Program Description

B.S. in World Languages Education
(majors in French, German, Latin, Russian, or Spanish Education)
To Be Offered by Indiana University at Bloomington

1. Characteristics of the Program

   a. Campus(es) Offering Program: **IU Bloomington**
   b. Scope of Delivery (Specific Sites or Statewide): **Bloomington campus only**
   c. Mode of Delivery (Classroom, Blended, or Online): **Classroom**
   d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.): **Teacher education programs include content and methods classroom instruction, 80 hrs. interactive field experiences in public and/or private schools, and 12 week supervised student teaching experience.**
   e. Academic Unit(s) Offering Program: **School of Education: Department of Literacy, Culture, and Language Education**

2. Rationale for the Program

   a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

Indiana University is recognized as a state flagship Research I Higher Education institution. The university curriculum has historically been based on a foundation of arts and sciences with well-established strengths in the study of international affairs and outreach opportunities.

Indiana University Bloomington attracts students from over 125 countries, offers 70 world languages (some of which are offered nowhere else in the USA) and has a faculty that conducts research in various nations, regions, and localities connected with those languages. Language skills and expertise at IU help to inform the political, social and economic interests and the security of the state and nation.

The development of international communication and literacy skills for global citizenship are necessary components for creating an educated, global-minded citizenry in the state. Graduating certified teachers in world languages with a particular language specialization contributes directly to that plan.
http://www.iu.edu/about/mission.shtml

In a more pragmatic vein, this proposal addresses the state and institutional interests in economizing on total number of degree programs by consolidating the individual languages education degrees from five individual degree codes (13.1306, 13.1325, 13.1326, 13.1330 and 13.1333) to one CIP code for world languages education (13.1300). The merging of degree codes into a single degree with multiple tracks helps to emphasize the drawing together of resources from across the institution and at the same time allows for purposeful specialization in the diverse field of scholarly initiatives and interests.

b. State Rationale

The state recognizes the shifts in the 21st Century demographics of the population, as prompted in new expectations of higher education for our citizens in a changing political, social and economic landscape. New priorities align state interests with the evolving mission of public universities.   First, in accordance with state mandate (REPA), all single-degree undergraduate programs at the institution have been reduced to 120 credits and designed to be completed in four years. Second, the portability of credit hours between institutions has been increased to facilitate population movement. Third, the recognition that global citizens must have fluency in world languages and communication skills has reemphasized language education and driven new strategies for maintaining traditionally low enrollment programs of increasing commercial and strategic value.
https://secure.in.gov/che/files/2012_RHAM_8_23_12.pdf
http://www.ncssfl.org/papers/index.php?papers_index

The present consolidation of the world language education program at Indiana University Bloomington recognizes the importance of preparing teachers in language skills appropriate for a state and national citizenry that is ethnically, linguistically and culturally more diverse and dispersed than that of the last two centuries. This is also consistent with the interest in the State to maintain specialized and nationally unique resources to the economy, public services, and national security concerns. The naming of this bachelor's degree brings it line with the name of our IDOE state "Standards for World Languages and International Education."

The Indiana University School of Education (SoE) is the only institution in the state that offers teacher education bachelor degrees and certification in all five principal languages (Spanish, French, German, Russian, and Latin). In addition, IU SoE also provides teaching licensing preparation courses for students seeking B.A. degrees in Chinese and Japanese language through the IUB College of Arts and Sciences and is one of four institutions that offer teacher certification in Chinese and Japanese (these degrees, however, are offered through the College of Arts and Sciences)
http://www.doe.in.gov/licensing/repa-approved-teacher-preparation-programs

c. Evidence of Labor Market Need

i. National, State, or Regional Need

Demand for foreign language teachers (especially Spanish) is high around the United States and in Indiana, as teachers retire or move and as parents push for earlier starts on language learning for their children. See letters of support in Appendix B that attest to the growing demand in Indiana K-12 schools.

ii. Preparation for Graduate Programs or Other Benefits

Each of the language education majors prepares students for graduate studies in the broader areas of language, literature and culture fields. These include the study of linguistics, literature, language policy, international issues, law enforcement, national security, social services, sports, and fields in which scientific and social innovations and developments that require knowledge of languages and cultural understanding. Teacher development is further a tool of educational diplomacy as advocated by the US Department of State and The Bureau of Educational and Cultural Affairs, whereby "citizens engage in the exchange of ideas, information, values, systems, traditions, beliefs…with the intention of fostering mutual understanding" through education. http://www.culturaldiplomacy.org/academy/index.php?Comment-on-Cultural-Diplomacy-4

In addition to promoting language fluency, the program in World Languages Education explores communication patterns, cultural perspectives, products, and practices, and worldviews of those language speakers. As the Modern Language Association noted, "[Students] are trained to reflect on the world and themselves through the lens of another language and culture. They learn to comprehend speakers of the target language as members of foreign societies and to grasp themselves as Americans – that is, as members of a society that is foreign to others"(MLA Ad Hoc Committee 2007:237). These aspects are considered essential parts of a liberal education.

