\_\_\_\_ % Grade: \_\_\_\_\_**

**STUDENT TEACHING INFORMATION**

**INCLUDES EXPECTATIONS,**

**REQUIREMENTS,**

**AND DUE DATES FOR MATERIALS**

## STUDENT TEACHING LESSON PLAN FORMAT

- 1) **STAGE 1: IDENTIFY DESIRED RESULTS: What will learners know and be able to do by the end of the lesson?**
  - A. "Big Idea" (in form of a question): \_\_\_\_\_  
Topic/Theme: \_\_\_\_\_
  - B. Objectives: Learners will be able to . . .
  - C. Grammar/Vocabulary:
  - D. Goal Areas/Standards:
  - E. Learners:
    - i) What do I need to know about the learners in order to plan instruction? What background knowledge do they need? What experiences, if any, have they had with this content?
    - ii) What special needs of my students must be addressed in instruction? List here any adaptations for special needs students in your class(es).
    - iii) What adaptations will I need to make to differentiate instruction in order to meet the diverse needs of my students?
  - F. Materials:
  
- 2) **STAGE 2: DETERMINE ACCEPTABLE EVIDENCE: What evidence will show that learners have produced desired results?**
  
- 3) **STAGE 3: PLAN LEARNING EXPERIENCES: What activities are part of this lesson?**  
What are the learners doing? What am I doing? (List instructional sequence.)
  - A. Setting the Stage/Anticipatory Set
  - B. Providing Input/Engaging Learners
  - C. Guided Participation
  - D. Closure
  
- 4) **STAGE 4: REFLECT ON LESSON EFFECTIVENESS: How effective was this lesson?**
  - A. Did I achieve my lesson objectives? How do I know?
  - B. What worked especially well and why?
  - C. What SLA theories/theoretical frameworks are reflected in today's lesson or could be reflected with changes to the lesson?
  - D. What would I change if I were to teach this lesson again?

## REQUIREMENTS AND DEADLINES

**REVISED DECEMBER 3, 2017**

During student teaching, the most important outcome of your experience is that you help your students to learn—i.e., that you have a positive impact on their learning. To this end, most of what is required in student teaching is that you engage in intensive planning of lessons, developing materials, teaching, reflecting on the results of your teaching, and assessing your students' progress.

During the first week, **complete the schedule card** that you were given, noting the exact times of classes and period numbers. Your supervisor will take this card with him/her during the first visit.

### **I. Lesson/Unit Planning & Self-Reflections**

This is perhaps the most important responsibility that you have and should take up most of your time. Prepare a **typewritten** lesson plan for each lesson you teach. Use the lesson plan format that was given to you during the Methods class. Include your name, the date of the lesson, subject, and period number on each plan.

**Lesson plans must be brought to school 24 hours in advance. They are to be typed and must include all materials prepared in advance (visuals, tests, audio segments, etc.).**

This rule is in place so that your lesson is planned thoroughly and so that your cooperating teacher may review your plan and suggest changes if necessary (this will give you time to make changes before the lesson is taught).

**Failure to bring in completed lesson plans 24 hours in advance will result in removal from Student Teaching.**

Changes to lesson plans may be made in pen/pencil. There is no need to retype a plan unless the whole plan is changed. Preparation of plans should not be busy work.

Keep all lesson plans in a 3-ring binder and keep the binder in the classroom at all times.

Your University Supervisor will look at your plans during each visit.

Many student teachers use the weekend to get prepared for the week. While it is always a good idea to engage in long-term planning, avoid the urge to prepare typewritten lesson plans that are etched in stone too far in advance. If you find a need to adapt instruction or changes occur to the school schedule, you may find yourself spending hours redoing lesson plans. Use your time to develop materials and activities, while sketching out tentative long-term plans.

For criteria on how daily lesson plans will be evaluated, see Appendix D for the rubric.

**Unit Planning:** In addition to learning how to write daily lesson plans, you will need to learn how to design more long-term unit plans. See the Teacher Work Sample for more information. Your cooperating teacher may also solicit your help in designing unit plans.

**Self-Reflections:** Reflecting on one's teaching is vital to making progress as a novice teacher.

**From the beginning of Student Teaching until the Midterm Evaluation**, you will write a self-reflection for each day's lesson. You should write one self-reflection for each preparation that you are teaching; if you are teaching multiple classes of the same preparation, write one self-reflection but refer to the differences among the classes. For example, if you were teaching 3 classes of Spanish 1, you would write ONE self-reflection but refer to the 3 classes as appropriate. If you were teaching 3 classes of Spanish 1 and 2 classes of Spanish 2, you would write TWO self-reflections. Date each self-reflection according to the date on which the corresponding lesson was taught.

You should complete each self-reflection promptly (see below) to reap the benefits of this activity. Self-reflections should address the degree to which lesson objectives were met, how the lesson could be improved; they should also connect several theories of language learning/teaching to the lesson. For other suggestions on writing self-reflections, see Appendix F. Each daily self-reflection should be written right after the accompanying daily lesson plan (please date reflection and include class and period) and is due by midnight on the day on which the lesson was taught.

**Beginning after your Midterm Evaluation**, you will write a weekly self-reflection FOR EACH PREP in which you choose two issues on which you feel compelled to reflect. This will replace the daily reflection. Perhaps you had a "light bulb moment" during the week, perhaps a particular activity worked very well, perhaps a lesson did not have the results that you had anticipated, or perhaps student reaction/behavior was a particular challenge for you. This is your opportunity to address what is on your mind about this week's experience! Each weekly self-reflection for each prep should appear in your binder right after the last daily lesson plan for the week (please date reflection and include class and periods); the self-reflection for each week's lesson is due by 3:00 p.m. on Sunday. Follow the same procedure for labeling the weekly self-reflections (dates should be Fridays).

**The following additional assignments are designed to support your development as a Spanish teacher throughout student teaching and to help you to verify that you have fulfilled the program's standards:**

## **II. Connecting Theory to Practice: 4 Classroom Observations**

### **Complete the "Class Observation Reflective Report" for each**

You will learn a great deal from watching other teachers implement instruction and work with students. Throughout the semester you will complete 4 classroom observations. At least 3 of these should be in foreign language classrooms (if possible). Complete a "Class Observation Reflective Report" form for each observation you complete. Be sure to ask for permission to observe a teacher's class and make arrangements well in advance of the observation date.

- See separate instructions in Appendix G on how to write the reports, as well as the rubric for how they will be evaluated.
- **Due Dates: 1<sup>st</sup> on Sept. 15/Feb. 9; 2<sup>nd</sup> on Sept. 29/Feb. 23; 3<sup>rd</sup> on Oct. 20/Mar. 22; 4<sup>th</sup> on Nov. 3/Apr. 12**
- **Note: You are encouraged to do additional class observations as you find helpful, but you are not required to write observation reports for them.**

### III. Continuing Professional Development: 4 Professional Readings

The purpose of reading professional articles is to remain current in SLA research and to learn ways in which this research may help you in your role as a Spanish teacher. You are to select four readings from professional journals over the course of the semester. The content of the readings should reflect:

- pertinence to teaching at the secondary level;
- areas with which you are NOT familiar;
- areas with which you need assistance in your student teaching (e.g., if you are teaching an AP class, you might select an article about AP instruction);
- topics that interest you.

Note: Your sources are to be found in current or past issues (within the past 5 years) of a **professional journal** such as: *Foreign Language Annals*, *The Modern Language Journal*, *Language Learning*, *Hispania*, *Studies in Second Language Acquisition*, *TESOL Quarterly*, *The Canadian Modern Language Review*, *The ADFL Bulletin*. Articles from the general press such as *Time* and *Newsweek* or from magazines such as *The Language Educator* published by ACTFL will not be accepted for these assignments. Ask your supervisor if the journal you select is not on this recommended list.

For each reading, write a 5-6 page report in which you:

- include the full bibliographical reference to the article (no need to attach a copy);
  - summarize the gist of the article (1 or 2 paragraphs);
  - connect the article to theories of learning and teaching that you learned in your course work at IUP;
  - discuss how you plan to use (or have used) this new information in your teaching.
- For criteria on how reading reports will be evaluated, see Appendix H for the rubric.  
 ➤ **Due Dates: 1<sup>st</sup> on Sept. 15/Feb. 9; 2<sup>nd</sup> on Sept. 29/Feb. 23; 3<sup>rd</sup> on Oct. 20/Mar. 22; 4<sup>th</sup> on Nov. 3/Apr. 12**

#### NOTE REGARDING DUE DATES FOR READINGS & OBSERVATION REPORTS:

**If the report is not received via email by 9:00 p.m. on the due date, 20% will be deducted from the final grade on the assignment. The assignment will not be accepted after the second day and a grade of "0" will be given.**

### IV. Culminating Student Teaching Project: “Teacher Work Sample”

Verifying Positive Impact on K-12 Student Learning: Student Teaching  
 Teacher Work Sample (see Appendix I for separate instructions and scoring rubric)

**NOTE: The TWS Unit Plan must be sent to Dr. Killam (or your assigned IUP student teacher supervisor) via email at least one week before the unit is begun and must be approved by her before teaching the unit has begun.**

**Due Date: IUP Professional Meeting Date, by 1:00 p.m. Submit hard copy to your Supervisor and upload TWS to Live Text (both by 1:00 p.m.).**



**You will NOT receive the hard copy back, but you will receive your supervisor's completed rubric and feedback via Live Text.**

**NOTE: The TWS will ONLY be accepted on the date it is due. NOTE: If it is submitted (via LiveText and/or in hard copy form) later than 1:00 p.m. on the due date, 20% will be deducted from the final grade on the assignment. The TWS will NOT be accepted after midnight on the due date and the grade will be a 0. The TWS is a requirement for successfully completing Student Teaching, and failure to complete and submit it in a timely fashion will affect the successful completion of the experience. Under no circumstances should student teachers work on the TWS while at the school during the day. This is work that needs to be done after school hours, including printing the pages of the TWS.**

**Note: You are highly encouraged to make a video (or at minimum, an audio recording) of your teaching as a vehicle for self-evaluation and reflection on your growth as a teacher. You might also include a segment or two as an artifact in your portfolio. Some of the areas you may want to examine include:**

- **the ratio of student talk to teacher talk;**
- **the amount and quality of teacher input in Spanish;**
- **the manner in which the teacher interacts with students (including movement around the classroom);**
- **the quality of the teacher's instructions in Spanish;**
- **students' level of engagement in the lesson;**
- **students' interaction with one another and with the teacher.**

## **FINAL ASSESSMENT OF STUDENT TEACHING**

During Student Teaching, you will be planning lessons and teaching them, as well as completing the additional assignments described above. Because your teaching is the most important aspect of this experience, the grade you earn in this area will carry the most weight. This grade represents to what degree the student teaching competencies have been met. Appendix J contains the rubrics for Part I of the Midterm/Final Evaluation of Student Teaching Form--Minimal Generic Teacher Education Outcomes. Appendix K contains the Rubrics for Part II of the Form: Minimal Spanish Teaching Outcomes.

Grades on the additional assignments--the professional readings and observations and the Teacher Work Sample will be taken into account when calculating the final grade in Student Teaching. Often if a student teacher's final grade is between two letter grades (e.g., between an A and a B), the grades on these additional assignments can be pivotal in determining the final grade in the experience. In addition, if lesson plans and/or self-reflections have been submitted late,

this will also be taken into account when deciding on a final grade.

Important Notes:

1. To receive an "A" in Student Teaching, a student must perform overall at the "Basic" level or higher on the Teacher Work Sample and the TWS final grade must be at least an 85%.
2. If the grade in your teaching part of the experience is at a "C" or lower, the grade on the additional assignments will not be used to raise your grade in Student Teaching (either at midterm or final).

**CHECKLIST**

**What do I still need to do for my Student Teaching experience?**

<b>Task</b>	<b>Date submitted</b>
<b>Class observation reflective report # 1</b>	
<b>Class observation reflective report # 2</b>	
<b>Class observation reflective report # 3</b>	
<b>Class observation reflective report # 4</b>	
<b>Professional reading # 1</b>	
<b>Professional reading # 2</b>	
<b>Professional reading # 3</b>	
<b>Professional reading # 4</b>	
<b>TEACHER WORK SAMPLE project (hard copy &amp; uploaded on Live Text)</b>	
<b>Were you able to make a video / audio recording of any of your lessons?</b>	

## Stay in Touch! Alumni Information Update, Please!

The Department of Foreign Languages is trying to complete and maintain a current contact list of all of our alumni. Please let us know of your current whereabouts and accomplishments!

Name:

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Address:

---



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Phone: \_\_\_\_\_

E-mail:

---

Year Graduated and degree earned:

---

Current Employer:

---

Position & Duties:

---

Study Abroad with IUP:

---

Interesting tidbits about yourself since IUP:

Please send your updates to: **The Polyglot**, Department of Foreign Languages, Sutton Hall 455, 1011 South Drive, Indiana University of Pennsylvania, Indiana, PA 15705-1046 or e-mail your update to [span-alum-news@iup.edu](mailto:span-alum-news@iup.edu).

- This is an updated address
- This is an updated employment situation
- Please add me to your mailing list / e-mail list
- Please remove me from your mailing list / e-mail list

Please visit the Department of Foreign Languages website:

<http://www.iup.edu/foreignlanguages/default.aspx>

Please visit the IUP Spanish Education website:

<http://www.iup.edu/foreignlanguages/spanish/education-bsed/default.aspx>

**APPENDIX A: Professional Involvement Log**  
**MID-PROGRAM REVIEW & STEP 2**  
**Indiana University of Pennsylvania**  
**Spanish Education K-12**

**To Be Completed at Mid-Program Review & Step 2**

**ADAPT the following chart to keep track of your professional involvement throughout your time in the Spanish Education K-12 Program at IUP (You may create a document in Word, Excel, Google docs, etc. that can be printed)**

	<b>Nature/Name of Activity</b>	<b>Dates</b>	<b>Experiences or Responsibilities during Activity</b>	<b>Learning that Resulted from Activity</b>
<b>Efforts to Improve Spanish Outside of Class (Examples: Face-to-face, Skype, FaceTime with native speakers)</b>				
<b>Participation in Extra-curricular Activities</b>				
<b>Attendance at Professional Development Events (e.g., conferences, workshops)</b>				
<b>Familiarity With</b>	Describe the missions of at least TWO foreign language professional organizations (e.g., ACTFL, NNELL, PSMLA, AATSP). List			

<b>and Membership in Foreign Language Professional Organizations</b>	examples of several opportunities for professional development offered by these organizations. You are strongly encouraged to join at least one foreign language organization as a student. If you join an organization, indicate which organization and the date your membership began.
<b>What do you plan to do in the future to become an active participant in the foreign language profession?</b>	Explain several ways in which you plan to become involved actively in the foreign language teaching profession.

