

Indiana University of Pennsylvania

SPANISH EDUCATION PK-12 STUDENT HANDBOOK

2022-2023

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***

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Acknowledgement

IUP's Spanish Education has a long history of preparing excellent foreign language teachers, thanks to the efforts of *Dr. Eileen Glisan* with contributions from *Dr. Jean-Louis Dassier*. The professional work of Dr. Glisan (Professor Emeritus) has been among the most influential among 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. It serves as a guide to your success in the IUP Spanish Education program.**
- **Discuss with your advisor any questions you might have.**
- **Communicate often with your advisor as program requirements presented here are subject to periodic change.**

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.

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WHAT IS IUP's SPANISH EDUCATION PROGRAM?

IUP's Spanish Education 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 PK-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. This is a PDE requirement.
- **Your Oral Proficiency in Spanish (ACTFL/CAEP Standard 1).** **Your ability to use Spanish in oral communication is very important in order to effectively maintain the context of a proficiency based language classroom!**

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 PK-12 and only in cases of extenuating circumstances.***

Sophomore-Year OPI: This OPI is an "advisory OPI": it will be done by the department's certified OPI tester. 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. ***Do not wait to get started on your 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 (See rationale above).**

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 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 \$145 (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 take your final OPI too far in advance of student teaching, you will need to be retested.

To attain the required level of oral proficiency, you as the student ***must take the responsibility*** for practicing your Spanish outside of the classroom. Your classes alone will not "give" you proficiency. 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, plan additional Study Abroad Experiences, etc. ***Do not hesitate to start NOW in building your proficiency.***

For the complete list of speaking proficiency guidelines, including the definition of Advanced-Low, go to <https://www.actfl.org/resources/actfl-proficiency-guidelines-2012>

- **Your Writing Proficiency in Spanish.** The development of your writing proficiency is equally important, for the same reasons. 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.

For the complete list of writing proficiency guidelines, including Advanced-Low writing, go to <https://www.actfl.org/resources/actfl-proficiency-guidelines-2012>

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 PK-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 \$73 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 \$ 113. (Subject to change).**
- **Your participation in Study Abroad Programs (ACTFL/CAEP Standard 1 and 2).** 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. [Full information on Clearances and CastleBranch](#)
- **Your professional involvement (ACTFL/CAEP Standard #6).** An important part of your growth as a teacher is by being involved in the language teaching profession 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.org](#)), the Pennsylvania State Modern Language Association ([PSMLA.org](#)), 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 (ACTFL/CAEP Standard 6).** 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 PK-12 major:

1. **Social Media:** Monitor carefully what you have posted on social networks such **Facebook, Snapchat, Instagram and Twitter**. 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? (please reconsider the beach pictures!) 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. **Professional Appearance:** Begin to dress professionally as you transition from student to teacher. For females, plunging necklines, bare mid-drifts, and short skirts/shorts and anything skin tight or body revealing are not appropriate, even while you are a student attending classes. For males, sagging trousers that reveal underwear and baseball caps, t-shirts and tennis shoes are not appropriate. **You will be expected to dress professionally for your Spanish Education Classes, beginning with EDUC 242.** 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. **Alcohol/Drug Consumption:** 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 COEC for more information on the consequences of DUIs and other alcohol/drug-related criminal charges.

➤ **Your field experiences in Spanish classrooms (PA Department of Education).** 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)

- **Field Placements: 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 (PDE Requirement). 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. Students are encouraged to consult with Financial aid if needed.
- **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). See <https://www.livetext.com/doc/11593062#page-51216041> for more detail.

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 (ACTFL/CAEP Standard 6).** 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 (ETIT103), 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 speak 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. **COMMUNICATION IS KEY!**

Your advisor will have posted office hours, may use TEAMS, or will schedule appointments as needed. You can also e-mail your advisor. ***SUCCESSFUL STUDENTS KEEP IN CLOSE CONTACT WITH THEIR ADVISORS!***

WHAT IS THE THREE-STEP PROCESS FOR TEACHER EDUCATION?

<https://www.iup.edu/teachereducation/students/three-step-process/>

(ACTFL/CAEP Standards 3,4, and 5)

You will go through three checkpoints and a mid-program review as you progress through the Spanish Education PK-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 PK-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

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

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

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

Note: you must have reached required proficiency levels in order to be placed in student teaching. Language proficiency is your "content" and good teachers know their content (ACTFL/CAEP Standards)

Step 3 – Applications for Graduation and Pennsylvania Teacher Certification

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

Certification

THREE-STEP PROCESS CHECK-OFF SHEET (2019-2020)
SPANISH EDUCATION PK-12

STEP 1: APPLICATION FOR TEACHER EDUCATION

Date Applied: _____	Date Approved: _____
_____ 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

Date Applied: _____	Date Approved: _____
_____ 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

Date Applied: _____	Date Approved: _____
_____ 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. 15ertify.
_____ 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?