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

Department of Labor Statistics reports 6% increase in growth in the field. http://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm#tab-6

Employment of interpreters and translators is projected to grow 46 percent from 2012 to 2022, much faster than the average for all occupations. http://www.bls.gov/ooh/Media-and-Communication/Interpreters-and-translators.htm

iv. National, State, or Regional Studies

World Language Education in Spanish, Russian, and Latin are classified as "some shortage" and German & French "balanced" in the national 2013 Job Search Handbook for Educators, 47th Edition. A critical success factor for cross boarder merger and acquisition deals is the ability to communicate information clearly and accurately in multiple languages. (Merrill Corporation, How to do Better Multinational M&A Deals, 2008).
http://www.gala-global.org/why-localize

The Strengthening America's Schools Act of 2013 provides a framework to get all children to graduate from high school with the knowledge and skills needed for success in college and/or a career, including world languages. - See more at:
http://www.actfl.org/advocacy/advocacy-news#sthash.YegF5aoA.dpuf
http://www.bls.gov/oes/current/oes251124.htm

ACTFL offers the following information:
http://www.ncssfl.org/reports2/view_state_responses.php

v. Surveys of Employers or Students and Analyses of Job Postings

Globalization has led to rapid changes in our economy, culture, laws, technology, and education. World language teachers have become essential for schools and communities to ensure that they are graduating students who will have the skills and cultural competencies to succeed in the 21st century. In 2014-15, however, 41 out of 50 US states reported a teacher shortage in one or both of world language and bilingual education areas. It is imperative that we attract more world languages teaching candidates to reduce this deficit.

In addition to teaching world languages, fluency in a second language can afford many other career opportunities. According to O*NET Online, interpreter and translator jobs are expected to increase much faster than average (22%) through 2022 with 38,100 projected openings. US citizens remain among the least likely in the world to know a second language, but language enterprises are a growing piece of the US economy. Recently, the Joint National Committee on Languages and the National Council for Languages and International Studies estimated the value of language education and language services in the US public and private sectors to total $25 billion per year. (Kathleen Stein-Smith, The U.S. Foreign Language Deficit and Languages for Specific Purposes).

Analyses of job postings indicate that many employers seek those with qualifications to teach Spanish, French, German, Latin, Japanese, and occasionally Russian and Chinese. It is not unusual for job postings to advertise for someone who can teach at least two world languages. Similarly, job postings in law enforcement, security, health-related and counseling areas also request language expertise in one or more languages.

The School of Education Career Connections unit conducts surveys graduates two years after completion of their program (see Appendix A for sample): Twenty-two world languages graduates responded to our Post-Graduate Survey between 2011-2014, and 17 or 77% reported employment as a teacher at the time of their response.

vi. Letters of Support

Letters of support were received from Indiana State University and IUPUI, both supporting the move to a unified bachelor's degree in world languages education with specific language specializations/majors. Two school districts have also written their support for world languages education in their respective curricula. See attached letters in Appendix B.

3. Cost of and Support for the Program

a. Costs

   i. Faculty and Staff

Since this proposal simply entails the consolidation of existing degrees and programs, no additions in staffing are required. The primary teacher education methods instructor is tenured faculty member M. Nyikos of the Literacy, Culture, and Language Education Department:
http://education.indiana.edu/faculty/index.html

The individual language content instruction is provided by other academic departments in the University.
FRENCH: http://www.indiana.edu/~frithome/faculty/frLit/
GERMAN   http://www.indiana.edu/~germanic/faculty/
LATIN   http://www.indiana.edu/~classics/faculty/
RUSSIAN   http://www.indiana.edu/~iuslavic/faculty/
SPANISH   http://www.indiana.edu/~spanport/people/

   ii. Facilities

Since this proposal simply entails the consolidation of existing degrees and programs, no additional facility costs are involved.

   iii. Other Capital Costs (e.g. Equipment)

Since this proposal simply entails the consolidation of existing degrees and programs, no additional capital costs are involved.

b. Support

No reallocation of resources is necessary. The change being proposed is the consolidation/downsizing of the number of specific degrees authorized by the state in language teacher education from five separate Bachelor of Science Education Degrees (French Language Education, German Language Education, Latin Language Education, Russian Language Education, and Spanish Language Education) to one Bachelor of Science Degree in World Languages Education with five majors (French, German, Latin, Russian and Spanish Education). The program is in line with the expectations stated in the REPA teacher education standards.

ii. Special Fees above Baseline Tuition

The fees(for teacher education programs) above tuition baseline for 2015-16:

M300	Multicultural Fee	$	63.00
M301	Field Experience Fee		50.00
M401	Field Experience Fee		50.00
M420	Seminar/Portfolio Fee		75.00
M482	Student Teaching Fee		235.75

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

There are 45 higher education institutions currently identified by the state with REPA approved teacher education programs. Only one other institution offers all five language areas (Indiana State University) and no other institutions in the state offer all five languages with P-12 certification levels.
http://www.doe.in.gov/licensing/repa-approved-teacher-preparation-programs

b. List of Similar Programs Outside Indiana

Language Teacher Education Programs in Surrounding States:

	ILLINOIS	MICHIGAN	INDIANA	OHIO (5th yr)	KENTUCKY
FRENCH	9	8	5	3	5
GERMAN	6	5	5	8	0
LATIN	1	0	1	3	0
RUSSIAN	1	0	1*	0	0
SPANISH	13	7	14	13	3

Book of Majors,7th Ed., Part III Colleges Listed by Major, the College Board, NY, 2013.

c. Articulation of Associate/Baccalaureate Programs

All Indiana University Bloomington programs accept up to 64 lower division credit hours from Associate/Baccalaureate Programs articulated by the state.

d. Collaboration with Similar or Related Programs on Other Campuses

Courses from other accredited higher education institutions that are previously articulated with IUB courses are accepted and noted on the transcript. Additional review processes exist for evaluating courses that have not been previously articulated at the program level. Individual requests can be evaluated by appropriate faculty/departments for equivalency of existing requirements.