**SCORING RUBRIC**  
**Professional Involvement Log 6/20/2017**

	<b>Exceeds 4</b>	<b>Acceptable High 3</b>	<b>Acceptable Low 2</b>	<b>Unacceptable 1</b>
<p><b>Efforts to Improve Spanish Outside of Class</b>  <b>(Examples: Face-to-face, Skype, FaceTime with native speakers)</b></p> <p><b>(Please include documentation with your Professional Involvement Log.)</b></p>	Has worked on language proficiency outside of coursework and the required study abroad experience by interacting with more than one native speaker of Spanish on a regular basis <b>each semester.</b>	Has worked on language proficiency outside of coursework and the required study abroad experience by interacting with one native speaker of Spanish on a regular basis <b>each semester</b> or with more than one native speaker of Spanish multiple times <b>each semester.</b>	Has worked on language proficiency outside of coursework and the required study abroad experience by interacting with one native speaker of Spanish multiple times over the course of <b>at least two semesters.</b>	Demonstrated little evidence of working on language proficiency outside of coursework and the required study abroad experience.
<p><b>Participation in Extra-curricular Activities</b></p> <p><b>(Please include documentation with your Professional Involvement Log.)</b></p>	Has participated in <i>more than one</i> IUP-related club that focuses on Spanish language and/or culture (e.g., Andale, LASO). Participation in clubs has occurred <i>on a regular basis in more than one semester.</i>	Has participated in <i>1-2</i> IUP-related clubs that focus on Spanish language and/or culture (e.g. Andale, LASO). Participation in <i>one</i> club has occurred <i>on a regular basis in more than one semester</i> or participation in <i>multiple</i> clubs has occurred <i>multiple times in more than one semester.</i>	Has participated in <i>one</i> IUP-related club that focuses on Spanish language and/or culture (e.g. Andale, LASO). Participation has occurred <i>multiple times in more than one semester.</i>	Has not participated in any IUP-related club that focuses on Spanish language and/or culture (e.g. Andale, LASO) or has only attended a few club meetings.
<p><b>Attendance at Professional Development Events</b></p> <p><b>(Please include documentation with your Professional Involvement Log.)</b></p>	Has documented evidence of attending MORE THAN TWO different live FL professional development events such as the IUP Spring Methodology Conference on FL Teaching, APPLES meetings, PSMLA Conference. May have	Has documented evidence of attendance at TWO different live FL professional development events such as the IUP Spring Methodology Conference on FL Teaching, APPLES meetings, PSMLA Conference. May have watched one or more	Has documented evidence of attendance at ONE live FL professional development event such as the IUP Spring Methodology Conference on FL Teaching, APPLES meetings, PSMLA Conference. May have watched one or more	Demonstrated no documented evidence of having attended live FL professional development events. May have watched a webinar dealing with FL teaching or general pedagogical issues.

	watched one or more webinars dealing with FL teaching or general pedagogical issues.	webinars dealing with FL teaching or general pedagogical issues.	webinars dealing with FL teaching or general pedagogical issues.	
<b>Familiarity With and Membership in Foreign Language Professional Organizations</b>  <b>(Please include documentation of membership with your Professional Involvement Log.)</b>	In addition to describing the missions of at least TWO foreign language professional organizations and evaluating opportunities for professional development offered by these organizations, the teacher candidate has joined at least ONE organization as a student member.	Describes the missions of TWO foreign language professional organizations (e.g., ACTFL, NNELL, PSMLA, AATSP); may include one regional conference such as NECTFL. Lists examples of several opportunities for professional development offered by these organizations. The teacher candidate may be a member of at least ONE of these organizations as a student member.	Describes the missions of ONE foreign language professional organization (e.g., ACTFL, NNELL, PSMLA, AATSP); may include one regional conference such as NECTFL. Lists examples of several opportunities for professional development offered by these organizations.	May identify the names of one or two foreign language professional organizations but is unable to provide additional information regarding either mission or the opportunities for professional growth offered by these organizations.
<b>Future Plans for Professional Involvement</b>	Explains a clear vision of his/her role as an active participant in the profession.	Identifies TWO ideas for ways to become involved actively in the profession.	Identifies ONE idea for becoming involved actively in the profession.	Relates no immediate plans for becoming involved in the profession.

Note: The student must score a “2” in each category on the scale. \*\*If a student fails to attain a “2” in each category, s/he must discuss a remediation plan with the Coordinator and will be given a second opportunity to submit the log.



**APPENDIX B: MID-PROGRAM REVIEW**  
**Rubric for Evaluating English Interview**  
**"Dispositions for Teaching" 6/20/2017**  
**Indiana University of Pennsylvania, Spanish Education K-12**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Total Points: \_\_\_\_\_

	<b>Exceeds 4</b>	<b>Acceptable High 3</b>	<b>Acceptable Low 2</b>	<b>Unacceptable 1</b>
<b>FL for All Students</b>	Provides a cogent research-based argument for why ALL students should have opportunities to study a foreign language.	Acknowledges that ALL students should have opportunities to study a foreign language and offers two research-based reasons to explain why.	Acknowledges that ALL students should have opportunities to study a foreign language and offers one research-based reason to explain why.	Does not acknowledge that ALL students should have opportunities to study a foreign language. Or cannot provide any research-based reason to explain why ALL students should have opportunities to study a foreign language.
<b>Role of SLA research in teaching</b>	Cites more than two theories that relate to classroom teaching and provides a thorough discussion of the connection between SLA research and practice.	Cites two theories that relate to classroom teaching and acknowledges an appropriate connection between SLA research and practice.	Cites one theory that relates to classroom teaching and acknowledges an appropriate connection between SLA research and practice.	Unable to connect SLA research to teaching.
<b>Gaps in knowledge</b>	Presents a systematic approach for acquiring new knowledge/skills on his/her own.	Assumes responsibility for acquiring new knowledge/skills on his/her own as necessary.	Assumes partial responsibility for acquiring new knowledge/skills on his/her own as necessary but also resorts to asking cooperating teacher to provide this new information.	Does not assume responsibility for learning on his/her own.

<b>Adaptation of materials</b>	Expresses a desire to use the textbook as one of many sources, adapt it as necessary, and not use it to drive the curriculum and instruction.	Expresses a willingness to adapt the textbook and seek other ancillary materials as necessary to meet instructional objectives.	Expresses a willingness to adapt the textbook as necessary to meet instructional objectives.	Not disposed to adapting materials. Feels compelled to use materials as they are prepared, even if dated and/or ineffective.
<b>Efforts to Improve Spanish Outside of Class</b> <b>(Examples: Face-to-face, Skype, FaceTime with native speakers)</b>  <b>(Please include documentation with your Professional Involvement Log.)</b>	Has worked on language proficiency outside of coursework and the required study abroad experience by interacting with more than one native speaker of Spanish on a regular basis <b>each semester</b> .	Has worked on language proficiency outside of coursework and the required study abroad experience by interacting with one native speaker of Spanish on a regular basis <b>each semester</b> or with more than one native speaker of Spanish multiple times <b>each semester</b> .	Has worked on language proficiency outside of coursework and the required study abroad experience by interacting with one native speaker of Spanish multiple times over the course of <b>at least two semesters</b> .	Demonstrated little evidence of working on language proficiency outside of coursework and the required study abroad experience.
<b>Participation in Extracurricular Activities</b>  <b>(Please include documentation with your Professional Involvement Log.)</b>	Has participated in <i>more than one</i> IUP-related club that focuses on Spanish language and/or culture (e.g., Andale, LASO). Participation in clubs has occurred <i>on a regular basis</i> <b>in more than one semester</b> .	Has participated in <i>1-2</i> IUP-related clubs that focus on Spanish language and/or culture (e.g. Andale, LASO). Participation in <i>one</i> club has occurred <i>on a regular basis</i> <b>in more than one semester</b> or participation in <i>multiple</i> clubs has occurred <i>multiple times</i> <b>in more than one semester</b> .	Has participated in <i>one</i> IUP-related club that focuses on Spanish language and/or culture (e.g. Andale, LASO). Participation has occurred <i>multiple times</i> <b>in more than one semester</b> .	Has not participated in any IUP-related club that focuses on Spanish language and/or culture (e.g. Andale, LASO) or has only attended a few club meetings.

<p><b>Attendance at Professional Development Events</b></p> <p>(Please include documentation with your Professional Involvement Log.)</p>	<p>Has documented evidence of attending MORE THAN TWO different live FL professional development events such as the IUP Spring Methodology Conference on FL Teaching, APPLES meetings, PSMLA Conference. May have watched one or more webinars dealing with FL teaching or general pedagogical issues.</p>	<p>Has documented evidence of attendance at TWO different live FL professional development events such as the IUP Spring Methodology Conference on FL Teaching, APPLES meetings, PSMLA Conference. May have watched one or more webinars dealing with FL teaching or general pedagogical issues.</p>	<p>Has documented evidence of attendance at ONE live FL professional development event such as the IUP Spring Methodology Conference on FL Teaching, APPLES meetings, PSMLA Conference. May have watched one or more webinars dealing with FL teaching or general pedagogical issues.</p>	<p>Demonstrated no documented evidence of having attended live FL professional development events. May have watched a webinar dealing with FL teaching or general pedagogical issues.</p>
<p><b>Familiarity With and Membership in Foreign Language Professional Organizations</b></p> <p>(Please include documentation of membership with your Professional Involvement Log.)</p>	<p>In addition to describing the missions of at least TWO foreign language professional organizations and evaluating opportunities for professional development offered by these organizations, the teacher candidate has joined at least ONE organization as a student member.</p>	<p>Describes the missions of TWO foreign language professional organizations (e.g., ACTFL, NNELL, PSMLA, AATSP); may include one regional conference such as NECTFL. Lists examples of several opportunities for professional development offered by these organizations. The teacher candidate may be a member of at least ONE of these organizations as a student member.</p>	<p>Describes the missions of ONE foreign language professional organization (e.g., ACTFL, NNELL, PSMLA, AATSP); may include one regional conference such as NECTFL. Lists examples of several opportunities for professional development offered by these organizations.</p>	<p>May identify the names of one or two foreign language professional organizations but is unable to provide additional information regarding either mission or the opportunities for professional growth offered by these organizations.</p>
<p><b>Future Plans for Professional Involvement</b></p>	<p>Explains a clear vision of his/her role as an active participant in the profession.</p>	<p>Identifies TWO ideas for ways to become involved actively in the profession.</p>	<p>Identifies ONE idea for becoming involved actively in the profession.</p>	<p>Relates no immediate plans for becoming involved in the profession.</p>
<p><b>Appearance</b></p>	<p>Highly professional, neat, nothing distracting about appearance.</p>	<p>Appearance acceptable for the school setting; nothing distracting about appearance.</p>	<p>Appearance mostly acceptable for the school setting; one aspect may be distracting about appearance.</p>	<p>Multiple aspects of appearance not professional (distracting features of dress, hair, etc; attire; neatness).</p>

<b>Use of English</b>	Highly polished use of formal English; no errors; speaks with ease.	Acceptable use of formal English; speaks mostly with ease.	Acceptable use of formal use with the exception of one or two minor errors; and/or informal English may be used at times; may not be at ease throughout part of interview.	English has several patterns of errors and/or informal English used several times; may not be at ease throughout most of interview.
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Note: The student must score a “2” in each category on the scale. If a student fails to attain a “2” in each category, s/he will discuss a remediation plan with the Program Coordinator and will be given a second interview in the next semester (Fall or Spring).

**APPENDIX C: IUP STUDENT TEACHING  
COMPETENCIES  
SPANISH EDUCATION K-12  
(K-12 CERTIFICATION PROGRAM)**

**Note:**

- |                          |  |
|--------------------------|--|
| • <b>Knowledge</b>       | <b>Target / foreign language = Spanish</b>       |
| ❖ <b>Dispositions</b>    | <b>Target culture = Spanish-speaking regions</b> |
| ✓ <b>Teaching skills</b> |  |

**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, and 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 standard.
- ✓ Designs unit or long-term plans that reflect the Five Cs and standards.
- ✓ Evaluates, selects, designs, and adapts instructional materials including visuals, real 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, and 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 when 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 that 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, video, 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 worldwide 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.

**APPENDIX D: RUBRICS: LESSON PLAN DESIGN, TEACHING, SELF-REFLECTION**  
**Indiana University of Pennsylvania, Dept. of Spanish**  
**For Use in Methods Classes & Field Experiences**  
**PLANNING FOR INSTRUCTION: LESSON DEVELOPMENT**

	<b>TARGET 4 (Exceeds)</b>	<b>ACCEPTABLE</b>		<b>UNACCEPTABLE 1</b>
		<b>HIGH 3</b>	<b>LOW 2</b>	
<b>Lesson Plan Format &amp; Submission</b>	Lesson plans follow required format and address more than 2 goal areas effectively. All lesson objectives are functional. AND lesson plans are always submitted on time.	Lesson plans follow required format and address 2 goal areas effectively. All lesson objectives are functional. AND lesson plans are always submitted on time.	Lesson plans follow required format and address 2 goal areas effectively.* Majority of lesson objectives are functional. AND/OR lesson plans are late on multiple occasions.	Lesson plans do not follow required format and/or may address fewer than 2 goal areas effectively. Some lesson objectives may not be functional. AND/OR lesson plans are consistently submitted late.
<b>Content of Plans</b>	Higher-level thinking skills are integrated. All lesson activities address objectives, promote language acquisition, and address individual learner progress.	Some attention to higher-level thinking skills. All lesson activities address objectives, are learner-centered, and promote language acquisition.	May not address higher-level thinking skills. Majority of lesson activities address objectives, and/or are learner-centered, and/or promote language acquisition.	Higher-level thinking skills not addressed. Some lesson activities may not address objectives. Most lesson activities are teacher-centered and/or not effective in promoting language acquisition.
<b>Lessons: Motivating? Engaging?</b>	Lessons are highly motivating and engaging—even fun! Both lesson openings and closures are attention-grabbing.	Majority of lessons are motivating and engaging. Both the lesson openings and closures are adequate.	Lessons have a few activities that are motivating and engaging. Either the lesson opening or closure on each lesson is adequate, but not both.	Lessons lack activities that motivate students and engage them in learning. Both the lesson opening and closure on lessons are dull; one part may be more adequate than the other.
<b>Material Design</b>	The majority of materials are self-created.	Creativity in material design evident.	Minimal creativity in material design.	Instructional materials consist mainly of textbook and/or other commercially prepared materials and/or may be inadequate to meet needs.

\*Students in EDUC 242 may address 1 goal area in lesson plans at the Acceptable Low level.

Rubric formula:  $((\text{Total points} \times 52)/16) + 48 = \underline{\hspace{2cm}} \% \text{ Grade: } \underline{\hspace{2cm}}$

### TEACHING PERFORMANCE

<b>Presentation of Lessons</b>	Lessons are presented in a lively, creative, and hands-on manner. Quick class pace. Teaching reflects current SLA principles. All applicable parts of lesson plans are presented. Evidence of accomplishing all objectives.	Lessons are presented in a creative, hands-on manner. Effective class pace. Majority of teaching reflects current SLA principles. All applicable parts of lesson plans are presented. Evidence of accomplishing the majority of objectives.	Lessons are presented in a hands-on manner but certain elements may lack creativity. Class pace effective but may drag at times. A part of each lesson reflects current SLA principles. May not present one applicable part of lessons. Evidence of accomplishing the majority of objectives.	Lessons are mostly teacher-centered. Class pace slow. Little evidence of SLA principles in teaching. May not present all applicable parts of lesson. Little evidence of accomplishing lesson objectives.
<b>Involvement of Students</b>	Students are actively involved throughout lessons in a meaningful manner.	Students are involved in lessons in a meaningful manner.	Students are involved in lessons in some way, but meaning may not be apparent in all activities.	Little active involvement of students.
<b>Teacher Presence</b>	Appearance professional. Highly effective teacher presence: enthusiastic, energetic, organized, provides supportive classroom ambiance.	Dress and hair are appropriate. Effective teacher presence: enthusiastic, organized, provides supportive classroom ambiance.	Some aspect of physical appearance may be lacking (e.g., dress or hair). Shows some enthusiasm but organization and/or supportive classroom ambiance may be lacking.	Several aspects of physical appearance may be lacking (e.g., dress or hair). Ineffective teacher presence: lacks energy, enthusiasm, and organization; classroom ambiance not supportive.
<b>Use of Spanish</b>	Uses Spanish effectively and to the maximum degree possible. Input is totally comprehensible and no major patterns of errors are apparent. Uses variety of strategies to facilitate comprehension and elicit speaking. Written materials in Spanish are virtually error-free.	Uses Spanish effectively and to the maximum degree possible. Most of input is comprehensible and no major patterns of errors are apparent. Uses several strategies to facilitate comprehension and elicit speaking. No major patterns of errors in written materials in Spanish; may have a few minor errors.	Spanish is used at times but not to the maximum degree possible. At least half of input is comprehensible, but there are a few major patterns of errors. May use a few strategies to facilitate comprehension and elicit speaking. No major patterns of errors in written materials in Spanish; may have a few minor errors.	Insufficient use of Spanish and/or Spanish is highly inaccurate. Input may not be comprehensible. Little use of strategies to facilitate comprehension and elicit speaking. Written materials in Spanish may have major errors.