Spanish Education – Effective Fall 2020

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

___ Global and Multicultural Awareness (any course on the GMA list in the Catalog) _____

¹ 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.

² 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 CREDITS¹ of SPAN courses)

SPANISH COURSES	Grade
____ SPAN 201 – Intermediate Spanish, or equivalent ¹	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 th Century (Fall only) or	
SPAN 383 – Geography and History of Spain.	
____ SPAN _____	3 cr ____
SPAN 342 – Spanish Cultures from the 19 th Century to the Present, or	
SPAN 382 – Contemporary Spain, or	
SPAN 344 – Spanish-American Cultures from the 19 th Century to the Present (GMA)	
____ SPAN _____	3 cr ____
SPAN 350 – Advanced Spanish Conversation (formerly SPAN 321) or	
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, or	
SPAN 364 – Survey of Spanish- American Literature (GMA), or	
SPAN course numbered 400-431 or 481	
PRE-PROFESSIONAL EDUCATION SEQUENCE – 6 CRS (min. grade of “C”)	
____ ACE 103/ETIT 103 – Digital Instructional Technology	3 cr ____
____ EDSP 102 – Educational Psychology	3 cr ____
PROFESSIONAL EDUCATION SEQUENCE² – 25 CRS. (min. grade of “C”)	
____ 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 ____
Total Credits from Spanish and Education Major	67-71
____ Verified that Liberal Studies requirements are met	46-48
____ Verified that 1-7 credits of free electives have been taken.	1-7
____ Verified that the minimum number of credits have been taken to graduate	120
____ Verified pre-approved and structured study abroad in Spanish-speaking country (minimum: 4 weeks, 3 credits)	
____ Verified that 30 credits of the last 60 credits are from IUP courses	
____ Verified that at least 34-36 credits (or 50% of credits) in the major are from IUP courses	
____ If the student is in Spanish Honors Program, verified that student has met Honors requirements.	

¹Students 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.

² Step 1 is required for these courses.

Students who participate in the Pennsylvania-Valladolid Program or the Summer program in Mexico 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 for the B.A. in Spanish and Spanish Education PK-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:

Pennsylvania-Valladolid IUP Courses	Substitute for
SPAN 382 Contemporary Spain	SPAN 342 20 th Century Spanish Civilization and Culture
SPAN 383 Geography/History of Spain	SPAN 340 Hispanic Civilization Through the 19 th 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	For B.S. Spanish Ed.: any other 3-credit course from SPAN 300 or above (except for literature courses) For Spanish B.A.: controlled elective (Spanish 342 or above)
SPAN 482 Independent Study	For B.S. Spanish Ed.: any other 3-credit course from SPAN 300 or above (except for literature courses) For Spanish B.A.: controlled elective SPAN 342 or above, but <u>not</u> SPAN 410-431.
IUP-Mexico Program Courses	Substitute for
SPAN 244 Modern Mexico	SPAN 344 20 th Century Spanish-American Civilization and Culture
3 transfer credits	For SPAN 220 Intermediate Conversation

SPANISH EDUCATION PK-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 ¹	(4)	___ ENGL 101	(3)
___ MATH _____	(3)	___ EDSP 102	(3)
___ ACE 103/ETIT 103	(3)	___ MATH 217 ²	(3)
___ Fine Arts _____	(3)	___ SPAN 220	(3)
___ HIST 196,197,198	(3)	___ PSYC 101	(3)
	(16)		(15) > (31 Total)

SOPHOMORE YEAR:

___ Lab. Sci. _____	(4)	___ Non Lab Sci. _____	(3)
___ ENGL 121	(3)	___ ENGL 202	(3)
___ ANTH 110	(3)	___ SPAN 260	(3)
___ SPAN 230	(3)	___ SPAN 390	(3) (spring, soph. yr. only)
___ Dim. Of Wellness	(3)	___ PHIL/RLST _____	(3)
	(16) > (47 Total)		(15) > (62 Total)

JUNIOR YEAR:

___ EDEX 323	(2)	___ EDSP 477 ³	(3)
___ Soc. Sci. Elec. _____	(3)	___ Soc. Sci.	(3)
___ SPAN 330	(3)	___ SPAN 342/344	(3) (spring only)
___ EDEX 301 ³	(2)	___ SPAN Elec. _____	(3)
___ EDUC 242 ³	(1) (fall junior year only)	___ SPAN 350 _____	(3) (spring only)
___ EDUC 442 ³	(1)		
___ Free Elective	(3)		
	(15) > (77 Total)		(15) > (92 Total)

SENIOR YEAR:

___ EDUC 342 ³	(1) (fall, senior year only)	STUDENT TEACHING	
___ LS Elec. _____	(3)	___ EDUC 441	(12)
___ SPAN 453	(3) (fall only)		
___ SPAN 450	(3) (fall only)		
___ EDUC 453 ³	(3) (fall only before student teaching)		
___ SPAN 400-level	(3)		
	(16) > (108 Total)		(12) > (120 Total)

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.