5. <u>Quality and Other Aspects of the Program</u>

a. Credit Hours Required/Time To Completion

All Indiana University Bloomington, School of Education single major degrees require 120 credits to complete. Students are encouraged to complete a minimum of 15 credits per academic semester for eight semesters to meet that goal.

b. Exceeding the Standard Expectation of Credit Hours

Students are not required to exceed the 120 credit hours to complete a degree. However, if the student does not follow the specified requirements or chooses to add additional licensing areas to their studies they may exceed the 120 credit goal. Many students come to the campus with additional Advanced Placement or dual high school/college credits that may or may not meet the current degree requirements of a program.

c. Program Competencies or Learning Outcomes

Our world language education teacher candidates are expected to master competencies that include but are not restricted to demonstrated performance based on Indiana state approved standards for teacher preparation (REPA) and those of ACTFL, the national SPA for world languages, specifically: (a) demonstrated facility in use of the Indiana content standards (Indiana World Language and International Education Standards) as they apply to communicative curriculum and lesson planning and supervised teaching; (b) communication in the target language 60-90% of instructional time; use of a variety of instructional strategies that address diverse learners through scaffolding and differentiation; (c) demonstrated use of culture, literacy development, and teaching content area-based lessons integrated with technology; (d) use of the Indiana world language content standards to design lessons and select, design and adapt instructional materials that include technological resources; (e) use of student work for formative evaluation that also informs the teacher candidate of ways to improve, based on the results of that assessment; (f) by integrating culture and on-going assessment into all phases of instruction, coupled with reflection on one's own instruction for professional growth; (g) teacher candidates also continue to grow through work with professional organizations such as IFLTA and ACTFL as well as advocacy for world languages.

d. Assessment

Teacher candidate preparation features continuous assessment in quantitative terms of academic success and qualitative terms of individual performance in the field. Indiana University Bloomington is currently implementing a customized version of the nationally recognized edTPA (teacher performance assessment) developed at Stanford University that requires students to engage in planning, teaching, assessment, and analysis of data to inform further instruction.

Candidates are assessed during student teaching by our rigorous standards-based student teaching rubrics listed in our student teaching handbook (Appendix C).

e. Licensure and Certification

Current foreign language education programs have been approved for the preparation of the P-12 teacher candidates.   Candidates must pass basic skills testing and state required pedagogy and content testing via state approved Pearson CORE examinations. The proposed plan maintains the same rigorous preparation and state approved application processes.

f. Placement of Graduates

The Indiana University School of Education Career Connections unit has conducted initial graduate placement survey for world languages education programs since 2011. Figures show only the responding teachers.

2013-14	Employed	Grad School	Not Employed	Unknown	Total
BSED German				1	1
BSED Spanish	3				3
2012-13					
BSED French		1			1
BSED Spanish	4			5	9
BA/BS Spanish				1	1
BA/BS Japanese	1				1
2011-12					
BSED German	1				1
BSED Spanish	3			8	11

g. Accreditation

The world languages education program areas submitted documentation for national accreditation via CAEP/ACTFL (formerly NCATE) in March 2015.

6. Projected Headcount and FTE Enrollments and Degrees Conferred

ADMISSIONS AND GRADUATIONS FOR LANGUAGES EDUCATION PROGRAMS 3/15

ACADEMIC YEAR	2009-2010	2010-2011	20011-2012	2012-2013	2013-2014	2014-2015
ADMISSION TOTAL	17	16	13	7	12	11
GRADUATION TOTAL	10	13	14	13	9	Partial 4

11-12 POST-GRADUATE SURVEY

1. Would you recommend the IU School of Education's Teacher Education Program to others? **Yes/No**

2. Please take this opportunity to share any comments on the strengths and/or weaknesses of the IU Teacher Education Program as you experienced it, and any suggestions you may have for improvement.

3. What is your home state (U.S.) or country (if other than the U.S.)?

4. Are you currently teaching (full- or part-time, or as an assistant or substitute)? **Yes/No**

-------------------- *If No, skip to 18* --

We would appreciate any feedback you'd like to provide.

5. My IU Teacher Education Program prepared me to use specific classroom management strategies. **SD/D/U/A/SA**

    Examples of the strategies you learned at IU or while student teaching?

6. My IU Teacher Education Program prepared me to use effective technologies in my teaching. **SD/D/U/A/SA**

    Examples of the technologies you learned at IU or while student teaching?

7. My IU Teacher Education Program prepared me to create effective assessment instruments to measure learning. **SD/D/U/A/SA**

    Examples of the assessment instruments you learned at IU or while student teaching?
    _____

8. My IU Teacher Education Program prepared me to…

a. Create engaging instructional plans to meet individual student needs.	SD	D	U	A	SA
b. Effectively teach the content in my area.	SD	D	U	A	SA
c. Recognize when students fail to understand.	SD	D	U	A	SA
d. Understand how children learn.	SD	D	U	A	SA
e. Respond effectively to the needs of students from different backgrounds.	SD	D	U	A	SA
f. Use formative and standardized assessments to inform instruction.	SD	D	U	A	SA
g. Employ teaching techniques that require student problem solving.	SD	D	U	A	SA
h. Work effectively with parents.	SD	D	U	A	SA
i. Adapt my instruction to the needs of students with special needs.	SD	D	U	A	SA

9. Please tell us about any specific strategies, activities, or curricular models you wish were addressed in the Teacher Ed Program.
    _____

Please tell us about your current position...