**Rubric formula:**  $((\text{Total points} \times 52)/16) + 48 = \underline{\hspace{2cm}} \% \text{ Grade: } \underline{\hspace{2cm}}$

**REFLECTION ON TEACHING: SELF-REFLECTION**

<b>Format of Self-Reflections &amp; Submission</b>	Lesson plan self-reflections present a thorough analysis of lessons and link SLA theories to practice. AND self-reflections, Candidate Reflection Paper, and Final Self-/Peer-Assessment are submitted on time. AND Candidate Reflection Paper provides detailed reflection and treatment of Danielson's Framework.	Lesson plan self-reflections are reflective and address the key points. They analyze positive and negative aspects of lessons. AND self-reflections Candidate Reflection Paper, and Final Self-/Peer-Assessment are submitted on time. AND Candidate Reflection Paper provides an effective reflection and treatment of Danielson's Framework.	Self-reflections are reflective but lack sufficient details and may miss a few key points. They analyze positive and negative aspects of lesson. AND/OR some self-reflections, Candidate Reflection Paper, or Final Self-/Peer-Assessment are submitted up to 24 hours late. AND/OR Candidate Reflection Paper lacks sufficient details and connection to Danielson's Framework.	Lesson plan self-reflections lack depth and detail and miss the main points. They are superficial and may attribute lesson results to factors such as those perceived to be caused by students and/or teaching circumstances. AND/OR self-reflections are consistently submitted late. AND/OR Candidate Reflection Paper is too superficial and lacks connection to Danielson's Framework. Candidate Reflection Paper and/or Final Self-/Peer-Assessment may not be submitted on time.
<b>Ideas for Improvement</b>	Offers specific, detailed suggestions for improvement and explains appropriate steps to be taken to bring about improvement.	Offers multiple suggestions for improvement and explains appropriate steps to be taken to bring about improvement.	Offers multiple suggestions for improvement.	Offers a few suggestions for improvement.

**Rubric formula:**  $((\text{Total points} \times 52)/8) + 48 = \underline{\hspace{2cm}}$  % **Grade:**                     

Revised: 6/20/2017

## APPENDIX E: EDUC 342 – PRE-STUDENT TEACHING II CLINICAL EXPERIENCE

	<b>Distinguished 4</b>	<b>Proficient 3</b>	<b>Basic 2</b>	<b>Unsatisfactory 1</b>
Learner Development InTASC 1 Danielson 1b, 1c, 1e, 3c CAEP 1.1	Systematically and consistently provides challenging learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner.	Consistently provides challenging learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner.	Provides learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner.	Provides learning experiences that are not challenging and/ or not appropriate to the cognitive, linguistic, social, emotional and physical developmental level of the learner.
Learning Differences InTASC 2 Danielson 1b CAEP 1.1	Creates a learning environment that embraces the diverse cultural and intellectual backgrounds of all learners. Differentiates instruction to accommodate the needs of all learners.	Creates a learning environment that acknowledges the diverse cultural and intellectual backgrounds of all learners. Differentiates instruction to accommodate the needs of identified learners with special needs.	Creates a learning environment that acknowledges the diverse cultural and intellectual backgrounds of all learners. Adapts instruction to accommodate the needs of identified learners with special needs.	Creates a learning environment that does not acknowledge the diverse cultural and intellectual needs of learners. And/or does not adapt instruction to accommodate the needs of identified learners with special needs.
Learning Environment InTASC 3 Danielson 2a, 3c CAEP 1.1	Seeks opportunities to collaborate with learners and other professionals to create a positive learning climate. Designs learning experiences that are based on social interaction and active engagement and that foster self- motivation.	Voluntarily collaborates with learners and other professionals to create a positive learning climate. Designs learning experiences that are based on social interaction and active engagement and that foster self- motivation.	Collaborates, when required, with learners and other professionals to create a positive learning climate. Designs learning experiences that include opportunities for social interaction and active engagement and that foster self- motivation.	Misses and/or avoids opportunities to collaborate with others to create a positive learning climate. And/or designs learning experiences that do not include opportunities for social interaction and active engagement or foster self- motivation.



<p>Content Knowledge InTASC 4 Danielson 1a, 1e, 3c CAEP 1.1</p>	<p>Shows command of facts/skills and demonstrates conceptual understanding. Creates learning experiences based on big ideas related to the discipline. Designs relevant and engaging activities that foster meaningful learning.</p>	<p>Shows accurate knowledge of basic facts/skills and demonstrates conceptual understanding. Designs relevant activities that foster meaningful learning.</p>	<p>Shows accurate knowledge of basic facts/skills, but conceptual understanding may be lacking. Designs relevant activities that foster learning.</p>	<p>Shows errors in basic facts/skills, and/or does not demonstrate conceptual understanding. And/or does not design consistently relevant activities that engage students in learning.</p>
<p>Application of Content InTASC 5 Danielson 3a, 3c, 3f CAEP 1.1, 1.4</p>	<p>Systematically designs and delivers multiple learning experiences that help learners see connections across lessons and units and, where appropriate, from multiple perspectives, to facilitate the development of higher-level thinking skills</p>	<p>Creates learning experiences that address higher-level thinking skills (create, evaluate) in learners. Frequently makes connections between concepts, lessons and units. Introduces other perspectives where appropriate.</p>	<p>Creates learning experiences that address higher-level thinking skills (create, evaluate) in learners. Occasionally makes connections between concepts, lessons and units. Rarely presents other perspectives.</p>	<p>Creates learning experiences that focus on the development of lower-level thinking skills (remember, understand) in learners; focus is on individual lessons rather than connections between lessons and units.</p>
<p>Assessment InTASC 6 Danielson 1f, 3d CAEP 1.1, 1.2,, 1.3</p>	<p>Systematically designs and uses multiple assessments that are aligned with learning objectives. Uses both formative and summative measures as well as authentic and performance-based assessments. Uses assessment results to help both the teacher and the learner measure learner progress and to guide their decision-making in areas such as remediation, re-teaching, or changes in study habits.</p>	<p>Designs and uses assessments that are aligned with learning objectives. Uses both formative and summative measures as well as authentic and/or performance-based assessments. Uses assessment results to help both the teacher and the learner measure learner progress. Makes an effort to use results to inform further action.</p>	<p>Uses assessments that are not always aligned with learning objectives Uses both formative and summative measures and performance-based assessments. Uses assessment results to help both the teacher and the learner measure learner progress. Makes a minimal effort to use results to inform further action.</p>	<p>Uses assessments that may not be aligned with learning objectives. And/or may not include formative and summative measures. And/or may not include either authentic or performance-based assessments. Does not use the results from these measures to shape future pedagogical decisions.</p>

<p>Planning for Instruction InTASC 7 Danielson 1b, 1e CAEP 1.1, 1.3</p>	<p>Systematically uses information regarding students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills as the basis for planning instruction that is meaningful and relevant to learners.</p>	<p>Plans instruction that is meaningful and relevant to learners and that considers students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills.</p>	<p>Plans instruction that is meaningful and relevant to learners. Gives some consideration to factors such as students' learning needs, curricular goals and standards, and cross-disciplinary skills.</p>	<p>Does not consistently plan instruction that is meaningful and relevant to learners. And/or does not take into account factors such as students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills in planning instruction</p>
<p>Instructional Strategies InTASC 8 Danielson 3b, 3c CAEP 1.1, 1.2, 1.3, 1.4, 1.5 ISTE Teachers 1a, 2a, 2c</p>	<p>Uses an approach to instruction in which deep understanding of content, meaningful application of knowledge and skills, and higher-order thinking and questioning is the focus. Varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) according to the purposes of instruction and needs of learners. Locates and integrates outside resources and new or emerging technologies that foster meaningful learning.</p>	<p>Uses instructional strategies to enable learners to develop a deep understanding of content, apply knowledge and skills in meaningful ways, and develop higher-order thinking and questioning skills. Plays more than one role in the instructional process (e.g., that of facilitator, coach, audience) to address the purposes of instruction and needs of learners. Integrates a variety of readily-available resources and technologies that foster meaningful learning.</p>	<p>Uses instructional strategies to enable learners to develop an understanding of content and apply knowledge and skills, with minimal opportunities to develop higher-order thinking and questioning skills. - Primarily plays one role in the instructional process. And/or uses a variety of readily available resources and technologies that may not always foster meaningful learning.</p>	<p>Uses instructional strategies that promote a superficial understanding of content/application of skills and/or lower level thinking and questioning skills. And/or limits his/her role in the instructional process to that of instructor. And/or uses a limited range of readily available resources and technologies.</p>

Professional Learning and Ethical Practice InTASC 9 Danielson 4a, 4e, 4f CAEP 1.1, 1.2	Seeks opportunities for ongoing professional development and utilizes a variety of professional resources and student performance data to inform all instructional choices. Utilizes self-reflection as a tool for adapting instruction and communication practices to best meet the needs of all learners and related constituents.	Voluntarily participates in readily available opportunities for professional development. Uses professional resources and reflections on learner performance to evaluate choices of instructional strategies and makes adaptations to meet the needs of learners.	Participates in required professional development opportunities. Uses professional resources and reflections on learner performance to evaluate choices of instructional strategies.	Misses or avoids opportunities for professional development. Tends not to use professional resources and personal reflection to support adaptive instructional practices designed to meet the needs of all learners.
Leadership and Collaboration InTASC 10 Danielson 4c, 4d, 4f CAEP 1.1, 1.2	Advocates for student learning and advances the education profession by collaborating and communicating with learners, their families, classroom colleagues, other school professionals, and community members.	Supports student learning and promotes the profession by assuming leadership in collaborative efforts with at least two of the following reference groups: learners, their families, other school professionals and community members.	Supports student learning and promotes the profession by assuming leadership in collaborative efforts with at least one of the following reference groups: learners, their families, other school professionals and community members.	Tends to avoid leadership opportunities for collaborating with school and community-based colleagues.

This rubric is for use in EDUC 342, Pre-Student Teaching II. Since it is not expected that teacher candidates in this early field experience would perform at the Distinguished level, their performance will be rated at the Proficient, Basic or Unsatisfactory levels. Most teacher candidates are likely to perform at the Basic level.

**Revised January 2017**

## **APPENDIX F: SUGGESTIONS FOR LESSON SELF-REFLECTIONS FOR STUDENT TEACHING**

A self-reflection (or self-evaluation) is a detailed analysis of the lesson that you just taught in terms of:

- the degree to which lesson objectives were accomplished;
- what you perceive worked well in the lesson and why;
- what you perceive was not effective in the lesson and why;
- the level of student engagement in the lesson;
- your perception of your own effectiveness in teaching the lesson (or progress made over time) (this includes your accuracy/fluency in the TL);
- changes you would make if you were to teach this lesson again.

**Be sure to connect relevant theories of second-language acquisition to your self-evaluations!**

### **SOME QUESTIONS TO ASK YOURSELF:**

1. Did I accomplish my objectives? How do I know?
2. What do I think went well in this lesson?
3. What wasn't very effective?
4. Were students engaged in the lesson? Why or why not? How could I tell? Were there management problems? If so, to what do I attribute this?
5. Did the lesson go as I planned it? What changes did I have to make on my feet?
6. How was my performance in this lesson? What progress have I made?
7. Did I use the TL enough today? What was the quality of my TL speech (accuracy & fluency)? Did I talk too much? Did I give good comprehensible input?
8. Did my students use the TL enough today?
9. Was this a student-centered or a teacher-centered class?
10. If I were to re-teach this lesson, what would I do differently?
11. What questions do I have about the approach/strategies I used in this lesson? (i.e. what am I having doubts about?)
12. What might I need to research and/or review about SLA in order to do a better job at this type of lesson?

### **PLEASE AVOID:**

1. Reiterating what you did in the lesson, unless it helps to explain an insight.
2. Defending what you did instead of analyzing its effectiveness.
3. Blaming the results of your lesson on your cooperating teacher, your students, your placement, etc. This is counterproductive.
4. Talking in vague terms. Be specific!

**APPENDIX G: CLASS OBSERVATION REFLECTIVE  
REPORT: INSTRUCTIONS**  
**Indiana University of Pennsylvania**  
**Spanish Education: Student Teaching**

You will learn a great deal from watching other teachers implement instruction and work with students. Throughout student teaching you will complete a minimum of **4 classroom observations**. At least 3 of these should be in foreign language classrooms (if possible). Be sure to ask for permission to observe a teacher's class and make arrangements well in advance of the observation date.

Take good notes as you observe the class and then shortly thereafter reflect on what you observed. Write a typewritten "Class Observation Reflective Report" in which you address ALL of the questions/tasks provided below. Prepare your report as you would an essay, but address the questions/tasks in the order in which they appear below. Estimated length of report: 5-6 pages.

**NOTE: You might want to observe more than 4 classes, but you are not required to write report for more than 4 observations.**

1. Describe the way in which the teacher began the class. Did the class opening capture students' interest? Is there evidence of a classroom routine that students follow (e.g., placing homework in a particular place, beginning a particular task right way)?
2. Describe the way in which the teacher related to students what they would accomplish in today's lesson (e.g., writing on the board or saying verbally the lesson objectives; relating today's lesson to yesterday's lesson).
3. How would you best describe this teacher's approach to today's lesson (e.g., lecture-discussion, student-centered activities, discovery method,... a combination)? Give specific examples. To what degree did this approach engage students' interest in the lesson?
4. Describe specific ways in which students were actively engaged in *meaningful* tasks in today's lesson. You might describe one or two activities that illustrate involvement of students. Comment on the nature of these activities in terms of being meaningful and representative of real-world tasks. Were students sufficiently challenged in these tasks? What levels of Bloom's Taxonomy were represented by the tasks/activities in the lesson? (See your methods text if you need a review of Bloom's Taxonomy.)
5. What proof was there that lesson objectives were accomplished in today's lesson—i.e., how did the teacher know that s/he accomplished what s/he set out to do today?
6. Describe the rapport between the teacher and students. Was it positive or negative? Give examples to support your response. Were students encouraged to ask questions during the lesson?

7. How did the teacher close the class today (e.g., reviewed key concepts, gave the homework assignment)? Comment on the effectiveness of this approach.
8. How was homework handled today, both in terms of checking homework completed for today's lesson and homework assigned for the next class? Describe the nature of these assignments (if you have access to this information).
9. What would YOU do differently if you were to teach this lesson? (Even if this was an effective lesson, brainstorm a few new ideas.) Connect your ideas to theories of learning with which you are familiar (e.g., sociocultural learning).

**If this class was a foreign language class, respond to the following additional questions:**

10. Comment on the use of the foreign language in today's lesson. Approximately what % of class time was spent in the foreign language? Were students sufficiently challenged to acquire language? Was input "comprehensible"? How did the teacher help students to understand the target language input?
11. What authentic materials, if any, were used in today's lesson? How were they used?
12. How were any of the 5 C's represented in today's lesson?
13. Describe TWO theories of second language learning as they pertain to this lesson, either in terms of how they were reflected in the lesson design/teaching, or how they could have been applied to make a more effective lesson, in your opinion.

You may provide any additional insights that you would like to share in your report.

This report will be evaluated using the rubric that appears on the next page.