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

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

³ Step 1 is required for this course.

1/2021

SPANISH EDUCATION PK-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 ¹	(4)	___ ENGL 101	(3)
___ MATH _____	(3)	___ EDSP 102	(3)
___ ACE 103 / ETIT 103	(3)	___ MATH 217 ²	(3)
___ Fine Arts _____	(3)	___ SPAN 220	(3)
___ HIST 196,197,198	(3)	___ PSYC 101	(3)
	(16)		(15) > (31 Total)

SOPHOMORE YEAR:

___ Lab. Sci. _____	(4)	___ Lab Sci. _____	(4) (can also take non-lab)
___ ENGL 121	(3)	___ ENGL 202	(3)
___ ANTH 110	(3)	___ SPAN 260	(3)
___ SPAN 230	(3)	___ SPAN 390	(3) (spring, soph. yr. only)
___ Dim. Of Wellness	(3)	___ PHIL/RLST _____	(3)
	(16) > (47 Total)		(16) > (63 Total)

JUNIOR YEAR:

___ EDEX 323	(2)	VALLADOLID	
___ LS Elec. _____	(3)	___ SPAN 383 (SPAN 340)	(3)
___ SPAN 330	(3)	___ SPAN 385 (SPAN Elec.)	(3)
___ Soc. Sci. _____	(3)	___ SPAN 389 (SPAN 350)	(3)
___ EDEX 301 ³	(2)	___ SPAN 384 (SPAN Elec.)	(3)
___ EDUC 242	(1)	___ SPAN 482 (SPAN Elec.)	(3)
___ EDUC 442 ³	(1)		
	(15) > (78 Total)		(18) (96 Total)

SENIOR YEAR:

___ EDUC 342 ³	(1) (fall, senior year only)	STUDENT TEACHING	
___ EDSP 477 ³	(3)	___ EDUC 441	(12)
___ SPAN 454	(3) (fall only)		
___ SPAN 450	(3) (fall only)		
	(3) (fall only before student teaching)		
___ EDUC 453 ³	(3)		
___ SPAN 400-level	(3)		
	(16) > (112 Total)		(12) > (124 Total)

Students who participate in the Pennsylvania-Valladolid Program or another study abroad program may substitute those credits for some of the courses listed above except for SPAN 230, SPAN 330, SPAN 390, SPAN 454, and 400-level courses. Consult with your advisor or with the Dept. Chairperson for details.

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

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

³ Step 1 is required for this course.

1/2021

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 the **Program Coordinator** 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, TRANSFER STUDENTS OR STUDENTS SEEKING CERTIFICATION ONLY

The first step in seeking any degree in Spanish education is to contact the Spanish Education Program Coordinator. Students seeking these degree options are **STRONGLY** encouraged to have high levels of language proficiency to facilitate success in the program.

Second Degree Students:

<https://www.iup.edu/admissions/undergraduate/apply-next-steps/second-degree/index.html>

- **submitting a transcript to the Coordinator of Spanish Education PK-12, who will forward the transcript and the transcript evaluation to the College of**

Education and Communications (COEC) Dean's Office, and the college will then forward this information to the Admissions Office for review;

- **meeting with the Coordinator of Spanish Education PK-12 and/or the departmental Oral Proficiency Tester 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 PK-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).

Given the wide variety of backgrounds of PB students, it isn't always possible to provide a firm time limit to complete your degree.

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 PK-12 PROGRAM

Students who have concerns or complaints regarding Spanish courses they are taking for the Spanish Education PK-12 Program should always **speak first 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 **Program Coordinator**, followed by 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 PK-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.

Updated Fall 2022

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*.

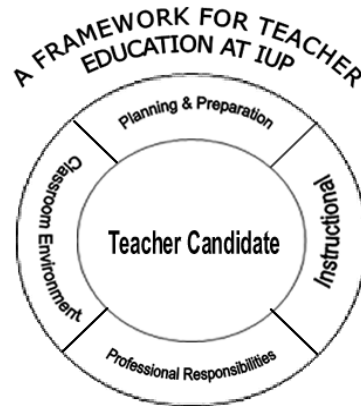
Figure 1. Components of Professional Practice

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

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 PK-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:

[Link to full 2013 InTASC STANDARDS](#)

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 PK-12

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

The content of the Spanish Education PK-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 https://www.actfl.org/sites/default/files/caep/ACTFLCAEPStandards2013_v2015.pdf

ACTFL/CAEP STANDARD 1: Language Proficiency: Interpersonal, Interpretive, and Presentational.	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: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines	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: Language Acquisition Theories and Knowledge of Students and Their Needs	3a) Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning

	<p>environments.</p> <p>3b) Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.</p>
<p>ACTFL/CAEP STANDARD 4: Integration of Standards in Planning and Instruction.</p>	<p>4a) Demonstrate an understanding of the <i>Standards for Foreign Language Learning in the 21st Century</i> and their state standards and use them as the basis for instructional planning.</p> <p>4b) Integrate the goal areas of the <i>Standards for Foreign Language Learning in the 21st Century</i> and their state standards in their classroom practice.</p> <p>4c) Use the <i>Standards for Foreign Language Learning in the 21st Century</i> and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.</p>
<p>ACTFL/CAEP STANDARD 5: Assessment of Languages and Cultures – Impact on Student Learning</p>	<p>5a) Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.</p> <p>5b) Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.</p> <p>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.</p>
<p>ACTFL/CAEP STANDARD 6: Professional Development, Advocacy, and Ethics</p>	<p>6a) Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.</p> <p>6b) Articulate the role and value of languages and cultures in preparing all students to interact successfully in the global community of the 21st century. They also understand the importance of collaborating with all</p>

	<p>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.</p> <p>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.</p>
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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 PK-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 PK-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 PK-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 PK-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.

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

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:

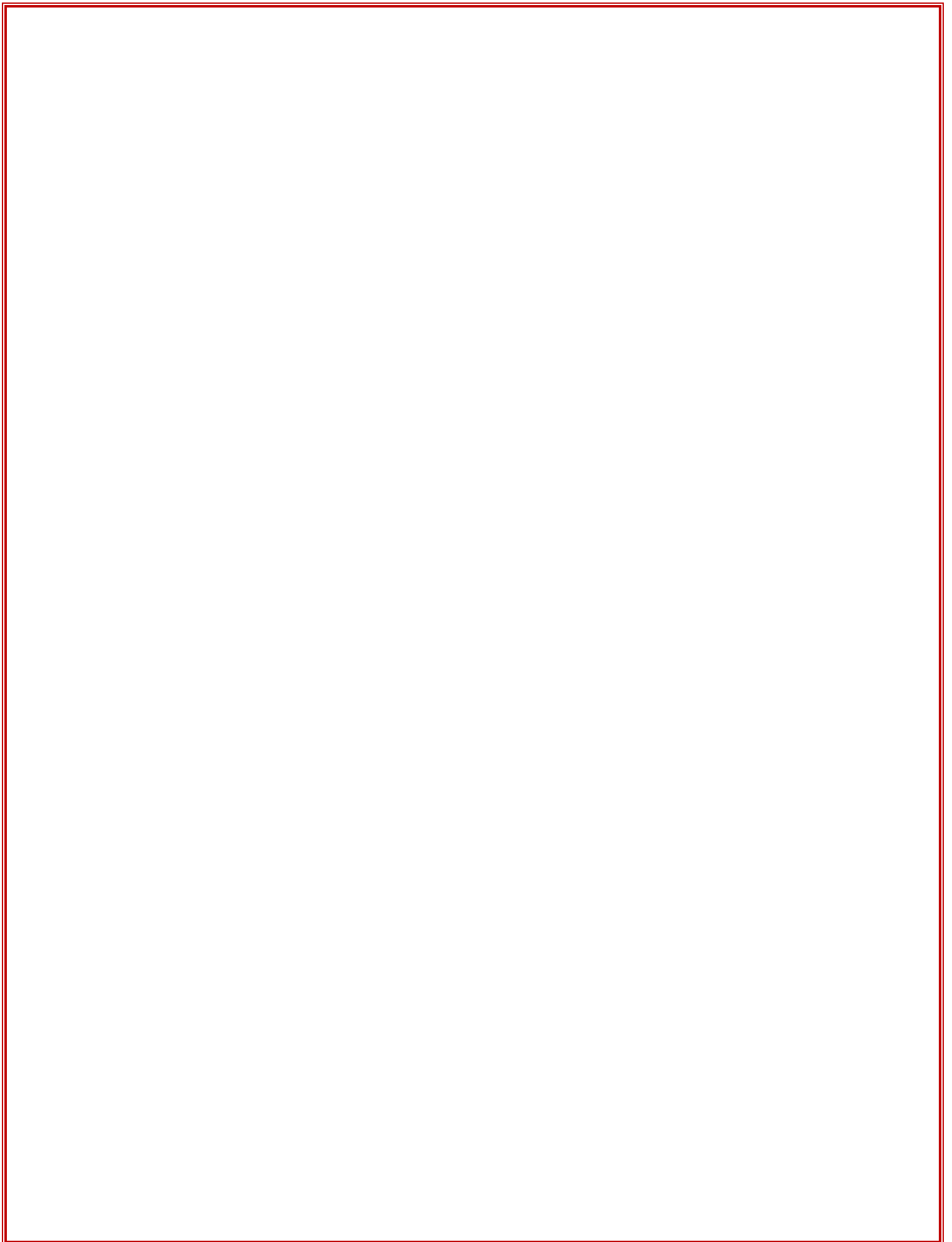
4. I shared equally in the teaching of the lessons.
3. I did a little less than half of the teaching of the lessons.
2. I did about 1/4 of the teaching of the lessons.
1. I did very little teaching of the lessons.