10. Which best describes your status?

    Teacher - full-time
    Teacher - part-time
    Aide/Assistant - full-time
    Aide/Assistant - part-time
    Substitute - long-term
    Substitute - on-call

11. In which geographical area are you teaching? (U.S. state or other)

12. In what type of community is your school located?

> Urban
> Suburban
> Rural
> Military Base

13. In what type of school are you teaching?

> Public
> Charter (Public or Private)
> Private
> Not applicable (e.g., Head Start, other)

14. So that the School of Education may enrich its understanding of the perceived quality of its programs, would you be willing to share the place (school or school district) of your present employment?

15. *[EXCLUDING ELEMENTARY & P-12 AREAS]*   Which grade(s) do you currently teach?

Pre-K	4th Grade	9th Grade
Kindergarten	5th Grade	10th Grade
1st Grade	6th Grade	11th Grade
2nd Grade	7th Grade	12th Grade
3rd Grade	8th Grade	
Other_____		

16. *[ONLY SPECIAL ED*   In which setting(s) are you currently teaching?

> Regular classroom
> Self-contained Special Ed classroom
> Special Ed resource room
> Other _____

17. *[ONLY SECONDARY]*   Are you teaching the content area(s) for which you prepared at IU? **Yes/No**

-------------------- *Skip to 22* ---

From #4 if response = No

18. Since you're not teaching, what is your primary activity?

Attending graduate school **–skip to–** 19. What are your reasons for attending graduate school?
Employed outside of education **–skip to–** 20. What are your reasons for being employed outside of education?
Other **–skip to–** 21. What are your reasons for pursuing other activities?
_____

With the next two items, please feel free to provide feedback on the School of Ed's career services...

22. **[NEW THIS YEAR]** These resources helped me with my career preparation (check all that apply):

Job Search Advisor
Academic Advisor
Faculty
Workshop(s)
Interview Day
EDUC-M 202: Job Search Strategies for Educators
University Supervisor
Other (please specify) _____

23. Overall, I am satisfied with the career preparation assistance I received from IU Ed Careers. **SD/D/U/A/SA**

24. Do you have any comments you'd like to add about the Teacher Education program or anything related to it?

APPENDIX B: LETTERS OF SUPPORT

Indiana Commission on Higher Education:

I am writing on behalf of Westfield Washington Schools and to the importance of foreign language programs and teachers in our school district. In the past five years, our district has made it a priority to add additional foreign language opportunities to our secondary grade 7-12 course offerings. We added German at Westfield High School to already thriving Spanish and French programs to meet the college and career readiness goals of our students and to also give additional language opportunities to the high percentage of Westfield High School students who seek the Indiana Academic Honors Diploma.

Starting next school year, we will begin offering introductory courses in Spanish, French, and German at Westfield Middle School. These courses will also be offered for high school credit in 8th grade.

As you can see, the need for world language programs and teachers is great in our school district as we continue to increase academic rigor for our students.

Thank you.

Chris Baldwin
Director of Human Resources
Westfield Washington Schools

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Indiana's Commission on Higher Education:

The expansion of the degree program to World Language Education is a great idea. The courses that we are offering at the 6th grade academy have changed from just being a Spanish course to a brief survey of Spanish, French, and German as a way to expose students to multiple cultures and language before choosing a language to focus on. The World Cultures and Language Education degree with an emphasis in a specific language would expand teaching opportunities for students as well as give more depth to course offerings. The value of understanding best practices in teaching world cultures and language and not just one specific language will bring value to the degree and make the content the teachers have to offer invaluable.

Bethany Peterson-Gibson, Assistant Principal for Perry Meridian 6th grade Academy

February 20th, 2014

Dear Professor Nyikos,

Here at Indiana University Purdue University Indianapolis, Department of World Languages and Cultures, we understand that the IU Bloomington School of Education is combining the individual Bachelor's degrees in Spanish Education, German Education, French Education, etc. into a single degree program entitled **Bachelor of Science in Education: World Languages** *with specific concentrations in each language.* We also understand that IU SOE will not be changing the program content in any of these languages and that this represents a move to bolster enrollment for their Bachelors degree.

At our institution, the School of Education offers separate degrees in French, German, and Spanish Language Education. Currently, only the Spanish Language Education program is active. Students seeking a teaching career in K-12 language teaching complete their course of study in the School of Education and an additional set of courses in content area (specific language) equivalent to those required of a language major in the School of Liberal Arts. Students who have completed a language major (Bachelor of Arts) in the School of Liberal Arts also have the option of completing the Transition To Teaching Program.

Sincerely,

Marta Antón
Professor and Chair
Department of World Languages and Cultures

Indiana State University

College of Arts and Sciences — *Languages, Literatures & Linguistics*

Terre Haute, Indiana 47809
812-237-2366
Fax 812-237-2368
www.indstate.edu/lll/

Date: February 21, 2014

Memo to: Indiana Commission on Higher Education

RE: Indiana University Bloomington BS in Education: World Languages

At Indiana State University's department of Languages, Literatures and Linguistics, we understand that IU Bloomington School of Education is combining the individual Bachelor's degrees in Spanish Education, German Education, French Education, etc. into a single degree program entitled **Bachelor of Science in Education: World Languages** with specific concentrations in each language. We also understand that IU SOE will not be changing the program content in any of these languages and that this represents a move to increase enrollment for their Bachelor's degree. We are not in opposition to these revisions and embrace changes that will continue to bolster the number of undergraduates seeking regular licensure in the teaching of World Languages in Indiana.