**SCORING RUBRIC**  
**CLASS OBSERVATION REFLECTIVE REPORT**  
**SPANISH EDUCATION: STUDENT TEACHING**

	<b>Exceeds 3</b>	<b>Acceptable 2</b>	<b>Unacceptable 1</b>
<b>Task Completion</b>	Responds to ALL applicable questions and tasks and adds additional insights.	Responds to ALL applicable questions and tasks.	Does not respond to all applicable questions and tasks.
<b>Reflection</b>	Demonstrates in-depth insights into the teaching-learning process. Offers wealth of original, creative ideas. Connects observation to his/her own experiences.	Demonstrates effective insights into the teaching-learning process. Offers some original, creative ideas. May make some connections of observation to his/her own experiences.	Superficial discussion of teaching-learning process. And/or few original, creative ideas.
<b>Connection of Theory to Practice</b>	Connects almost all ideas in report to theories of learning and/or teaching.	Connects ideas to theories of learning and/or teaching, where requested in questions/tasks.	Superficial connection of theory to practice.
<b>Quality of Writing</b>	Exemplary, professional writing. Ideas well conceived and developed with sufficient examples. Writes to the intended audience. No grammar errors, spelling errors, or typos.	Report is mostly easy to read, but some points are not fully sustained or developed. May lack sufficient examples. Consideration of intended audience not always apparent. Some grammar errors, and/or spelling errors, and/or typos.	Report is unclear and/or difficult to read in many places. Little supporting detail included and several points are not fully developed. Consideration of intended audience not apparent. May have many grammar/spelling errors and typos.

**SCORING:**

\_\_\_\_\_pts.      **Task Completion**  
\_\_\_\_\_pts.      **Reflection**  
\_\_\_\_\_pts.      **Connection of Theory to Practice**  
\_\_\_\_\_pts.      **Quality of Writing**

**TOTAL RUBRIC SCORE** \_\_\_\_\_pts.

**Apply Rubric Formula:**  $\frac{\text{Total Points} \times 52}{12} + 48 = \text{\_\_\_\_\_\%}$     **Grade:** \_\_\_\_\_

**Comments:**



## APPENDIX H: PROFESSIONAL READINGS SCORING RUBRIC

### Indiana University of Pennsylvania Spanish Education: Student Teaching

	<b>Exceeds 3</b>	<b>Acceptable 2</b>	<b>Unacceptable 1</b>
<b>Relevance of Article</b>	Article is applicable to secondary level, has totally new information for student, and presents a relevant topic for student teaching.	Article is applicable to secondary level. Article has some new information for student and presents a relevant topic for student teaching.	Article is not applicable to secondary level and/or has little new information and/or does not present a relevant topic for student teaching.
<b>Summary of Article</b>	Concise yet thorough summary of article.	Concise summary of article that effectively addresses the main points.	Summary is too short or too long and/or does not effectively capture the main points.
<b>Connection of Article to Theories of Learning and Teaching</b>	Report connects article to theories in a creative and insightful manner.	Report connects article to theories in an effective manner.	Little, if any, connection of article to theories OR connection of article to theories is incomplete and/or inaccurate.
<b>Application of Article to Teaching</b>	In-depth discussion of how information in article will be used in teaching. Several examples provided.	Several effective ideas offered for how information in article will be used in teaching. Some examples provided.	Few ideas offered for how information in article will be used in teaching and/or ideas are ineffective. There may be no examples provided.
<b>Quality of Writing</b>	Exemplary, professional writing. Ideas well conceived and developed with sufficient examples. Writes to the intended audience. No grammar errors, spelling errors, or typos.	Report is mostly easy to read, but some points are not fully sustained or developed. May lack sufficient examples. Consideration of intended audience not always apparent. Some grammar errors, and/or spelling errors, and/or typos.	Report is unclear and/or difficult to read in many places. Little supporting detail included and several points are not fully developed. Consideration of intended audience not apparent. May have many grammar/spelling errors and typos.

**SCORING:**

_____pts.	<b>Relevance of Article</b>
_____pts.	<b>Summary of Article</b>
_____pts.	<b>Connection of Article to Theories of Learning and Teaching</b>
_____pts.	<b>Application of Article to Teaching</b>
_____pts.	<b>Quality of Writing</b>

**TOTAL RUBRIC SCORE** \_\_\_\_\_pts.

**Apply Rubric Formula:**  $\frac{\text{Total Points} \times 52}{15} + 48 = \text{_____}\%$  **Grade:** \_\_\_\_\_

**Comments:**

# **APPENDIX I: CULMINATING STUDENT TEACHING PROJECT - TEACHER WORK SAMPLE**

## **SPANISH EDUCATION Indiana University of Pennsylvania**

### **Verifying Positive Impact on K-12 Student Learning: Student Teaching Work Sample (Updated: April 2014)**

**Overview of Project:** During student teaching, you will prepare a “work sample” in order to provide verification that your students have learned; i.e., that you have had a positive impact on their learning. This comprehensive work sample will provide evidence of your ability to:

1. engage in thorough and effective standards-based planning;
2. use best practices that provide opportunities for student success;
3. use appropriate assessment strategies to foster and document the ongoing development of your students’ knowledge and skills; and
4. analyze student assessment results, reflect on them, and adapt instruction accordingly.

#### **Required Components of the Work Sample**

**\*All narrative sections of the work sample are to be typed using 12 point Times New Roman font, double-spaced.**

#### **Title Page**

Student Teaching Work Sample  
 Title/Topic of Unit of Instruction (IN SPANISH)  
 Your name \_\_\_\_\_  
 Semester \_\_\_\_\_ Year \_\_\_\_\_  
 School site \_\_\_\_\_  
 Grade/Level, Period, Number of Students, Subject, Topic, Textbook, and/or Key  
 Resources \_\_\_\_\_

#### **A. Description of the Learning Environment / Inclusive Context**

1. Describe the school (name of district, demographic information, key information about the foreign language program and student body) (Minimum of one page).
2. Describe the students in the class(es) included in your work sample: gender, ethnicity, developmental characteristics (cognitive, social, physical), language learning background, academic performance, etc. (Do not use actual names of students in this report.) (Minimum of one page).

## B. Planning for Instruction in Inclusive Settings

1. Identify a rationale. Why is this topic important to students? Why at this time? What purpose will this knowledge serve for the students? What purpose will this knowledge serve beyond the classroom? What is its use? Address the principal reason for the study of this topic.
2. Identify prerequisite skills. What skills must the learner bring to this new topic? How will you determine whether the student has these skills? How will you collect information for making this diagnosis?
3. Write a detailed unit plan, including title of unit and length/duration of unit. Follow the unit plan template given to you in the methods class.
4. Describe how the unit addresses the P-12 student standards for your subject area—World-Readiness Standards for Learning Languages (at least 3 of the 5 goal areas must be addressed).
5. Include an explanation of the critical thinking skills to be addressed (refer to Bloom’s Taxonomy).
6. Briefly describe the integration of culture, interdisciplinary connections and technology.
7. Include at least 3 complete daily lesson plans from the unit, with accompanying materials and completed self-reflections. Select one plan from the beginning of the unit, one at mid-point in the unit, and one at the end of the unit. Individual programs may require additional daily lesson plans. On your lesson plans, be sure to describe adaptations to instruction and/or assessment for learners *with special needs and English language learners*. Each daily lesson plan must address *subject-specific P-12 student standards*.

## C. Evaluation of Instruction

Provide evidence of effective implementation of instruction by including the following items:

1. At least ONE observation evaluation by your cooperating teacher that verifies effective implementation of instruction.
2. ONE observation evaluation by your University Supervisor that verifies effective implementation of instruction.
3. Included on lesson plans: Self-evaluations of teaching effectiveness according to program requirements.
4. A K-12 student survey of student teacher effectiveness (on forms developed by you, with an analysis of the results, consisting of a chart and a narrative). This should be done at the conclusion of the unit. See below for a sample survey.

#### D. Assessment of Student Learning in Inclusive Settings

Provide evidence of formal and informal assessment of your students' performance to show that they have learned by including in your work sample:

1. A **pre-test** activity or survey to discover what students already know prior to your unit. Aggregate (compile results and display them in chart form) and discuss the data/results. Since you will be comparing performance on the pre-test with performance on the post-test, you will need to keep your unit objectives in mind as you design the pre-test. You do not want to administer the exact unit test that will be given at the end, nor do you want to use the entire class period for the pre-test. However, it is recommended that you design a few tasks that illustrate whether or not students already have the knowledge and skills that are part of the unit—i.e., whether they already have met the objectives.
2. At least **two formative assessments** conducted during the unit, with any modifications you made to your teaching based on the assessments. Describe any modifications of your assessments for *learners with special needs and English language learners*.
3. **One summative oral assessment.** Include a copy of the assignment given to students, the rubric used to assess their performance, and an analysis of the data with grade breakdowns for all students. Provide 3 samples of your students' work (i.e., your completed rubric for each): one that exceeded expectations, one that met expectations, and one that did not meet expectations. Note: Be sure to follow all school district guidelines to gain permission to share written samples of your students' work to your University Supervisor (delete names of students, use pseudonyms, etc.).
4. **A summative post-test assessment** (typically the “unit test”) to discover what students know and can do at the end of the unit. Provide 3 samples of your students' completed assessments: one that exceeded expectations, one that met expectations, and one that did not meet expectations.

#### E. Analysis of Student Learning

This section will include the following two parts:

- **Pupil Data.** This section will include data on learning gains resulting from instruction. Include a spreadsheet which shows the grades from your unit for each student. Make sure to include the final unit grade on the spreadsheet. Do not use the students' real names. Write a 3-4 sentence summary about each student's performance in your class. Discuss the students' prior knowledge and how they performed throughout your unit.

**[Note: You may summarize the performance of students by grouping them—e.g., high, mid, low achievers.]**

- **Interpretation of Results.** This section will provide interpretation and explanation of assessment data. Begin with a discussion of the pupil data. Compare and contrast each student’s grade from the pre-test to the post-test. Compare overall performance from pre-test to post-test in terms of both charts and the narrative. You will also need to discuss the unit test. Were all aspects of the assessment appropriate? Did a lot of students demonstrate misunderstanding in one area? Why? How could you change the assessment to help students to complete it correctly? Did the unit assessment accurately measure students’ knowledge? What would you change in the unit if you were to teach it again?

## **F. Reflection on Teaching Effectiveness and Professional Growth**

Reflect on the effectiveness of your instruction and plan to modify future instruction to better meet students’ needs. In your reflection:

1. Use Danielson’s four domains (Planning & Preparation, The Classroom Environment, Instruction, Professional Responsibilities) to evaluate the effectiveness of your unit. Be sure to identify the degree to which your unit plan and lesson plan objectives were achieved. If some objectives were not achieved, reflect on possible reasons for this.
2. Identify the most successful classroom activity and the most unsuccessful activity. Give possible reasons for their success or lack thereof.
3. What would you do to improve student performance in this unit if you were to teach it again? Describe at least 2 ways.
4. Discuss your most significant insight about student learning from teaching this unit. Link this insight to developmental and learning theories.
5. Reflect on your teacher preparation thus far and identify what professional knowledge, skills, and/or dispositions would improve your performance in the future. Use Danielson’s four domains in your reflection. Discuss your developmental needs as a Spanish teacher and set several specific goals for improvement.

Your work sample project will be evaluated using the rubrics that are attached.

This project was adapted from the Oklahoma State University’s “Clinical Practice (Student Teaching) Work Sample” assignment. Many thanks to Nadine Olson for sharing this with us.

**Ideas for K-12 Student Survey of Student Teacher Effectiveness  
(To be completed at the conclusion of the unit)**

This survey is a questionnaire created by the student teacher to elicit feedback from K-12 students regarding the effectiveness of the unit and of instruction during the unit. The questionnaire, which should not take more than 10-15 minutes of class time to complete, could include:

A series of agree/disagree statements (8-10); Examples:

Strongly Agree=SA      Agree=A      Disagree=D      Strongly Disagree=SD

1. SA A D SD The unit on \_\_\_\_\_ was interesting and made me want to learn more.
2. SA A D SD I have a better understanding of the concept of \_\_\_\_\_ now than I did at the beginning of this unit.
3. SA A D SD I was offered ample opportunities to speak Spanish during the regular class period throughout this unit, even though I may have chosen not to do so.
4. SA A D SD The activities completed in class throughout the unit that involved speaking helped me to feel less anxious about speaking Spanish.
5. ....

A few open-ended statements (no more than 5):

1. What activity or presentation was the most helpful in gaining an understanding of.....?
2. One thing I learned by the conclusion of this unit that I didn't know before....
3. This information acquired as a result of this unit or studied during this unit has caused me to want to explore.....
4. What are one or two suggestions you would like to offer for a future unit on the same topic?

These are just some suggestions. Feel free to be creative!

**Sample Pre-Test**  
**(Should not take longer than 20 minutes)**

**Unit: Travel in Spain**

**I. Describing future activities:** Imagine that you plan to take a trip to Madrid, Spain during the summer. List five things that you will do to prepare for your trip (e.g., buy necessary clothing, get your passport). Use the future tense in Spanish in your responses.

**II. Getting lodging:** What would you need to say in Spanish in order to get a hotel room? Pretend that you are talking to the hotel clerk at the front desk. Express your desire to get a hotel room and ask 3 questions to find out about the accommodations (e.g., air conditioning, bathroom, television, room service).

**III. Spanish Culture: Answer in either English or Spanish.**

A. List 2 important sites in Madrid with which you are familiar.

B. What information do you know about everyday culture in Madrid to enable you to get the most out of your trip (e.g., their mealtimes, how they travel around the city/town, climate)?



**Scoring Rubric**  
**Teacher Work Sample - Spanish Education K-12**

	<b>Distinguished 4</b>	<b>Proficient 3</b>	<b>Basic 2</b>	<b>Unsatisfactory 1</b>
<p><b>A. Description of Learning Environment/Inclusive Context</b>            InTASC 2, 3, 7            Danielson Domains 1b, 2a            CAEP 1.1</p>	<p>Description consists of a full, <u>detailed</u> description of the school site and student body, including cultural and community attributes that affect the learning environment.</p>	<p>Description includes relevant information about the school site and cultural characteristics of the student body.</p>	<p>Description includes basic information about the school site and students.</p>	<p>Description is incomplete and/or missing key information.</p>
<p><b>B.1-6 Planning for Instruction in Inclusive Settings: Unit Plan</b>            ISTE 2            InTASC 1, 4, 5, 7            Danielson Domains 1a, 1b, 1c, 1e, 3c            CAEP 1.1, 1.3, 1.4, 1.5            ACTFL/CAEP 2a, 2c, 3a, 3b, 4a, 4b, 4c</p>	<p>TWS Unit plan follows required format. Unit plan discusses in detail the rationale for this topic, and addresses required subject-specific P-12 student standards. <b>May address more than 3 goal areas of the World-Readiness Standards for Learning Languages.</b> Interdisciplinary connections and incorporation of technology to enhance student learning are the focus of much of the unit. Critical thinking plays a major role in the unit.</p>	<p>TWS Unit plan follows required format. Unit clearly identifies the rationale for this topic and addresses required subject-specific P-12 student standards. <b>Addresses 3 goal areas of the World-Readiness Standards for Learning Languages.</b> Interdisciplinary connections and incorporation of technology are evident in the unit. Critical thinking plays a key role in the unit.</p>	<p>TWS Unit plan follows required format. Unit plan includes a limited rationale for the topic and addresses required subject-specific P-12 student standards. <b>Addresses 3 goal areas of the World-Readiness Standards for Learning Languages.</b> Some interdisciplinary connections and technology are addressed in the unit. Critical thinking is minimally addressed in the unit.</p>	<p>TWS Unit plan does not follow required format and/or does not address required subject-specific P-12 student standards. <b>May address fewer than 3 goal areas of the World-Readiness Standards for Learning Languages.</b> Rationale for the topic may not be noted. Interdisciplinary connections and technology are lacking. Critical thinking skills are not evident.</p>