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

	Exceeds Expectations 4	Accomplished 3	Developing 2	Does Not Meet Expectations 1
Slide Show	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.
Content of Presentation	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.
Organization	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.
Visual Appeal and Creativity	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	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	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.

		for the presentation.	presentation.	
Preparation and Presentation of Script	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.
Presentation Skills	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

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, November 2021
Full student teaching syllabus will be provided

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, **provide your schedule to your supervisor as requested** noting the exact times of classes and period numbers.

Further information on Lesson/Unit Planning and Self-Reflections will be provided by your supervisor. However, it is important to note the following:

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 **typed** 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. **Remember what you've learned about effective lesson planning!**

You will be asked to reflect on your teaching on a daily, weekly and unit basis throughout your student teaching. Research tells us that taking the time to reflect on our work promotes growth and deepens our understanding.

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.

Additional information and deadlines will be provided by your supervisor.

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. Further details will

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

Verifying Positive Impact on PK-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 your Student Teacher Supervisor via email at least one week before the unit is begun and must be approved 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.

V. Teaching Video: Details will be provided by your supervisor.

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!

[Alumni Information Form - Please keep us updated!](#)

Or Please visit the Department of Foreign Languages website to share your updates with the Spanish Education Coordinator

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

APPENDIX A: Professional Involvement Log

MID-PROGRAM REVIEW & STEP 2
Indiana University of Pennsylvania
Spanish Education PK-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 PK-12 Program at IUP (You may create a document in Word, Excel, Google docs, etc. that can be printed)

	Nature/Name of Activity	Dates	Experiences or Responsibilities during Activity	Learning that Resulted from Activity
Efforts to Improve Spanish Outside of Class (Examples: Face-to-face, Skype, FaceTime with native speakers)				
Participation in Extra-curricular Activities				
Attendance at Professional Development Events (e.g., conferences, workshops)				

Familiarity With and Membership in Foreign Language Professional Organizations	Describe the missions of at least TWO foreign language professional organizations (e.g., ACTFL, NNELL, PSMLA, AATSP). List 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.
What do you plan to do in the future to become an active participant in the foreign language profession?	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

	Exceeds 4	Acceptable High 3	Acceptable Low 2	Unacceptable 1
<p>Efforts to Improve Spanish Outside of Class (Examples: Face-to-face, Skype, FaceTime with native speakers)</p> <p>(Please include documentation with your Professional Involvement Log.)</p>	<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 each semester.</p>	<p>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 each semester or with more than one native speaker of Spanish multiple times each semester.</p>	<p>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 at least two semesters.</p>	<p>Demonstrated little evidence of working on language proficiency outside of coursework and the required study abroad experience.</p>
<p>Participation in Extra-curricular Activities</p> <p>(Please include documentation with your Professional Involvement Log.)</p>	<p>Has participated in <i>more than</i> one 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> in more than one semester.</p>	<p>Has participated in 1-2 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> in more than one semester or participation in <i>multiple</i> clubs has occurred <i>multiple times</i> in more than one semester.</p>	<p>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> in more than one semester.</p>	<p>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>
<p>Attendance at Professional Development Events</p> <p>(Please include documentation with your</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,</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,</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</p>	<p>Demonstrated no documented evidence of having attended live FL professional development events. May have watched a webinar dealing with FL</p>

Professional Involvement Log.)	APPLES meetings, PSMLA Conference. May have watched one or more webinars dealing with FL teaching or general pedagogical issues.	APPLES meetings, PSMLA Conference. May have watched one or more webinars dealing with FL teaching or general pedagogical issues.	meetings, PSMLA Conference. May have watched one or more webinars dealing with FL teaching or general pedagogical issues.	teaching or general pedagogical issues.
Familiarity With and Membership in Foreign Language Professional Organizations (Please include documentation of membership with your Professional Involvement Log.)	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.
Future Plans for Professional Involvement	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 PK-12

Student: _____

Date: _____

Evaluator: _____

Total Points: _____

	Exceeds 4	Acceptable High 3	Acceptable Low 2	Unacceptable 1
FL for All Students	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.
Role of SLA research in teaching	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.