Sincerely,

Lisa M. Calvin

Lisa M. Calvin, Ph.D.
Associate Professor of Language Pedagogy and Spanish

The following pages constitute the M420 Teacher Performance Assessment,
used during student teaching.

INDIANA UNIVERSITY BLOOMINGTON

School of **Education**

M420

Teaching Performance Assessment Handbook

Spring 2015

INDIANA UNIVERSITY

SCHOOL OF EDUCATION

Office of Teacher Education
Bloomington

Table of Contents

TPA Resources

Overview:
The M420 Teaching Performance Assessment

As schools change the way they evaluate their faculty, it is critical that teachers are able to thoughtfully evaluate and specifically document how their teaching impacts their students' learning. The M420 Teaching Performance Assessment (TPA) is designed to give structure to the student teaching experience by engaging teacher candidates in authentic experiences around teaching and learning. The M420 Teaching Performance Assessment[1] is a performance-based assessment for pre-service teacher candidates and is centered on student learning.
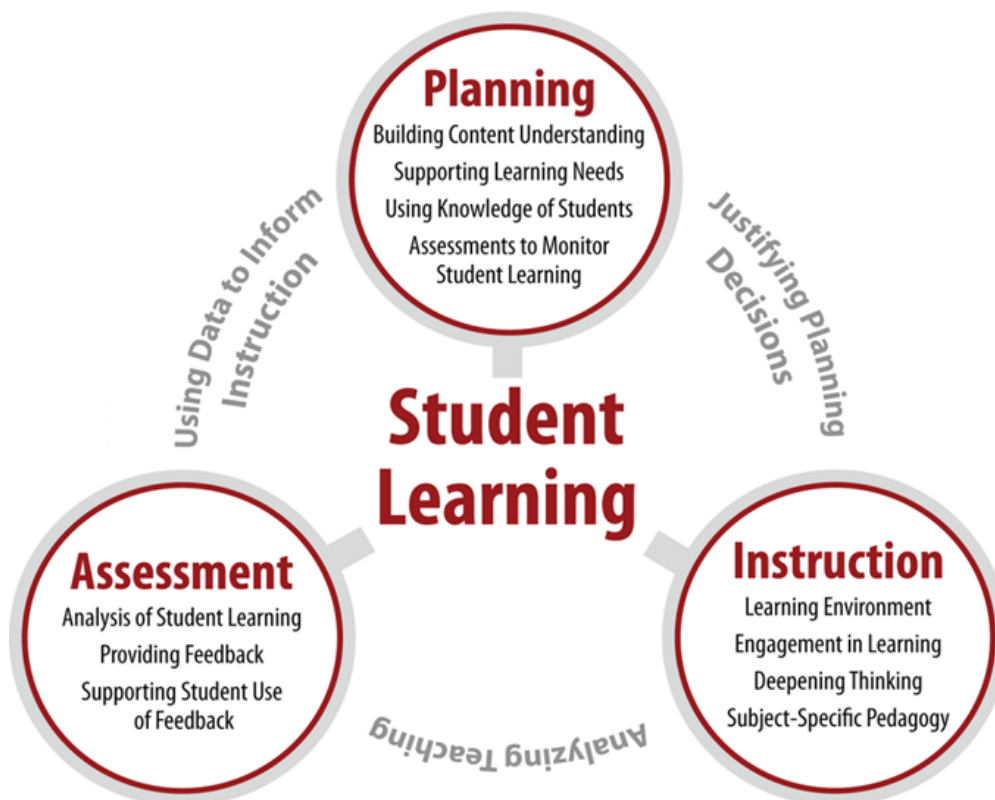
Upon completion of the M420 TPA, the major component of the M420 seminar, the teacher candidate will have demonstrated:

1. Unit/lesson planning skills that reflect an understanding of and responsiveness to previous student learning, differentiated ability levels, and varying student backgrounds.
2. Instruction and assessment skills of an entry-level teacher, including the use of a variety of formal and informal standards-aligned assessments to gauge student learning both during and

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[1] The M420 TPA has been adapted from the edTPA developed by the Stanford Center for Assessment, Learning and Equity (SCALE). The American Association of Colleges of Teacher Education (AACTE) and Stanford University have formed a partnership to develop the Teacher Performance Assessment (edTPA), a 25-state initiative involving more than 180 teacher preparation programs.

after an instructional segment as well as the ability to formulate next steps based on previous student learning and determination of student needs.
3. Reflective practice of an entry-level teacher is implemented in planning, instruction, and after instruction
4. The ability to document and analyze his/her impact on student learning, using specific examples from student backgrounds, classroom instruction, and student work samples to support his/her conclusions.

Summary of Tasks

Your M420 Teaching Performance Assessment, the primary task of the M420 Seminar, is a focused study of an instructional segment of between three and five (3-5) consecutive planned instructional days in the same class (or, if teaching within a large time block, 3–5 hours of connected instruction). As part of the TPA, you will develop and implement a series of standards-aligned lesson plans (also referred to as learning segments) and accompanying assessments based upon your understanding of your students' backgrounds, previous learning, interests, and needs. From these lessons, you will provide written commentary (using Commentary Templates provided) and supporting artifacts to demonstrate your understanding of student learning as you taught the lesson segment. In addition, you will reflect on the segment as a whole and suggest next steps to develop student learning further. A learning segment prepared for this assessment should provide opportunities for students to develop a deepener understanding of content area curriculum.