<p><b>B.7 Planning for Instruction in Inclusive Settings: Selected Lesson Plans</b>  ISTE 1, 2  InTASC 1, 2, 4, 5, 7, 8  Danielson Domains 1b, 1c, 1e, 3b, 3c  CAEP 1.1, 1.3, 1.4, 1.5  ACTFL/CAEP 3a, 3b, 4a, 4b, 4c</p>	<p>Lesson plans are detailed, follow required format, and effectively address required subject-specific P-12 student standards. <b>May address more than 2 goal areas of the World-Readiness Standards for Learning Languages.</b> All lesson objectives are learner-centered, measurable, and integrate technology into all learning domains. Critical thinking skills are included throughout all lesson plans. All lesson activities address objectives appropriate to all learners in inclusive settings and incorporate multiple perspectives. There are a wide variety of creative instructional activities.</p>	<p>Lesson plans follow required format and effectively address required subject-specific P-12 student standards. <b>Addresses 2 goal areas of the World-Readiness Standards for Learning Languages.</b> All lesson objectives are learner centered and measurable. . Technology is incorporated in multiple lessons. Critical thinking skills are evident in the lesson plans. All activities address objectives that are appropriate to diverse learners in inclusive settings. There is some variety of creative instructional activities.</p>	<p>Lesson plans follow required format and address required subject-specific P-12 student standards. <b>Addresses 2 goal areas of the World-Readiness Standards for Learning Languages.</b> Lesson objectives are learner-centered and measurable. Some attention is given to critical thinking skills and incorporation of technology. Most lesson activities address objectives that are appropriate to learners in inclusive settings. Instructional activities lack variety or creativity. Technology is incorporated in multiple lessons.</p>	<p>Lesson plans do not follow required format and/or do not address required subject-specific P-12 student standards. <b>May address fewer than 2 goal areas of the World-Readiness Standards for Learning Languages.</b> Some lesson objectives may not be learner-centered and measurable. Critical thinking skills are not addressed. Some lesson activities may not address objectives, may not be learner-centered and may not be appropriate to all learners in inclusive settings. Instructional activities lack variety or creativity.</p>
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<p><b>C.1-2 Evaluation of Instruction: Evaluation by Supervisors and Cooperating Teachers</b> ISTE 2, 3, 4 InTASC 9 Danielson Domains 4a, 4e, 4f CAEP 1.1, 1.3, 1.4, 1.5</p>	<p>Observations by cooperating teacher and university supervisor clearly confirm that the candidate modeled and applied technology standards and best practices. Candidate met or exceeded all student teaching expectations.</p>	<p>Observations by cooperating teacher and university supervisor indicate that the candidate modeled technology standards and best practices. Candidate met the majority of student teaching expectations.</p>	<p>Observations by cooperating teacher and university supervisor indicate that the candidate met at least half of the student teaching expectations.</p>	<p>Observations by cooperating teacher and university supervisor show that the candidate met fewer than half of the student teaching expectations.</p>
<p><b>C.3 Evaluation of Instruction: Self-Evaluations on Lesson Plans</b> InTASC 2, 4, 9 Danielson Domains 1a, 1e, 4a, 4e CAEP 1.1, 1.2 ACTFL/CAEP 5b</p>	<p>Self-evaluations include constructive and substantive reflection, with relevant connections to learning theories, clear understanding of pedagogical content knowledge, cultural impact, and a systematic and effective approach to improvement.</p>	<p>Self-evaluations include reflection with relevant connections to learning theories, adequate understanding of pedagogical content knowledge, cultural impact, and an effective approach to improvement.</p>	<p>Self-evaluations include a few connections to relevant learning theories but some connections may not be relevant. Minimal understanding of pedagogical content knowledge demonstrated and/or approach to improvement may be lacking.</p>	<p>Self-evaluations lack substance, with minimal ability to self-assess demonstrated. No connections to relevant learning theories included; plan for improvement is inadequate or may be missing</p>

<p><b>D.1-3 Assessment of Student Learning in Inclusive Settings: Design of Assessments</b>  ISTE 2  InTASC 2, 6  Danielson Domains 1b, 1f, 3d  CAEP 1.1, 1.2, 1.3, 1.5  ACTFL/CAEP 5a, 5b, 5c</p>	<p>Creative and thoughtful design of pre- and post-assessments is evident. Assessments are standards-based and successfully evaluate targeted objectives. All assessments are contextualized, culturally appropriate, and learner-centered. Grading system and rubrics are creative and integrate technology appropriately. Samples of student work are included.</p>	<p>The design of pre- and post-tests is effective. Assessments successfully evaluate targeted objectives. All assessments are culturally appropriate, meaningful, and learner-centered. Grading system and rubrics are effectively designed. Samples of student work are included.</p>	<p>The design of pre- and post-tests is satisfactory. Assessments evaluate targeted objectives. The majority of assessments are contextualized, meaningful, and learner-centered. Grading system and rubrics are satisfactory. Samples of student work are included.</p>	<p>Ineffective design of pre- and/or post-assessments. Assessments fail to evaluate targeted objectives and/or are not contextualized, meaningful, or learner-centered. Rubrics are either not included or are ineffective. Grading system may be unsatisfactory. Samples of student work may not be included.</p>
<p><b>D.4 Assessment of Student Learning in Inclusive Settings: Impact on Student Learning</b>  InTASC 2, 6  Danielson Domains 1b, 1f, 3d  CAEP 1.1, 1.2, 1.5  ACTFL/CAEP 5a, 5b, 5c</p>	<p>Pre-/Post-assessment results provide convincing evidence of student learning. Data confirm that all students learned as a result of instruction.  <b>Student surveys indicate a high level of satisfaction with instruction.</b></p>	<p>Pre-/Post-assessment results provide evidence of student learning. Data confirm that the majority of students learned as a result of instruction.  <b>Student surveys indicate a satisfactory level of student learning and general satisfaction with instruction.</b></p>	<p>Pre-/Post-assessment results provide evidence of student learning. Data confirm that at least 50% of students learned as a result of instruction.  <b>Student surveys indicate a satisfactory level of student learning and general satisfaction with instruction.</b></p>	<p>Pre-/Post-assessment results do not provide evidence of student learning. Data do not confirm that the majority of students learned as a result of instruction.  <b>Student surveys may indicate a low level of student learning and/or dissatisfaction with instruction.</b></p>

<p><b>E. Analysis of Student Learning: Pre-/Post-Tests, Formative and Alternative Assessments</b> InTASC 6, 9 Danielson Domains 1f, 3d, 4a CAEP 1.1, 1.2, 1.5 ACTFL/CAEP 5b, 5c</p>	<p>A thorough appraisal of assessment data is effectively presented. Comparison of pre- and post-test performance is detailed and reflection on student performance is thoughtful and perceptive. Candidate discusses cultural and community impact of student learning.</p>	<p>Analysis of all assessment data is complete and effectively reported. Candidate compares pre- and post- test performance and offers a rationale for the quality of student performance. Candidate identifies cultural or community impact of student learning.</p>	<p>Analysis of all assessment data is complete but not effectively reported. Comparison of pre- and post-test performance either lacks details and/or offers a partial rationale for the quality of student performance. The greater impact of student learning is not discussed.</p>	<p>Analysis of all assessment data lacks details and/or is not effectively presented. Comparison of pre- and post-test performance may be incomplete. Reflection may fail to justify the quality of student performance. Impact of student learning is not discussed.</p>
<p><b>F. Reflection on Teaching Effectiveness</b> ISTE 1, 2, 5 InTASC 1, 6, 9 Danielson Domains 1a, 1b, 1c, 1e, 3d, 4a CAEP 1.1, 1.2, 1.3 ACTFL/CAEP 5c</p>	<p>Reflection on teaching effectiveness is detailed and includes connections to the Danielson Framework. Commentary is based on learning theories and how they relate to and inform classroom practice. Candidate demonstrates understanding of their own cultural frame of reference and proposes a systematic plan for adapting instruction to meet the needs of each learner.</p>	<p>Reflection on teaching effectiveness is satisfactory and includes connections to the Danielson Framework. Commentary links learning theories to practice. Candidate offers several appropriate adaptations for improving each student's performance based on results of this work sample.</p>	<p>Reflection on teaching effectiveness makes tenuous connections to the Danielson Framework, and/or does not address issues that should have been discussed. Commentary links theories to practice. Candidate discusses general ideas for improving student performance but does not use the data to address issues relevant to specific students and/or does not address some of the obvious issues raised by the results of this work sample.</p>	<p>Reflection on teaching effectiveness is superficial and/or does not relate to the Danielson Framework. Commentary does not adequately analyze teaching practices and/or does not link learning theories to practice.</p>

<p><b>F. Reflection on Professional Growth</b></p> <p>ISTE 5                  InTASC 9, 10                  Danielson Domains 4a, 4d, 4e, 4f                  CAEP 1.1, 1.2                  ACTFL/CAEP 5c</p>	<p>Candidate provides a comprehensive plan for professional growth and improvement in teaching, which incorporates enhanced responsiveness to cultural differences and integration of technology to enhance instruction.</p>	<p>Candidate identifies several areas for professional growth and sets goals for personal development, including the development of technological skills and cultural sensitivity.</p>	<p>Candidate identifies minimal areas in which further growth is needed and sets up goals for improvement; but/or does not address key issues that are evident from the results of the work sample.</p>	<p>Candidate is unable to plan effectively for future professional growth.</p>
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**SCORING:**

- \_\_\_\_\_ pts. **Description of Learning Environment / Inclusive Context**
- \_\_\_\_\_ pts. **Planning for Instruction in Inclusive Settings: Unit Plan**
- \_\_\_\_\_ pts. **Planning for Instruction in Inclusive Settings: Selected Lesson Plans**
- \_\_\_\_\_ pts. **Evaluation of Instruction: Evaluation by Supervisors and Cooperating Teachers**
- \_\_\_\_\_ pts. **Evaluation of Instruction: Self-Evaluations on Lesson Plans**
- \_\_\_\_\_ pts. **Assessment of Student Learning in Inclusive Settings: Design of Assessments**
- \_\_\_\_\_ pts. **Assessment of Student Learning in Inclusive Settings: Impact on Student Learning**
- \_\_\_\_\_ pts. **Analysis of Student Learning: Pre-/Post-Tests, Formative and Alternative Assessments**
- \_\_\_\_\_ pts. **Reflection on Teaching Effectiveness**
- \_\_\_\_\_ pts. **Reflection on Professional Growth**

**TOTAL RUBRIC SCORE** \_\_\_\_\_ pts.

**Apply Rubric Formula:**  $\text{Total Points} \times 52 + 48 =$  \_\_\_\_\_ **% Grade:** \_\_\_\_\_

## APPENDIX J: IUP STUDENT TEACHING RUBRIC - PART I: GENERIC OUTCOMES

	<b>Distinguished 4</b>	<b>Proficient 3</b>	<b>Basic 2</b>	<b>Unsatisfactory 1</b>
Learner Development InTASC 1 Danielson 1b, 1c, 1e, 3c CAEP 1.1	Systematically and consistently provides challenging learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner.	Consistently provides challenging learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner.	Provides learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner.	Provides learning experiences that are not challenging and/ or not appropriate to the cognitive, linguistic, social, emotional and physical developmental level of the learner.
Learning Differences InTASC 2 Danielson 1b CAEP 1.1	Creates a learning environment that embraces the diverse cultural and intellectual backgrounds of all learners. Differentiates instruction to accommodate the needs of all learners.	Creates a learning environment that acknowledges the diverse cultural and intellectual backgrounds of all learners. Differentiates instruction to accommodate the needs of identified learners with special needs.	Creates a learning environment that acknowledges the diverse cultural and intellectual backgrounds of all learners. Adapts instruction to accommodate the needs of identified learners with special needs.	Creates a learning environment that does not acknowledge the diverse cultural and intellectual needs of learners. And/or does not adapt instruction to accommodate the needs of identified learners with special needs.
Learning Environment InTASC 3 Danielson 2a, 3c CAEP 1.1	Seeks opportunities to collaborate with learners and other professionals to create a positive learning climate. Designs learning experiences that are based on social interaction and active engagement and that foster self- motivation.	Voluntarily collaborates with learners and other professionals to create a positive learning climate. Designs learning experiences that are based on social interaction and active engagement and that foster self- motivation.	Collaborates, when required, with learners and other professionals to create a positive learning climate. Designs learning experiences that include opportunities for social interaction and active engagement and that foster self- motivation.	Misses and/or avoids opportunities to collaborate with others to create a positive learning climate and/or designs learning experiences that do not include opportunities for social interaction and active engagement or foster self- motivation.

<p>Content Knowledge InTASC 4 Danielson 1a, 1e, 3c CAEP 1.1</p>	<p>Shows command of facts/skills and demonstrates conceptual understanding. Creates learning experiences based on big ideas related to the discipline. Designs relevant and engaging activities that foster meaningful learning.</p>	<p>Shows accurate knowledge of basic facts/skills and demonstrates conceptual understanding. Designs relevant activities that foster meaningful learning.</p>	<p>Shows accurate knowledge of basic facts/skills, but conceptual understanding may be lacking. Designs relevant activities that foster learning.</p>	<p>Shows errors in basic facts/skills, and/or does not demonstrate conceptual understanding. And/or does not design consistently relevant activities that engage students in learning.</p>
<p>Application of Content InTASC 5 Danielson 3a, 3c, 3f CAEP 1.1, 1.4</p>	<p>Systematically designs and delivers multiple learning experiences that help learners see connections across lessons and units and, where appropriate, from multiple perspectives, to facilitate the development of higher-level thinking skills (create, evaluate) in all learners.</p>	<p>Creates learning experiences that address higher-level thinking skills (create, evaluate) in learners. Frequently makes connections between concepts, lessons and units. Introduces other perspectives where appropriate.</p>	<p>Creates learning experiences that address higher-level thinking skills (create, evaluate) in learners. Occasionally makes connections between concepts, lessons and units. Rarely presents other perspectives.</p>	<p>Creates learning experiences that focus on the development of lower-level thinking skills (remember, understand) in learners; focus is on individual lessons rather than connections between lessons and units.</p>



<p>Assessment InTASC 6 Danielson 1f, 3d CAEP 1.1, 1.2,, 1.3</p>	<p>Systematically designs and uses multiple assessments that are aligned with learning objectives. Uses both formative and summative measures as well as authentic and performance-based assessments. Uses assessment results to help both the teacher and the learner measure learner progress and to guide their decision-making in areas such as remediation, re-teaching, or changes in study habits.</p>	<p>Designs and uses assessments that are aligned with learning objectives. Uses both formative and summative measures as well as authentic and/or performance- based assessments. Uses assessment results to help both the teacher and the learner measure learner progress. Makes an effort to use results to inform further action.</p>	<p>Uses assessments that are not always aligned with learning objectives Uses both formative and summative measures and performance-based assessments. Uses assessment results to help both the teacher and the learner measure learner progress. Makes a minimal effort to use results to inform further action.</p>	<p>Uses assessments that may not be aligned with learning objectives. And/or may not include formative and summative measures. And/or may not include either authentic or performance-based assessments. Does not use the results from these measures to shape future pedagogical decisions.</p>
<p>Planning for Instruction InTASC 7 Danielson 1b, 1e CAEP 1.1, 1.3</p>	<p>Systematically uses information regarding students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills as the basis for planning instruction that is meaningful and relevant to learners.</p>	<p>Plans instruction that is meaningful and relevant to learners and that considers students' learning needs, diverse ways of learning, curricular goals and standards, and cross- disciplinary skills.</p>	<p>Plans instruction that is meaningful and relevant to learners. Gives some consideration to factors such as students' learning needs, curricular goals and standards, and cross-disciplinary skills.</p>	<p>Does not consistently plan instruction that is meaningful and relevant to learners. And/or does not take into account factors such as students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills in planning instruction</p>