Gaps in knowledge	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.
Adaptation of materials	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.
Efforts to Improve Spanish Outside of Class (Examples: Face-to-face, Skype, FaceTime with native speakers) (Please include documentation with your Professional Involvement Log.)	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 each semester.	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 each semester or with more than one native speaker of Spanish multiple times each semester.	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 at least two semesters.	Demonstrated little evidence of working on language proficiency outside of coursework and the required study abroad experience.

<p>Participation in Extra-curricular Activities</p> <p>(Please include documentation with your Professional Involvement Log.)</p>	<p>Has participated in <i>more than</i> one 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></p>	<p>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></p>	<p>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></p>	<p>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>
<p>Attendance at Professional Development Events</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>Familiarity With and Membership in Foreign Language Professional Organizations</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>Future Plans for Professional Involvement</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>Appearance</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>
<p>Use of English</p>	<p>Highly polished use of formal English; no errors; speaks with ease.</p>	<p>Acceptable use of formal English; speaks mostly with ease.</p>	<p>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.</p>	<p>English has several patterns of errors and/or informal English used several times; may not be at ease throughout most of interview.</p>

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 PK-12

(PK-12 CERTIFICATION PROGRAM)

Note:

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

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

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

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

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

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

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

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

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

- Knows how to plan for and facilitate meaningful communication in the classroom.
- Knows the difference between mechanical and meaningful/communicative exercises.
- ❖ Is willing to spend time creating communicative contexts and designing meaningful activities.

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

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

- Knows the conditions in which negotiation of meaning is likely to occur in the classroom.
- Understands the facilitator role of the language teacher.
- ❖ Is willing to assume the role of facilitator in the classroom.
- ❖ Is willing to learn along with students.
- ✓ Helps students to understand the target language by using comprehensible input, gestures, 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

	TARGET (Exceeds) 4	ACCEPTABLE		UNACCEPTABLE 1
		HIGH 3	LOW 2	
Lesson Plan Format & Submission	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.
Content of Plans	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.
Lessons: Motivating? Engaging?	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.
Material Design	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

Presentation of Lessons	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.
Involvement of Students	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.
Teacher Presence	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.
Use of Spanish	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: $((\text{Total points} \times 52)/16) + 48 = \underline{\hspace{2cm}}$ % **Grade:**

REFLECTION ON TEACHING: SELF-REFLECTION

<p>Format of Self-Reflections & Submission</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Ideas for Improvement</p>	<p>Offers specific, detailed suggestions for improvement and explains appropriate steps to be taken to bring about improvement.</p>	<p>Offers multiple suggestions for improvement and explains appropriate steps to be taken to bring about improvement.</p>	<p>Offers multiple suggestions for improvement.</p>	<p>Offers a few suggestions for improvement.</p>

Rubric formula: ((Total points x 52)/8) + 48 = _____ % Grade: _____

Revised: 6/20/2017

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

	Distinguished 4	Proficient 3	Basic 2	Unsatisfactory 1
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.

Content Knowledge InTASC 4 Danielson 1a, 1e, 3c CAEP 1.1	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.	Shows accurate knowledge of basic facts/skills and demonstrates conceptual understanding. Designs relevant activities that foster meaningful learning.	Shows accurate knowledge of basic facts/skills, but conceptual understanding may be lacking. Designs relevant activities that foster learning.	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.
Application of Content InTASC 5 Danielson 3a, 3c, 3f CAEP 1.1, 1.4	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	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.	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.	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.
Assessment InTASC 6 Danielson 1f, 3d CAEP 1.1, 1.2,, 1.3	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.	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.	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.	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>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 METHODS CLASSES AND 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!

Some additional food for thought on writing reflections:

- <https://classroom.synonym.com/tips-writing-reflection-paper-5184362.html>
- <https://www.trentu.ca/academicskills/how-guides/how-write-university/how-approach-any-assignment/how-write-reflection-paper#reading%20description>

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

	Exceeds 3	Acceptable 2	Unacceptable 1
Task Completion	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.
Reflection	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.
Connection of Theory to Practice	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.
Quality of Writing	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

	Exceeds 3	Acceptable 2	Unacceptable 1
Relevance of Article	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.
Summary of Article	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.
Connection of Article to Theories of Learning and Teaching	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.
Application of Article to Teaching	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.
Quality of Writing	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. **Relevance of Article**
- _____pts. **Summary of Article**
- _____pts. **Connection of Article to Theories of Learning and Teaching**
- _____pts. **Application of Article to Teaching**
- _____pts. **Quality of Writing**

TOTAL RUBRIC SCORE _____pts.

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

Comments:

APPENDIX I: CULMINATING STUDENT TEACHING PROJECT - TEACHER WORK SAMPLE

SPANISH EDUCATION

Indiana University of Pennsylvania

Verifying Positive Impact on PK-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 PK-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 alternative assessment (e.g., project, oral assessment, portfolio, performance, journal) 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 PK-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 PK-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!
This will also be discussed with your supervisor.