You will complete three tasks for the Teaching Performance Assessment:

TASK 1. Planning for Instruction and Assessment
TASK 2. Instructing and Engaging Students in Learning
**TASK 3.** Assessing Student Learning

Online Seminar Support

The M420 seminar has been designed to provide support for teacher candidates throughout the student teaching experience. Supervisors will play a role in the process as they will discuss with you your TPA progress when they come to visit and can help you better understand the tasks that are required. They will also play a role as the evaluator of your assessment submissions. Prepare for each of their visits by having the M420 TPA handbook available and mark sections you would like to discuss with them. If they do not know the answer to your questions, they may refer you to the M420 seminar leaders for additional support.

Additionally, the online components of the M420 seminar (Collaborative Peer Forums and Asset Appraisals) are meant to provide support as well. Please note that the seminar leaders will send email notifications throughout the experience that will cue you to important details of the TPA. Please pay attention to this communication as it's meant to provide support.

Cycle of Effective Teaching and Habits of Mind

The three TPA tasks represent a cycle of effective teaching. These tasks and the evidence you provide for each are framed by your **<u>understanding of your students and their learning</u>**. A critical component of an effective teacher is the formation of habits of mind that actively seek knowledge of one's students and their learning. Successful teachers vigilantly study their students (through classroom observation and multiple forms of assessments) to inform themselves about their students and their students' learning. This vital information will guide how teachers plan, instruct, assess and amend their practice. Thus a habit of mind around **knowledge of student learning** can be thought about as a teaching and learning cycle during the M420 seminar and will be revisited throughout the student teaching experience. As you develop, document, and teach your lessons, you will reflect upon the cyclical relationship among planning, instruction, and assessment with a **focus on your students' learning needs**.
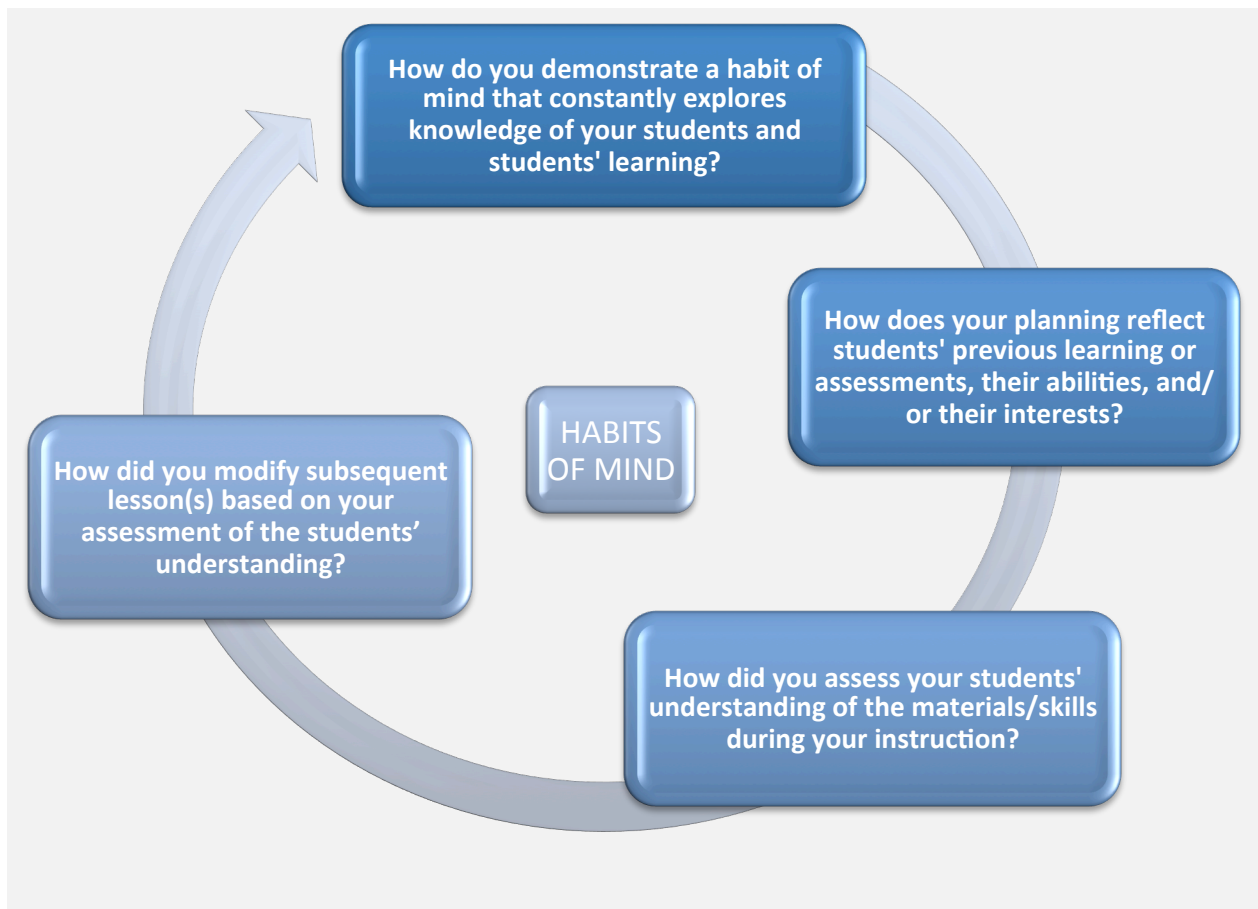
Evidence of Teaching Practice: Artifacts and Commentaries

To complete the assessment, you will submit artifacts and commentaries as evidence of how you planned and implemented instruction to deepen student learning in your content area.