<p>Instructional Strategies InTASC 8 Danielson 3b, 3c CAEP 1.1, 1.2, 1.3, 1.4, 1.5 ISTE Teachers 1a, 2a, 2c</p>	<p>Uses an approach to instruction in which deep understanding of content, meaningful application of knowledge and skills, and higher-order thinking and questioning is the focus. Varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) according to the purposes of instruction and needs of learners. Locates and integrates outside resources and new or emerging technologies that foster meaningful learning.</p>	<p>Uses instructional strategies to enable learners to develop a deep understanding of content, apply knowledge and skills in meaningful ways, and develop higher-order thinking and questioning skills. Plays more than one role in the instructional process (e.g., that of facilitator, coach, audience) to address the purposes of instruction and needs of learners. Integrates a variety of readily-available resources and technologies that foster meaningful learning.</p>	<p>Uses instructional strategies to enable learners to develop an understanding of content and apply knowledge and skills, with minimal opportunities to develop higher-order thinking and questioning skills. - Primarily plays one role in the instructional process. And/or uses a variety of readily available resources and technologies that may not always foster meaningful learning.</p>	<p>Uses instructional strategies that promote a superficial understanding of content/application of skills and/or lower level thinking and questioning skills. And/or limits his/her role in the instructional process to that of instructor. And/or uses a limited range of readily available resources and technologies.</p>
<p>Professional Learning and Ethical Practice InTASC 9 Danielson 4a, 4e, 4f CAEP 1.1, 1.2</p>	<p>Seeks opportunities for ongoing professional development and utilizes a variety of professional resources and student performance data to inform all instructional choices. Utilizes self- reflection as a tool for adapting instruction and communication practices to best meet the needs of all learners and related constituents.</p>	<p>Voluntarily participates in readily available opportunities for professional development. Uses professional resources and reflections on learner performance to evaluate choices of instructional strategies and makes adaptations to meet the needs of learners.</p>	<p>Participates in required professional development opportunities. Uses professional resources and reflections on learner performance to evaluate choices of instructional strategies.</p>	<p>Misses or avoids opportunities for professional development. Tends not to use professional resources and personal reflection to support adaptive instructional practices designed to meet the needs of all learners.</p>

<p>Leadership and Collaboration InTASC 10 Danielson 4c, 4d, 4f CAEP 1.1, 1.2</p>	<p>Advocates for student learning and advances the education profession by collaborating and communicating with learners, their families, classroom colleagues, other school professionals, and community members.</p>	<p>Supports student learning and promotes the profession by assuming leadership in collaborative efforts with at least two of the following reference groups: learners, their families, other school professionals and community members.</p>	<p>Supports student learning and promotes the profession by assuming leadership in collaborative efforts with at least one of the following reference groups: learners, their families, other school professionals and community members.</p>	<p>Tends to avoid leadership opportunities for collaborating with school and community-based colleagues.</p>
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## **Glossary of Terms to Accompany Student Teaching Rubric**

These are terms used in the descriptions of generic outcomes: 3/18/2013

**Adaptation** - Adaptations are teaching and assessment strategies specifically designed to accommodate student's needs so he or she can achieve the learning outcomes of the subject or course and to demonstrate mastery of concepts. Essentially, adaptations are "best practice" in teaching. A student working on learning outcomes of any grade or course level may be supported through use of adaptations. Adaptations do not represent unfair advantages to students. In fact, the opposite could be true. If appropriate adaptations are used, students could be unfairly penalized for having learning differences, creating serious negative impacts on their achievement and self-concept.

Adaptations can be complex and involved, as is the case when teachers engage in differentiated instruction and assessment practices, or adaptations can be as simple as modifying materials, time frames or seating arrangements in order to create a flexible learning environment ("A Guide to Adaptations and Modifications", 2009).

*A guide to adaptations and modifications.* (2009). British Columbia Ministry of Education in consultation with BC Council of Special Educators (BCCASE), Learning Assistance Teachers' Association (LATA), Special Educators' Association (SEA), Office of the Inspector of Independent Schools (OIS), British Columbia Teacher's Federation (BCTF). Retrieved March 5, 2012 from [http://www.bced.gov.bc.ca/specialed/docs/adaptations\\_and\\_modifications\\_guide.pdf](http://www.bced.gov.bc.ca/specialed/docs/adaptations_and_modifications_guide.pdf)

**Authentic Assessment** -An assessment that "more closely resembles the ways students will be expected to use their knowledge and skills in the real world" (Wiggins, 1998, p. 4); an authentic assessment is typically performance-based.

**Big Idea** - A big idea is a "concept, theme, or issue that gives meaning and connection to discrete facts and concepts" (Wiggins, & McTighe, 2005, p. 5).

**Differentiated Instruction** - Differentiated instruction and assessment (also known as *differentiated instruction* or, simply, *differentiation*) is a framework or philosophy for effective teaching that involves providing students with different avenues to acquiring content, to processing, constructing, or making sense of ideas, to developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability (Tomlinson, 2001).

Differentiated instruction is the process of "ensuring that what a student learns, how he or she learns, and how the student demonstrates what he or she has learned is a match for that student's readiness level, in preferred mode of learning" (Ellis, Gable, Greg, & Rock, 2008, p. 32). Teachers can differentiate instruction through content, 2) through process, 3) through product, and 4) through learning environment. Differentiation stems from beliefs about differences among learners, how they learn, their learning preferences and individual interests (Anderson, 2007). Therefore, differentiation is an organized, flexible way of providing instruction by adjusting teaching and learning methods to accommodate each child's learning needs and preferences so that each child can achieve his or her maximum growth as a learner. Differentiation is individually student-centered, involves utilizing appropriate instructional and assessment tools that are fair, flexible, challenging, and effective for all students in the curriculum in meaningful ways. In order to understand how students learn and what works best for them, pre-assessment and ongoing assessment is essential. Ongoing assessment provides feedback for both the teacher and the student with the ultimate goal of improving student learning (Tomlinson, 1999).

**Formative Assessment** - The diagnostic use of assessment to provide feedback to teachers and students over the course of instruction (Boston, 2002); a method of assessment that provides information on student learning as instruction takes place over time (Fuchs, Fuchs, Hamlett & Stecker, 1991); a systematic evaluation of curriculum construction, teaching procedures and student learning for the purposes of improving any of these three processes (Bloom, Hastings & Madaus, 1971). Examples of formative evaluations/assessments might include but not be limited to:

- Homework assignments
- Quizzes
- Summary/reflection essays
- Lists, Charts or Graphic Organizers
- Visual Representations
- Collaborative Activities

**Performance-Based Assessment** - An assessment that requires students to use their repertoire of knowledge and skills in a hands-on manner to create a product or response; a performance-based assessment is not necessarily authentic (Wiggins, 1998).

**Summative Assessment** – The diagnostic use of assessment conducted after instruction has been completed (Fuchs, Fuchs, Hamlett & Stecker, 1991); the collection of data after instruction occurred to make judgments about the instruction such as “grading, certification, evaluation of progress, or research on effectiveness (Bloom, Hastings & Madaus, 1971); Summative assessments are cumulative evaluations used to measure student growth after instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met. Although there are many types of summative assessments, the most common examples include:

- State mandated assessments
- District benchmark or interim assessments
- End of unit or chapter tests
- End of term or semester exams
- Scores that are used for accountability for schools (AYP) and students (report card grades) (Garrison, & Ehrlinghaus, 1995).

**Systematic Instruction** – Systematic instruction is the use of instructional prompts, consequences for performance and strategies for the transfer of stimulus control (Davis & Cuvo, 1997). In particular, cues, prompts, materials, settings, instructional formats and consequences should be selected with care; and, the use of cues, prompts, materials, settings, instructional formats and consequences should be applied in such a manner that in addition to acquisition these strategies may also facilitate fluency, maintenance and generalization of learned skills (Collins, 2007).

Most structured approaches to designing lesson/instructional plans, which may include the Hunter Model (Hunter, 1982), the Direct Instruction Model (Engelmann & Carnine, 1991) the General Case Model (Becker et.al, 1975) or the Instructional Program Model (Brown, 1973), are systematic by their very nature. When a teacher utilizes any of these approaches, as described and intended, he/she is engaging in systematic instruction.

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## APPENDIX K: IUP STUDENT TEACHING RUBRIC - PART II: SPANISH EDUCATION K-12

	<b>Distinguished 4</b>	<b>Proficient 3</b>	<b>Basic 2</b>	<b>Unsatisfactory 1</b>
1. Integration of standards in planning, instruction, assessment <a href="#">[ACTFL/CAEP Standard 4]</a>	Candidates use the goal areas and standards of the <i>World-Readiness Standards for Learning Languages</i> , as well as their state standards, as the basis for design of unit/lesson plans, instruction, and assessments. The 5 goal areas, including the 3 modes of communication, are central to planning, instruction, and assessment.	Candidates create unit/lesson plan objectives that address specific goal areas and standards (national & state). They create and teach lessons that address multiple goal areas. They design standards-based activities and assessments and adapt instructional materials and activities to address specific standards.	Candidates create unit/lesson plan objectives that address specific goal areas and standards (national & state). They create and teach lessons that address primarily the Communication goal area. And/or they tend to adapt instructional materials and activities to address specific standards instead of designing new materials and activities.	Candidates apply goal areas and standards (both national and state) to their planning, instruction, and assessment to the extent that their instructional materials do so. They may focus on only the Communication goal area, and primarily on one mode of communication at a time in instruction, activities, and assessments.
2. Supportive classroom environment <a href="#">[ACTFL/CAEP Standard 3]</a>	Candidates exhibit ease and flexibility in using their knowledge of language acquisition theories as the basis for strategies that facilitate language acquisition, including the use of the target language, negotiation of meaning, IRF, and interaction. Candidates consistently use information about their students' language levels, backgrounds, and learning styles to plan and implement instruction.	Candidates use their knowledge of language acquisition theories to implement strategies that facilitate language acquisition, including the use of target language input, negotiation of meaning, IRF, and interaction. They use a variety of techniques to address specific learning needs of their students.	Candidates use their knowledge of language acquisition theories to support language acquisition, including the use of target language input and interaction. Use of IRF and negotiation of meaning may be lacking. And/or they make minimal attempts to address specific learning needs of their students.	Candidates use instructional strategies that do not consistently connect to theoretical knowledge. Candidates tend not to address student differences in planning and in implementing instruction.



<p>3. Satisfactory proficiency level [ACTFL/CAEP Standards 1, 3]</p>	<p>Having exceeded the exit oral proficiency level of Advanced Low, candidates speak in the target language at least 90% of the time in the classroom without major patterns of errors. A key component of their classes is their spontaneous interaction with students in the target language. Target language use in created instructional materials and assessments is virtually error-free.</p>	<p>Having met the exit oral proficiency level of Advanced Low, candidates speak in the target language at least 90% of the time in the classroom without major patterns of errors. They designate times for spontaneous interaction with students in the target language. Target language use in created instructional materials and assessments is highly accurate with no major patterns of errors.</p>	<p>Having met the exit oral proficiency level of Advanced Low, candidates use the target language at least 75% of the time and/or they speak with several patterns of errors. There are sporadic opportunities for spontaneous interaction. Target language use in created instructional materials and/or assessments may have patterns of errors.</p>	<p>Although they have met the exit oral proficiency level of Advanced Low, candidates use the target language in the classroom to a minimal extent and/or they speak with major patterns of errors. And/or they may avoid spontaneous interaction with students in the target language. And/or target language use in created instructional materials and/or assessments may have major patterns of errors.</p>
<p>4. Opportunities for meaningful communication [ACTFL/CAEP Standards 1, 3, 4]</p>	<p>Meaningful interaction is at the heart of language instruction. Candidates engage students in communicative and interesting activities and tasks on a regular basis. All classroom interaction reflects engaging contexts that are personalized to the interests of students and reflect curricular goals. Candidates optimize the use of questioning and task-based activities according to instructional objectives.</p>	<p>Candidates design activities in which students have opportunities to interact meaningfully with one another. Activities are standards-based and have meaningful contexts that reflect curricular themes and students' interests. Candidates use task-based activities to elicit language beyond word level from students.</p>	<p>Candidates design activities in which students have opportunities to interact meaningfully with one another. The majority of activities are standards-based and have meaningful contexts. Candidates tend to use questioning to elicit language beyond word level from students.</p>	<p>Candidates provide limited opportunities for communicative activities. These activities and meaningful contexts are those that occur in instructional materials. And/or candidates rely on questioning as the primary strategy for eliciting language.</p>
<p>5. Negotiation of meaning [ACTFL/CAEP Standards 1, 3, 4]</p>	<p>Negotiation of meaning is an integral part of classroom interaction. Candidates negotiate meaning regularly with students. They teach students to use negotiation when communicating with others.</p>	<p>Candidates plan opportunities to negotiate meaning with students. They teach students a variety of ways to negotiate meaning with others and provide opportunities for them to do so in classroom activities.</p>	<p>Candidates negotiate meaning with students when spontaneous communication occurs. They teach students a few expressions for negotiating meaning such as "Could you repeat that, please?", and they provide limited opportunities for them to negotiate meaning.</p>	<p>Since most classroom interaction is planned, candidates do not regularly negotiate meaning with students. They may teach students a few expressions for negotiating meaning, such as "Could you repeat that, please?"</p>

6. Vocabulary in context [ACTFL/CAEP Standards 1, 3, 4]	Candidates engage students in acquiring new vocabulary through a variety of creative and original hands-on activities (e.g., TPR, technology, games).	Candidates present and practice vocabulary in meaningful contexts and provide opportunities for students to internalize new vocabulary through active participation such as TPR and manipulation of objects, visuals, realia, etc.	Candidates present and practice vocabulary in meaningful contexts but provide limited opportunities for students to internalize vocabulary through active participation.	Candidates resort to rote learning of vocabulary in activities that are devoid of a meaningful context.
7. Grammar as vehicle for communication [ACTFL/CAEP Standards 1, 3, 4]	Candidates exhibit a detailed understanding of the grammatical system of the target language. They systematically embed grammatical structures in classroom activities that reflect real-world functions and contexts. They help students to become comfortable in engaging in discovery learning and in co-constructing grammatical principles.	Candidates exhibit a satisfactory understanding of the grammatical system of the target language. They present and practice grammar in real-world functions and contexts. They guide students to co-construct grammatical principles.	Candidates exhibit a satisfactory understanding of the grammatical system of the target language. While they present and practice grammar in real-world functions and contexts, they tend to use a teacher-directed approach in imparting grammatical knowledge. Students have limited opportunities to co-construct grammatical principles.	Candidates' understanding of the grammatical system of the target language may be lacking. And/or they may resort to rote learning of grammatical rules in a vacuum. And/or they may use a teacher-directed approach in imparting grammatical knowledge without involving students in co-constructing this knowledge.
8. Oral interpersonal communication [ACTFL/CAEP Standards 1, 3, 4]	Pair and group activities are a central part of each lesson. Candidates provide appropriate instructions, monitoring, and follow-up. Virtually all tasks feature an information gap where students do not know ahead of time how their classmates will respond.	Candidates conduct meaningful pair and group activities on a regular basis. They provide appropriate instructions, monitoring, and follow-up. Most tasks feature an information gap where students do not know ahead of time how their classmates will respond.	Candidates incorporate pair and group activities when called for in the textbook. Some aspect(s) of pair/group activities may be lacking such as instructions, monitoring, and follow-up. Tasks may not consistently feature an information gap.	Candidates use primarily whole-class instruction. Or they use pair and group activities that are devoid of meaningful contexts and/or an information gap. Instructions, monitoring, and/or follow-up may be ineffective.
9. Interpreting authentic texts [ACTFL/CAEP Standards 2, 3, 4]	Candidates interpret authentic texts (audio, video, printed) and use them extensively as the basis for instruction and assessment. They teach students strategies for interpreting texts so that they may apply them to new texts. They design interpretive tasks according to the level and interests of students.	Candidates interpret authentic texts (audio, video, printed) and integrate them into instruction and assessment. They guide students in interpreting texts (i.e., through previewing activities, identifying main ideas, using contextual clues). They design interpretive tasks according to the level and interests of students.	Candidates interpret authentic texts (audio, video, printed) and integrate some texts into instruction and assessment. They provide guidance, although at times it may be lacking. They give some attention to level and interests of students.	Since candidates often exhibit difficulty interpreting authentic texts (audio, video, printed), they tend to use mainly those texts that appear in the textbook. And/or candidates use a traditional approach to exploring texts (e.g., translation, decoding words). They may edit the text instead of the task to bring the text to the level of students.