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 PK-12

	Distinguished 4	Proficient 3	Basic 2	Unsatisfactory 1
A. Description of Learning Environment/Inclusive Context InTASC 2, 3, 7 Danielson Domains 1b, 2a CAEP 1.1	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.	Description includes relevant information about the school site and cultural characteristics of the student body.	Description includes basic information about the school site and students.	Description is incomplete and/or missing key information.

<p>B.1-6 Planning for Instruction in Inclusive Settings: Unit Plan 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. May address more than 3 goal areas of the World-Readiness Standards for Learning Languages. 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. Addresses 3 goal areas of the World-Readiness Standards for Learning Languages. 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. Addresses 3 goal areas of the World-Readiness Standards for Learning Languages. 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. May address fewer than 3 goal areas of the World-Readiness Standards for Learning Languages. Rationale for the topic may not be noted. Interdisciplinary connections and technology are lacking. Critical thinking skills are not evident.</p>
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<p>B.7 Planning for Instruction in Inclusive Settings: Selected Lesson Plans 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. May address more than 2 goal areas of the World-Readiness Standards for Learning Languages. 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. Addresses 2 goal areas of the World-Readiness Standards for Learning Languages. 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. Addresses 2 goal areas of the World-Readiness Standards for Learning Languages.. 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. May address fewer than 2 goal areas of the World-Readiness Standards for Learning Languages. 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>C.1-2 Evaluation of Instruction: Evaluation by Supervisors and Cooperating Teachers 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>C.3 Evaluation of Instruction: Self-Evaluations on Lesson Plans 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>D.1-3 Assessment of Student Learning in Inclusive Settings: Design of Assessments 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>D.4 Assessment of Student Learning in Inclusive Settings: Impact on Student Learning 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. Student surveys indicate a high level of satisfaction with instruction.</p>	<p>Pre-/Post-assessment results provide evidence of student learning. Data confirm that the majority of students learned as a result of instruction. Student surveys indicate a satisfactory level of student learning and general satisfaction with instruction.</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. Student surveys indicate a satisfactory level of student learning and general satisfaction with instruction.</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. Student surveys may indicate a low level of student learning and/or dissatisfaction with instruction.</p>

<p>E. Analysis of Student Learning: Pre-/Post-Tests, Formative and Alternative Assessments 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>
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<p>F. Reflection on Teaching Effectiveness</p> <p>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>F. Reflection on Professional Growth</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: Total Points x 52 + 48 = _____ % Grade: ____

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

	Distinguished 4	Proficient 3	Basic 2	Unsatisfactory 1
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.

<p>Learning Environment InTASC 3 Danielson 2a, 3c CAEP 1.1</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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>
<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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Revised January 2017

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 a 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 not used, students could be unfairly penalized for having learning differences, creating serious negative impacts to 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, and British Columbia Teacher's Federation (BCTF). Retrieved March 5, 2012 from 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 skills" (Wiggins, & McTighe, 2005, p. 5).

Differentiated Instruction - Differentiated instruction and assessment (also known as *differentiated learning* 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, and 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 it, and how the student demonstrates what he or she has learned is a match for that student's readiness level, interests, and preferred mode of learning" (Ellis, Gable, Greg, & Rock, 2008, p. 32). Teachers can differentiate four ways: 1) 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 their individual interests (Anderson, 2007). Therefore, differentiation is an organized, flexible way of proactively adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to achieve his or her maximum growth as a learner. Differentiation is individually student-centered, with a focus on utilizing appropriate instructional and assessment tools that are fair, flexible, challenging, and engage students in the curriculum in meaningful ways. In order to understand how students learn and what they know, 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 PK-12

	Distinguished 4	Proficient 3	Basic 2	Unsatisfactory 1
<p>1. Integration of standards in planning, instruction, assessment [ACTFL/CAEP Standard 4]</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>2. Supportive classroom environment [ACTFL/CAEP Standard 3]</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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>

<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 <i>"Could you repeat that, please?"</i>, 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 <i>"Could you repeat that, please?"</i></p>

<p>6. Vocabulary in context [ACTFL/CAEP Standards 1, 3, 4]</p>	<p>Candidates engage students in acquiring new vocabulary through a variety of creative and original hands-on activities (e.g., TPR, technology, games).</p>	<p>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.</p>	<p>Candidates present and practice vocabulary in meaningful contexts but provide limited opportunities for students to internalize vocabulary through active participation.</p>	<p>Candidates resort to rote learning of vocabulary in activities that are devoid of a meaningful context.</p>
<p>7. Grammar as vehicle for communication [ACTFL/CAEP Standards 1, 3, 4]</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>8. Oral interpersonal communication [ACTFL/CAEP Standards 1, 3, 4]</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