Artifacts represent authentic work completed by you and your students. These include lesson plans, copies of instructional and assessment materials, narrative descriptions of your teaching, and student work samples.

Commentaries are your opportunity to describe your artifacts, explain the rationale behind their choice, and analyze what you have learned about your teaching practice and your students' learning. Note that although your writing ability will not be scored directly, commentaries must be well focused and clearly written. (See Oncourse or pages 29-37 of this handbook for a copy of the four Commentary Templates you are required to use.)

TPA TIPs for Success: Using the Rubrics to Guide Planning

When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing.

Evaluation Criteria

EDUC-M 420 Teaching Performance Assessment Grading

The EDUC-M 420 Seminar is graded S/F. The TPA tasks will be graded by your university supervisor using eleven rubrics which have been provided in this handbook. In order to receive a "satisfactory" rating for the M420 Seminar, you **must** complete all three tasks of the TPA with **no more than three ratings of 1** on any of the eleven scoring rubrics.

The evidence you submit will be judged on four components of teaching practice:

    1. Planning

    2. Instruction

    3. Assessment

    4. Analyzing Teaching

You will provide evidence for the planning, instruction, and assessment components, as well as evidence for the analysis of the teaching component across all three tasks.

The rubrics used to score your performance are included in this handbook and follow the directions for each task. The descriptors in the three-level rubrics address a wide range of performance representing the knowledge and skills of a novice not ready to teach (Level 1) to the advanced practices of a highly accomplished beginner (Level 3).

Timeline for TPA Completion

The following timelines provides an overview of the TPA due dates. Those who are only in an 8 week placement should follow the first timeline (this includes candidates in the TAL program). Everyone else should follow the 11 week timeline provided. The due dates provided should be followed to allow for timely discussions about your progress during the midterm conference AND to enable timely completion

of the M420 seminar. If you have a special circumstance and need an adjustment to due dates for any TPA assignments, consult with your supervisor for permission to adjust due dates.

TPA 8 Week Assignment Timeline	
Wk. 2	TPA Task Draft of Context For Learning
Wk. 4	TPA Task 1 Complete
Wk. 6	TPA Task 2 Complete
Wk. 8	TPA Task 3 Complete

TPA 11 Week Assignment Timeline	
Wk. 2	TPA Draft of Context For Learning
Wk. 6	TPA Task 1 Complete
Wk. 9	TPA Task 2 Complete
Wk. 11	TPA Task 3 Complete

Structure of the Handbook

The instructions on the following pages will guide you in putting together the artifacts and commentaries required within the three tasks of the TPA. Within each task, instructions are organized into four sections:

1. **What to Think About**
2. **What Do I Need to Do?**
3. **What Do I Need to Write?**
4. **How Will the Evidence of My Teaching Practice Be Assessed?**

TPA TIPs for Success: Have the "Big Picture" in Mind

It is imperative that teacher candidates completing the TPA read through Task 1, 2 and 3 of this handbook prior to beginning their planning for Task 1. Since each section of the assessment builds upon each other, a key component of success is that candidates have the big picture in mind for the TPA as they make decisions. For example, Task 3 requires candidates to use planned assessments to examine student learning and then provide feedback to three students based on analysis of learning. Candidates should carefully consider the types of assessments that would most effectively guide their ability to provide feedback to chosen students. Don't forget to ask your supervisor for help if you get stuck or have a question.   You can also send the M420 seminar leaders a question as well.

TASK 1

Planning for Instruction and Assessment

Task 1: Planning for Instruction and Assessment

What to Think About

In Task 1: Planning for Instruction and Assessment, you will describe your plans for the learning segment and explain how your instruction is appropriate for the students and the content you are teaching:

- What do your students know, what can they do, and what are they learning to do?

- What do you want your students to learn? What are the important understandings and core concepts you want students to develop within the learning segment?

- What instructional strategies, learning tasks, and assessments will you design to support student learning?

- How is the teaching you propose informed by your knowledge of students?

Task 1 prepares you to demonstrate and analyze the effectiveness of your teaching of the planned learning segment.

What Do I Need to Do?

☐   **Select a class[2].** If you teach more than one class, select one focus class for this assessment.

☐   **Provide context information.** The Context for Student Learning Information template is provided at the end of this handbook on pg. 29. This writing is a critical piece of your TPA and should be revisited as you gain more information about your students.

☐   **Identify a learning segment to plan, teach, and analyze.** Review the curriculum with your supervising teacher and select a learning segment of **3–5 lessons** (or, if teaching within a large time block, about **3–5 hours of connected instruction**). The goal is for you to have your learning segment planned and written by your midterm conference so your supervising teacher and university supervisor can provide feedback.

☐   **Identify a central focus.** Identify the central focus along with the content standards and objectives you will address in the learning segment. The central focus should support students in developing content area skills and understandings that are just beyond your students' current skill levels.