<p>10. Written interpersonal &amp; presentational communication [ACTFL/CAEP Standards 1, 3, 4]</p>	<p>Candidates integrate written interpersonal and presentational tasks in creative ways into work on oral communication and the other goal areas. They use a process approach to writing and engage students in cooperative writing (i.e., peer editing). They provide appropriate feedback to students on content and accuracy of the message and help students to become responsible for improving their writing.</p>	<p>Candidates design both written interpersonal and presentational tasks within meaningful contexts. They use a process approach to writing and engage students in cooperative writing (i.e., peer editing). They provide appropriate feedback to students on content and accuracy of the message.</p>	<p>Candidates tend to design either written interpersonal or written presentational tasks, but not both. They use a process approach to writing, but may not engage students in cooperative writing (i.e., peer editing). They provide appropriate feedback to students on content and accuracy of the message.</p>	<p>Candidates tend to ignore writing in their planning and/or written tasks are mechanical and devoid of real-world contexts. And/or candidates' approach does not include a writing process. Feedback to students may be lacking and/or inappropriate (e.g., an over-emphasis on grammatical accuracy).</p>
<p>11. Cultural products, practices, perspectives [ACTFL/CAEP Standards 2, 4]</p>	<p>Candidates use a systematic approach for integrating culture into instruction and/or they use culture as the content for language instruction. They give students the tools for analyzing ways in which cultural products, practices, and perspectives are connected in the target culture.</p>	<p>Candidates use the standards framework to integrate culture into lessons and units of instruction. They engage students in exploring the products and practices that relate to specific perspectives of the target culture.</p>	<p>Candidates use the standards framework to integrate culture into lessons and units of instruction. Focus tends to be on products and practices rather than on perspectives.</p>	<p>Candidates integrate into instruction discrete pieces of cultural information, either found in instructional materials or acquired through study and/or personal experiences. They expect students to learn discrete pieces of information about the target culture.</p>
<p>12. Contextualized assessment [ACTFL/CAEP Standard 5]</p>	<p>Candidates design standards-based performance assessments based upon current research-based models (e.g., Integrated Performance Assessments), with attention to global proficiency. The majority of assessments have an oral interpersonal component. Candidates use assessment results to improve instruction and learning, and they work with students individually to help them identify gaps in their knowledge and skills.</p>	<p>Candidates design assessments that feature meaningful tasks and attention to global performance/proficiency. Assessments include personalized tasks and integration of the three modes and other goal areas (e.g., Cultures, Connections). Candidates conduct assessment of oral interpersonal communication. Candidates use insights gained from assessment results to improve instruction and learning.</p>	<p>Candidates design assessments that feature meaningful tasks. Assessments include personalized tasks and tend to focus on the Communication goal area. Candidates conduct assessment of oral interpersonal communication. Candidates may use assessment results to conduct whole-class remediation or review.</p>	<p>Candidates design assessments that focus on discrete linguistic points and/or individual skills. And/or assessment tasks may occur in a context devoid of meaning or personalization. And/or there may be no assessment of oral interpersonal communication. And/or candidates use assessment results mainly for purposes of assigning grades.</p>

<p>13. Connection to school subjects [ACTFL/CAEP Standards 2, 4]</p>	<p>Candidates implement a content-based approach to language instruction that is based on the integration of language and subject-area content. Candidates guide their students in acquiring new information through exploration of target-language texts.</p>	<p>Candidates integrate concepts from other subject areas such as math, science, social studies, art, and music into their lessons. They teach students strategies for learning this new content in the foreign language.</p>	<p>Candidates integrate information from other subject areas such as math, science, social studies, art, and music into their lessons. They may teach students a few strategies for learning this new content in the foreign language.</p>	<p>Candidates integrate discrete pieces of information from other subject areas into their lessons to the extent that they appear in instructional materials.</p>
<p>14. Interaction with FL communities [ACTFL/CAEP Standards 1, 3, 4]</p>	<p>Candidates use connections to target-language communities (e.g., field trips, interaction with native speakers, Skype and other technologies) as a key component of their planning and instruction.</p>	<p>Candidates provide opportunities for their students to connect to target-language communities, through a variety of means such as Skype and other technologies, guest speakers, etc.</p>	<p>Candidates provide opportunities for their students to connect to target-language communities, mostly through technology and authentic materials.</p>	<p>Candidates help their students connect to target-language communities to the extent that their textbook program provides these opportunities.</p>
<p>15. Professionalism in school &amp; community; participation in profession [ACTFL/CAEP Standard 6]</p>	<p>Candidates communicate and interact effectively with parents, fellow teachers, and staff at school. They use reflection as the basis for improving their students' learning. Candidates seek opportunities for continued professional growth. They are members of at least one foreign language professional organization.</p>	<p>Candidates communicate and interact effectively with fellow teachers and staff at school. They engage in reflection to improve their teaching and their students' learning. Candidates participate in professional development opportunities that are offered to them.</p>	<p>Candidates communicate and interact effectively with fellow teachers and staff at school. They may engage in reflection mostly to fulfill a requirement. They participate in required professional development opportunities.</p>	<p>Candidates have some difficulty communicating and interacting with fellow teachers and staff at school. And/or their reflections may be superficial and lacking a connection to theoretical frameworks. Candidates' professional development may be limited to responding to the suggestions that others make regarding the candidates' own professional growth.</p>

Revised June 2017

# APPENDIX L: IMPORTANT PROFESSIONAL INFORMATION

## Explanation of Acronyms

AAAL	American Association of Applied Linguistics	JNCL/NCLIS	Joint National Committee for L
AACC	American Association of Community Colleges		National Council for Language: International Studies
AATA	American Association of Teachers of Arabic	LARC	Language Acquisition Resource
AATF	American Association of Teachers of French	LCTL	Less Commonly Taught Language
AATG	American Association of Teachers of German	LLC	Language Learning for Children
AATI	American Association of Teachers of Italian	LTI	Language Testing International
AATSP	American Association of Teachers of Spanish and Portuguese	MLA	Modern Language Association
AAUSC	American Association of University Supervisors and Coordinators	MOPI	Modified Oral Proficiency Interview
ACL	American Classical League	NABE	National Association for Bilingual Education
ACTFL	American Council on the Teaching of Foreign Languages	NADSFL	National Association of Districts of Foreign Languages
ACTR	American Council on the Teaching of Russian	NAEP	National Assessment of Educational Progress
ADFL	Association of Departments of Foreign Languages	NAIS	National Association of Independent Schools
AERA	American Association of Educational Research	NALRC	National African Language Resource Center
AP®	Advanced Placement	NASSP	National Association of Secondary Principals
APLS	Association of Proprietary Language Schools	NCALS	National Council of Association Language Schools
BALLI	Beliefs About Language Learning Inventory	NCATE	National Council for Accreditation of Teacher Education
CAEP	Council for Accreditation of Educator Preparation	NCLB	No Child Left Behind
CAL	Center for Applied Linguistics	NCLIS	National Council for Language: International Studies
CALICO	Computer Assisted Learning Instruction Consortium	NCJLT	National Council of Japanese Language Teachers
CALPER	Center for Advanced Language Proficiency Education and Research	NCLRC	National Capital Language Resource Center
CARLA	Center for Advanced Research on Language Acquisition	NCSS	National Council for the Social Studies
CASL	Center for Advanced Study of Languages	NCSSFL	National Council of State Supervisors for Languages
CASLS	Center for Applied Second Language Studies	NEALRC	National East Asian Languages Resource Center
CCNAA	(Chinese) Coordination Council for North American Affairs	NECTFL	Northeast Conference on the Teaching of Foreign Languages
CCSSO	Council of Chief State School Officers	NEH	National Endowment for the Humanities
CEF	Common European Framework	NFLRC	National K-12 Foreign Language Resource Center (Iowa State Univ.)
CeLCAR	Center for Languages of the Central Asian Region	NFLCR	National Foreign Language Resource Center (Univ. of Hawai'i)
CERCLL	Center for Educational Resources in Culture, Language, and Literacy	NFMLTA	National Federation of Modern Language Teachers Associations
CIA	Central Intelligence Agency	NHLRC	National Heritage Language Resource Center

CIEE	Council on International Education Exchange	NLRC	National Language Resource Centers
CLASS	Chinese Language Association of Secondary–Elementary Schools	NMELRC	National Middle Eastern Language Resource Center
CLEAR	Center for Language Education and Research	NNELL	National Network for Early Language Learning
CLTA	Chinese Language Teachers Association	NSA	National Security Agency
CSCTFL	Central States Conference on the Teaching of Foreign Languages	NSEP	National Security Education Program
DLI	Defense Language Institute	NSLI	National Security Language Initiative
DOD	Department of Defense	NRCCUA	National Research Center for College University Admissions
DOE	Department of Education	OPI	Oral Proficiency Interview
ELP	European Language Portfolio	OPIc	Oral Proficiency Interview by computer
ERIC	Educational Resources Information Center	PNCFL	Pacific Northwest Council for Foreign Languages
FBI	Federal Bureau of Investigation	SALRC	South Asia Language Resource Center
FLAP	Foreign Language Assistance Program	SCOLT	Southern Conference on Language Teaching
FLEA	Foreign Language Exhibitors Association	SEELRC	Slavic and East European Language Resource Center
FLNAEP	Foreign Language National Assessment of Educational Progress	SIG	Special Interest Group (ACTFL, TESOL, AERA and other major conferences)
FLES	Foreign Language in the Elementary Schools	SWCOLT	Southwest Conference on Language Teaching
FLEX	Foreign Language Exploratory Programs	TESOL	Teachers of English to Speakers of Other Languages
FSI	Foreign Service Institute	TPR	Total Physical Response
IALLT	International Association of Language Learning Technology	TPRS	Teaching Proficiency through Reading and Storytelling
IB	International Baccalaureate	UbD	Understanding by Design
ILR	Interagency Language Roundtable	WPT	Writing Proficiency Test
InTASC	Interstate Teacher Assessment and Support Consortium		
IPA	Integrated Performance Assessment		
ISTE	International Society of Technology in Education		

Source: <http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages/resources/language-education-acronyms>, 2014; modified by Shrum & Glisan, 2014

### Key Membership Organizations

American Council on the Teaching of Foreign Languages (ACTFL): <http://www.actfl.org>

Modern Language Association (MLA): <http://www.mla.org>

American Association of Teachers of Spanish and Portuguese (AATSP): <http://www.aatsp.org>

National Network for Early Language Learning (NNELL): <http://www.nnell.org>

American Association of Applied Linguistics (AAAL): <http://www.aaal.org>

National Council of State Supervisors of Foreign Languages (NCSSFL):

<http://www.ncssfl.org>

National Association of District Supervisors (NADSFL):

<http://www.nadsfl.org>

**Organizations/Resources Offering Valuable Professional Support**

Joint National Committee for Languages (JNCL): <http://www.languagepolicy.org/jncl.html>

National Council on Languages and International Studies (NCLIS):

<http://www.languagepolicy.org/nclis.html>

Center for Applied Linguistics (CAL): <http://www.cal.org>

National Center for Educational Statistics (NCES): <http://www.nces.ed.gov>

Listserve FLTEACH: <http://www.cortland.edu/flteach>

**Regional Language Conference**

Northeast Conference on the Teaching of Foreign Languages (NECTFL): Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Virginia, Vermont, Washington DC, West Virginia

<http://www.nectfl.org>

**Expectations for Language Teachers: A Continuum of Teacher Standards**

ACTFL/CAEP (formerly NCATE): Download 2002 or 2013 “Program Standards for the Preparation of Foreign Language Teachers“ at

<http://www.actfl.org/sites/default/files/CAEP/ACTFLCAEP2013Standards2015.pdf>

INTASC: Download “The Model Standards for Licensing Foreign Language Teachers: A Resource for State Dialogue” (2002) at <http://programs.ccsso.org/content/pdfs/ForeignLanguageStandards.pdf>

NBPTS: Download the “World Languages Standards” (2010) at

<http://www.nbpts.org/sites/default/files/documents/certificates/nbpts-certificate-eaya-wl-standards.pdf>

## **Appendix M: DEVELOPING YOUR PROFESSIONAL ELECTRONIC PORTFOLIO**

**Department of Foreign Languages**



- ✓ **Select**
- ✓ **Document**
- ✓ **Reflect**
- ✓ **Share**

**Guidelines for Spanish Education K-12 Majors**

**Indiana University of Pennsylvania 2019-2020**



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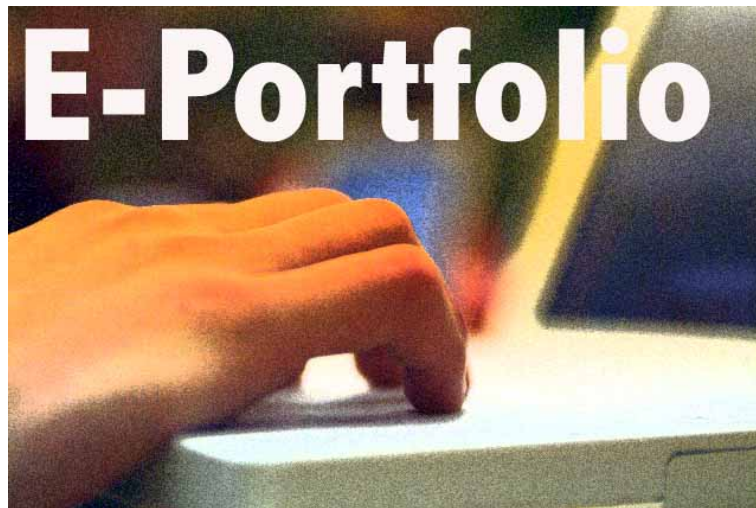
*Rationale for a Professional Portfolio  
Four Domains of Danielson's Framework*

### **Part II**

*Creating the Portfolio*

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*Compiling the Process Portfolio  
Sample Reflection to Accompany Artifact  
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Step 2  
Departmental Portfolio Rubrics  
References*



## PART I

### RATIONALE FOR A PROFESSIONAL PORTFOLIO

#### WHAT IS A PROFESSIONAL PORTFOLIO?

A portfolio in education is a carefully selected collection of your professional efforts, progress, and reflections. It is similar to an artist's portfolio inasmuch as it provides authentic descriptions of your work and progress over time.

#### A PORTFOLIO IN EDUCATION: WHY?

The portfolio provides an effective way for you to document your own professional growth as a teacher and your effectiveness on student learning. According to the National Board for Professional Teaching Standards (NBPTS), "the most valid teacher assessment process is one that engages candidates in the activities of teaching--activities that require the display and use of teaching knowledge and skill and that allow teachers the opportunity to explain and justify their actions" (Baratz-Snowden, 1993, p. 83). This is particularly important given that the current focus in teacher education programs is on *reflective practice* and *educational inquiry* (Richards and Lockhart, 1994; Henderson, 1992).

You will use Danielson's *Framework* to document your development as a Spanish teacher according to the following four domains:

- Planning and Preparation
- The Classroom Environment
- Instruction
- Professional Responsibilities

These four domains are interwoven with the IUP InTASC Standards represented by the generic student teaching competencies, as well as with the ACTFL/CAEP Standards represented by the Spanish student teaching competencies. All Spanish teacher education candidates work towards both sets of standards throughout their careers at IUP. Progress made in meeting the standards is checked at each of the steps in the Three-Step Process, with final verification taking place at the end of student teaching.