<p>9. Interpreting authentic texts [ACTFL/CAEP Standards 2, 3, 4]</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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>
<p>10. Written interpersonal & 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 & 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 Languages/
AACC	American Association of Community Colleges		National Council for Languages and International Studies
AATA	American Association of Teachers of Arabic	LARC	Language Acquisition Resource Center
AATF	American Association of Teachers of French	LCTL	Less Commonly Taught Languages
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 District Supervisors 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 School Principals
APLS	Association of Proprietary Language Schools	NCALS	National Council of Associations of Chinese Language Schools
BALLI	Beliefs About Language Learning Inventory	NCATE	National Council for Accreditation of Teacher Education
CAEP	Council for Accreditation of Educator Prepar.	NCLB	No Child Left Behind
CAL	Center for Applied Linguistics	NCLIS	National Council for Languages and 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 of 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
		NMELRC	National Middle Eastern Language Resource

CLASS	Chinese Language Association of Secondary–Elementary Schools		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		
FLAP	Foreign Language Assistance Program	SALRC	South Asia Language Resource Center
FLEA	Foreign Language Exhibitors Association	SCOLT	Southern Conference on Language Teaching
FLNAEP	Foreign Language National Assessment of Educational Progress		
FLES	Foreign Language in the Elementary Schools	SEELRC	Slavic and East European Language Resource Center
FLEX	Foreign Language Exploratory Programs	SIG	Special Interest Group (ACTFL, TESOL, AERA) AERA and other major conferences)
FSI	Foreign Service Institute		
IALLT	International Association of Language Learning Technology	SWCOLT	Southwest Conference on Language Teaching
IB	International Baccalaureate	TESOL	Teachers of English to Speakers of Other Languages
ILR	Interagency Language Roundtable	TPR	Total Physical Response
InTASC	Interstate Teacher Assessment and Support Consortium	TPRS	Teaching Proficiency through Reading and Storytelling
IPA	Integrated Performance Assessment	UbD	Understanding by Design
ISTE	International Society of Technology in Education	WPT	Writing Proficiency Test

Source: http://academic.cengage.com/resource_uploads/downloads/1305109708_511936.pdf , 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-NCLIS): <https://www.languagepolicy.org>

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

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

Listserv 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 2013 “Program Standards for the Preparation of Foreign Language Teachers” at

https://www.actfl.org/sites/default/files/caep/ACTFLCAEPStandards2013_v2015.pdf

INTASC: Download “The Model Standards for Licensing Foreign Language Teachers: A Resource for State Dialogue” (2002) at <https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

National Board for Professional Teaching Standards (NBPTS): Download the “World Languages Standards” at <https://www.nbpts.org/>

Appendix M: DEVELOPING YOUR PROFESSIONAL ELECTRONIC PORTFOLIO

Department of Foreign Languages



**☑Select
☑Document
☑Reflect
☑Share**

Guidelines for Spanish Education PK-12 Majors

Indiana University of Pennsylvania 2020-2021

LIVE TEXT PORTFOLIO

Part I

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

Part II

- **Creating the Portfolio**

Part III

- **Compiling the Process Portfolio**
- **Sample Reflection to Accompany Artifact**

Step 1

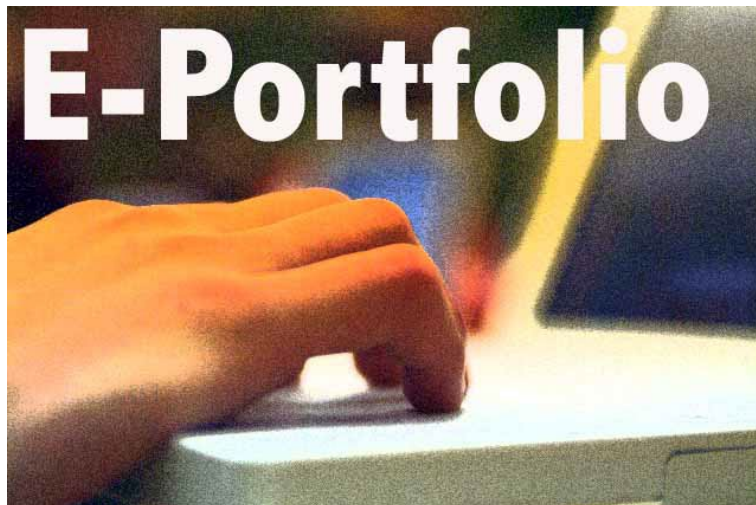
Step 1 Rubric

Mid-Program Review

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 PK-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 PK-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/ETIT 103 Digital Instructional Technology. You will maintain your electronic portfolio in LiveText in conjunction with specific courses:

- **Step 1 Portfolio: Completed in ACE 103 / ETIT 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 ETIT 103**

In the course ETIT, 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 ETIT 103 course using the scoring rubric below.

NOTE: You must submit the rubric below (as completed by your ETIT 103 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.

		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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