## PART II

### CREATING THE PORTFOLIO

#### WHAT ARE THE TWO STAGES OF PORTFOLIO DEVELOPMENT?

Your portfolio will be developed in two stages:

- (1) During the **process stage**, which occurs during your Freshman, Sophomore, Junior and beginning of your Senior year, your portfolio will be in process as you select the contents.
- (2) The **product stage** takes place at the end of student teaching, when your portfolio becomes a polished, completed product, ready to be presented to a prospective employer as evidence of your development as a teacher.

#### HOW IS THE PORTFOLIO CREATED?

For Steps 1, Mid-Program Review, and Step 2 of your portfolio design, you should select entries according to the instructions that follow in Part III. The process of compiling your portfolio in stages will enable you to address the four domains of Danielson's *Framework* presented above. By the time you create your showcase portfolio at the end of student teaching, you will have answered the following questions:

##### **1. How can I illustrate my ability to plan and prepare for K-12 student learning to occur?**

Your philosophy of teaching statement addresses your commitment to teaching Spanish to ALL students. You will select unit and daily lesson plans that illustrate your ability to plan and conduct meaningful learning experiences and to assess your students' progress. You will choose lessons that highlight specific teaching strategies and that relate to your overall philosophy of teaching Spanish. You will show exemplary lesson plans that you specifically related to your students' interests and ways in which you planned to engage them in learning. You will think about what you have done that is evidence of your ability to teach language to all students, meet learners' needs, help students to attain challenging standards, and enable all learners to experience success.

##### **2. How can I show my ability to create a classroom environment that is conducive to learning?**

You might demonstrate how you value diversity, avoid gender bias, and adapt your approach and curriculum to accommodate learners with special needs. You will include lesson plans that illustrate how your classroom is a community of learners and how your interactions with students encourage them to communicate in Spanish, explore Spanish-speaking cultures, and ask

questions as they learn. You might include examples of how you organized your classroom space to facilitate interpersonal communication among your learners.

### **3. How can I illustrate my ability to teach, interact with students, and bring about student learning?**

Your evidence should include a few lesson plans and samples of your students' work that illustrate your ability to teach the content and enable your students to learn. You will show evidence of your ability to facilitate and monitor learning in pairs and groups and to integrate technology into instruction. You might include samples of your students' performance on assessment tasks, comparing what students learned as a result of instruction.

### **4. How can I show my ability to reflect on my teaching and grow as a professional?**

You will answer this question with self-evaluations on lesson plans and self-reflections or journal entries submitted to your supervisor of Pre-Student Teaching and/or Student Teaching. You will choose lessons in which you had to adapt the plan upon reflection on your feet or lessons in which you learned something significant about the teaching/learning process. You will illustrate how you have become involved in the profession through activities such as attendance at workshops or conferences, involvement in clubs, and efforts you have made to improve your language outside of class. Another aspect of becoming a professional is becoming involved in professional activities, such as attending a conference or workshop or becoming involved in an organization such as the American Council on the Teaching of Foreign Languages (ACTFL), American Association of Teachers of Spanish and Portuguese (AATSP), Pennsylvania State Modern Language Association (PSMLA), Appalachian Language Educators' Society (APPLES), Pennsylvania State Education Association (PSEA), and honor societies such as Kappa Delta Pi and Sigma Delta Pi.



The 5 Cs of Foreign Language Study

## **PART III COMPILING THE PROCESS PORTFOLIO**

### **WHAT SHOULD BE INCLUDED IN THE PROCESS PORTFOLIO?**

The assignments and experiences you complete as you progress through the Spanish Education K-12 Program will contribute to the development of your portfolio. Below is a summary of specific tasks to be completed throughout the College of Education and Communications' (CEC) Three-Step Process for Teacher Certification.

**All Education majors at IUP purchase the LiveText Program when they enroll in the course ACE 103 Digital Instructional Technology. You will maintain your electronic portfolio in LiveText in conjunction with specific courses:**

- **Step 1 Portfolio: Completed in ACE 103**
- **Mid-Program Review Portfolio: Completed in EDUC 242**
- **Step 2 Portfolio: Completed in EDUC 342**

#### **IMPORTANT!!:**

**For each of your “artifacts” that you enter to correspond to a particular standard, the template includes a place for you to enter a reflection in which you:**

- 1. describe why you selected this particular artifact and how it addresses the corresponding standard,**
- 2. connect the artifact to learning theories and teaching practices, and**
- 3. describe what you learned as a result of this entry (pertaining to learning, teaching, working with learners, etc.) and/or how you grew professionally.**

**PLEASE NOTE: When you include a lesson plan as an artifact, your self-reflection of the lesson must be included with the plan.**

**Your portfolio is evaluated largely on the quality of your reflections. Be sure you have addressed all three of these aspects above in your reflection. Address EACH aspect in a paragraph of several sentences so that your total reflection is several paragraphs to a full page in length.**

## SAMPLE REFLECTION TO ACCOMPANY ARTIFACT

### **FOREIGN LANGUAGE STANDARD #2: Creates a classroom environment that supports language learning and acquisition.**

I chose this PACE lesson dealing with a family vacation to Costa Rica because it supported a classroom environment rich with meaning and fostered language acquisition. In this lesson, I used a story-based approach to teach grammar. This lesson illustrated a student-centered approach to teaching students the present progressive in Spanish, in which students helped to analyze the grammar explanation for themselves. While I told the story, several students participated in the skit. Vibrant pictures of Costa Rica, props for traveling, and repetition of the new grammar structure facilitated comprehension. Students were surrounded by language and culture that was appealing and encouraged them to make meaning of the target language in a language-acquisition rich environment.

According to Oller's Episode Hypothesis, discourse will be easier to reproduce, understand, and recall, to the extent that it is motivated and structured episodically. Oller believed that story-based teaching aids comprehension and retention because students have prior knowledge of how stories are structured and expectancies about what will happen. Motivation should hold the attention of the learner because it is purposeful, interesting, and not dull or boring. If the story is logically organized and introduces a conflict of some kind, the students will be able to make meaningful connections. Research shows that grammatical structures will only be internalized if the learners need to use the structure for communicative purposes. My story-based approach supported natural discourse and foreshadowed a new language element at the same time. The teacher can make the story-telling comprehensible through visuals, Total Physical Response, and role-play scenarios.

As a result of this lesson, I gained insight into the elements of story-based language teaching. I learned that meaning can be established through visual cues and repetitive listening experiences. This lesson showed me that student-centered instruction facilitates language acquisition because students are motivated to listen and learn. By teaching grammar through a story-based approach, learning can be collaborative between teachers and learners. In addition, I learned how grammar can be foreshadowed through storytelling by highlighting some regularity in the language.

¡Bienvenido a Costa Rica!

Source: Adapted from Megan Bullers



**STEP 1:**  
**ADMISSION TO TEACHER EDUCATION**  
**FRESHMAN/SOPHOMORE YEAR**  
**COMPLETED IN CONJUNCTION WITH ACE103**

In the course ACE103, you will learn how to use LiveText and to post your Step 1 portfolio entries there. In this course you will develop artifacts that address the 5 ISTE (International Society for Technology in Education) standards. Whenever possible, you should develop artifacts that are relevant to Spanish Education. Your Step 1 portfolio will be evaluated on LiveText by the instructor of your ACE103 course using the scoring rubric below.

**NOTE:** You must submit the rubric below (as completed by your ACE103 instructor) with your Step 1 materials.

**Step One Portfolio Rubric**

Standard	Met	Not Met
ISTE Standard 1	Artifact meets standard. Reflection shows evidence of connection to standard, learning theory and/or teaching practices, and professional growth.	Artifact does not meet standard. Reflection does not show evidence of connection to standard, learning theory and/or teaching practices, and professional growth.
ISTE Standard 2	Artifact meets standard. Reflection shows evidence of connection to standard, learning theory and/or teaching practices, and professional growth.	Artifact does not meet standard. Reflection does not show evidence of connection to standard, learning theory and/or teaching practices, and professional growth.
ISTE Standard 3	Artifact meets standard. Reflection shows evidence of connection to standard, learning theory and/or teaching practices, and professional growth.	Artifact does not meet standard. Reflection does not show evidence of connection to standard, learning theory and/or teaching practices, and professional growth.
ISTE Standard 4	Artifact meets standard. Reflection shows evidence of connection to standard, learning theory and/or teaching practices, and professional growth.	Artifact does not meet standard. Reflection does not show evidence of connection to standard, learning theory and/or teaching practices, and professional growth.
ISTE Standard 5	Artifact meets standard. Reflection shows evidence of connection to standard, learning theory and/or teaching practices, and professional growth.	Artifact does not meet standard. Reflection does not show evidence of connection to standard, learning theory and/or teaching practices, and professional growth.

## MID-PROGRAM REVIEW

### **SECOND SEMESTER, SOPHOMORE YEAR COMPLETED IN CONJUNCTION WITH EDUC242**

**In conjunction with SPAN390, EDUC242, and Spanish course work:**

- Become familiar with the departmental *Student Handbook*, the knowledge base for Spanish Education, the InTASC Standards, and the Foreign Language Standards.
- Write and upload your resume (see your instructor for the template).
- Convert the "Personal Goals Essay" that you wrote for Step 1 into a personal philosophy statement using "I believe..." statements focused on the knowledge base for your field and the teaching of Spanish. Issues to consider include: importance of a high level of functional proficiency in the foreign language and deep understanding of foreign cultures, knowledge of appropriate classroom practices and an integrated approach for teaching all students, empowerment of students, the teacher as reflective practitioner, equity in education, continuous commitment to scholarship, collaboration, and professional growth.
- Enter one or more artifacts for each of the InTASC Standards below:
  - #1: Learner development (EDSP102, SPAN390)
  - #4: Content Knowledge (Spanish courses)
  - #7: Planning for Instruction
  - #8: Instructional Strategies
- Enter one or more artifacts for each of the Foreign Language Standards below:
  - #2: Supportive Classroom Environment
  - #3: Satisfactory Proficiency Level in Target Language
  - #6: Vocabulary in Context

**NOTE: ARTIFACTS MAY NOT BE USED MORE THAN ONCE!**

These entries should include your best elementary school lesson plans (including your self-reflections and materials) and samples of your students' work as well as samples of your work in Spanish (writing, oral conversations, projects, including samples from study abroad experiences).

**NOTE:** Inform your EDUC242 instructor when you have uploaded your portfolio.

**Checkpoint:** Your instructor will review your portfolio at the end of EDUC242 will provide feedback, and will evaluate your portfolio using the electronic portfolio rubrics that appear in later pages.



**STEP 2:**

**ADMISSION TO STUDENT TEACHING  
FALL SEMESTER, JUNIOR YEAR  
COMPLETED IN CONJUNCTION WITH EDUC342**

**In conjunction with EDUC342 and Spanish course work:**

- Review the departmental *Student Handbook*, the knowledge base for Spanish Education, the InTASC Standards, and the Foreign Language Standards.
- Update your Philosophy Statement.
- Update your resume.
- Revise your electronic portfolio with the following items:
- Enter one or more artifacts for each of the following InTASC standards:
  - #2: Learning Differences
  - #3: Learning Environments
  - #5: Application of Content
  - #9: Professional Learning and Ethical Practice
- Consider adding additional artifacts for InTASC standards #1, 4, 7, & 8.
- Enter one or more artifacts for each of the following Foreign Language Standards:
  - #4: Maximum Opportunities for Meaningful Communication in TL
  - #8: Oral Interpersonal Communication in Pairs/Groups
- Consider adding additional artifacts for FL Standards #2, 3, 6.

**NOTE: YOU MAY USE UP TO 2 ARTIFACTS FOR TWO DIFFERENT STANDARDS.**

These entries should include your best secondary school lesson plans (including your self-evaluations and materials), samples of students' work, observation tasks with your reflections, a sample of your work with exceptional students, as well as samples of your work in Spanish (writing, oral conversations, projects, papers on cultural/literary topics, including samples from study abroad experiences.)

**NOTE:** Inform your EDUC342 instructor when you have uploaded your portfolio.

**Checkpoint:** Your instructor will review your portfolio at the end of EDUC342 will provide feedback, and will evaluate your portfolio using the electronic portfolio rubrics that appear in later pages.

**RUBRICS FOR ELECTRONIC PORTFOLIO EVALUATION  
STEPS: MID-PROGRAM REVIEW, STEP 2**

Rubric Categories

1. Content Standards Addressed
2. Reflections: Insights about Teaching/Learning Process and Professional Growth
3. Completion and Appearance of Portfolio

**1. CONTENT: TARGETED STANDARDS ADDRESSED**

EXCEEDS	ACCEPTABLE - HIGH	ACCEPTABLE - LOW	UNACCEPTABLE
Many targeted standards have more than one entry.	Every targeted standard has at least one entry.	Majority, but not all, of targeted standards have at least one entry.	Many targeted standards are not met.
Obvious correlation between all targeted standards and entries.	Correlation between the majority of targeted standards and entries.	Some correlation between targeted standards and entries.	No correlation between targeted standards and entries.
All entries provide evidence that targeted standards have been met.	Majority of entries provide evidence that targeted standards have been met.	At least half of entries provide clear evidence that targeted standards have been met.	No evidence that targeted standards have been met.

**2. REFLECTIONS: INSIGHTS ABOUT TEACHING/LEARNING PROCESS AND PROFESSIONAL GROWTH**

EXCEEDS	ACCEPTABLE - HIGH	ACCEPTABLE - LOW	UNACCEPTABLE
In-depth reflections on the teaching and learning processes.	Good reflections on teaching and learning processes.	Reflections often lack attention to teaching and learning processes.	Reflections missing, or not connected to teaching/learning process.
Consistent link between learning theories and teaching practices.	Link between learning theories and teaching practices apparent.	Cursory link between learning theories and teaching practices.	No link evident between learning theories and teaching practices.
Detailed insights regarding professional growth.	Effective insights regarding professional growth.	Some focus on professional growth.	No focus on professional growth.

**4. COMPLETION AND APPEARANCE OF PORTFOLIO** (See explanation below)

EXCEEDS	ACCEPTABLE - HIGH	ACCEPTABLE - LOW	UNACCEPTABLE
Professional portfolio: all elements included.	Complete portfolio: no major elements missing.	Incomplete portfolio: Several major elements missing.	Incomplete portfolio: Majority of elements missing.
Impressive appearance: Language use effective, no spelling errors or typos.	Professional appearance: language use good, may have minor spelling errors/typos.	Appearance of entries generally professional but several instances of poor language use, spelling errors/typos.	Unprofessional appearance of entries: poor language use, spelling errors/typos.
Demonstration of advanced expertise in web design.	Adherence to web design conventions.	Inconsistent application of web design conventions.	Little regard for web design conventions.

UNACCEPTABLE - No indication of web convention

ACCEPTABLE - LOW - For example, students might not use proper hyperlinks to link together components, some hyperlinks might not work, all components might not be electronic documents, the colors and/or fonts might be inappropriate, colors might be used inconsistently, pages might be too long and fonts might be inappropriate, colors might be used inconsistently, pages might be too long and require excessive scrolling, navigation might be hard to follow, all graphics might not load and be completely visible, text might not be legible, viruses might be detected with some files in the web site.

ACCEPTABLE - HIGH - For example, all components are in the form of electronic files and are linked together using hyperlinks; colors are chosen for a general audience, complement each other, are web safe, and one color scheme is used throughout the portfolio; one font is used consistently and tables are used to control graphical layout; navigation is clear and easy to follow, and navigation bars and hyperlinks follow established conventions, pages are concise to avoid excessive scrolling, and long pages use bookmarks, anchors, or targets; all graphics load and are completely visible and all web pages load without error and retain their desired look in the major browsers; all text is legible.

EXCEEDS - For example, students might integrate sound and video, use appropriate animations, and incorporate interactive components, which enable others to submit information electronically to them.

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