☐   **Write a lesson plan** for each lesson in the learning segment. Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them in your absence (see pg. 39 for a sample template).

☐   Your lesson plans should (at minimum) include the following information:
- State-adopted student academic content standards that are the target of student learning (Please list the **number AND text** of the standard. If only a portion of a standard is being addressed, then only list the relevant part[s].)
- Learning objectives associated with the content standards

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[2] TAL student teachers in special education placements may select 3-5 students

- Informal and formal assessments used to monitor student learning, including type(s) of assessment and what is being assessed (Think through these carefully to assist in providing feedback to students in Task 3.)
- Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs
- Instructional resources and materials used to engage students in learning

☐ **Respond to prompts** listed in the Planning Commentary Template **prior to teaching the learning segment.**

☐ **Revisit** your Context for Student Learning description as you learn more about your students through observations and/or discussions with your supervising teacher. As you get ready to submit Task 1, add additional information about the **context** to this description.

☐ **Submit your original lesson plans.** If you make changes while teaching the learning segment, you will have opportunities to reflect on changes in the Instruction and Assessment Commentaries.

☐ **Select and submit key instructional materials** needed to understand what you and the students will be doing (**no more than 5 pages per lesson plan**). The instructional materials might include such items as class handouts, assignments, slides, and interactive whiteboard images.

☐ Submit all materials to Oncourse Dropbox. Please attempt to put all submissions for Task 1 in one MS Word document with Context Template and Planning Commentary Template upfront and lesson/assessment submissions following.

☐ **Submit copies of all written assessments.** (Do not submit student work samples, but the blank instruments as given to students.)

Tips for Success: Setting Yourself Up for Success

As you begin to plan the lessons for the learning segment, you need to align all of the key pieces. If you think about assessment as a natural outgrowth of the objectives, it is more likely that you will have useable data at the end.[3] Writing *measurable* objectives involves using action verbs. What must the students demonstrate that they can do at the end of the lesson? Remember Bloom's taxonomy? Good, measureable objectives have action verbs and a noun. What will the student be able to do? What will you see that shows you that the student can do it or understands? (One page 41 you may want to utilize an optional planning resource to help you get started with planning your lesson segments.)

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[3] Remember, you will use data from your planned assessments to provide feedback to three students in Task 3. It is critical that you have useable data at the end of the TPA to complete Task 3.

What Do I Need to Write?

In Task 1: Planning for Instruction and Assessment, you will write
- lesson plans with chosen assessments
- a description of your context for learning (see template on pg. 29 of this handbook)
- commentary explaining your plans (see template on pg. 33 of this handbook)

TPA SPOTLIGHT: CONTEXT FOR LEARNING

As you work on your TPA, continue to think about the learning context throughout each task. During the *Planning* phase of your TPA the following questions will probe your consideration of the learning context.
- Where does your potential TPA learning segment "fit" in terms of the learning students have done to date and the standards to be addressed?
- What do you know about the students' prior learning/understanding of material/skills that is important to your central learning focus/learning segment?
- What are the various learning needs that you will need to address in your learning segment, i.e. reading levels, visual and auditory learners?
- What informal/formal assessments might you be able to use to monitor students' learning?

Planning Commentary

Respond to the prompts below (**no more than 9 single-spaced pages, including prompts**).

1. **Central Focus**
   a. Describe the central focus and purpose for the content you will teach in this learning segment and the standards being addressed.
   b. Given the central focus, describe how the learning objectives within your learning segment address students' abilities to deepen their learning in the content area.
   c. Explain how your plans build on each other to help students deepen their learning in your content area. Be specific in your explanation.

2. **Knowledge of Students to Inform Teaching**

   For each of the prompts below (2a–b), describe what you know about **your** students with respect to the central focus of the learning segment. Describe what assessment information upon which you are building to plan this learning segment. Remember to consider the variety of learners in your class who require different strategies/supports (e.g., students with IEPs, behavior needs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

   a. Prior academic learning and prerequisite skills related to the central focus: What do students know, what can they do, and what are they learning to do? **Remember to provide specific examples and to utilize all assessment data available to you. In**

addition, include observations you, your supervising teacher and/or parent/s have made related to learning.

    b. Personal/cultural/community assets related to the central focus: What do you know about your students' everyday experiences, cultural backgrounds and practices, and interests? **Your writing of the Context for Student Learning provided a foundation for answering this prompt. Please add additional information here that relates specially to the learning segment you are planning to focus on. How can you build upon personal/cultural/community assets to teach the central focus?**

3. **Supporting Students' Content Area Learning**

Respond to prompts 3a–c below. As needed, refer to the instructional materials and lesson plans you have included to support your explanations. **Use principles from research and/or theory to support your explanations.**

    a. Explain how your understanding of your students' prior academic learning and personal/cultural/community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials.

    b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class and students with similar or specific learning needs.
For example, consider students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

    c. Describe common student errors or misunderstandings within your central focus and how you will address them.

2. **Monitoring Student Learning**

Refer to the assessments you will submit as part of the materials for Task 1.

    a. Describe how your planned formal *and* informal assessments will provide direct evidence of students' deepened learning in the content area. The assessments you choose will be critical to helping you complete Task 2 and 3. Choose a few different types of assessments to help you gauge student learning and to provide subsequent feedback to three target students (See Tips for Success and Task 3 for more information).

    b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.
For example, consider all students, especially students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

TPA TIPS for Success: Choose Assessments Wisely!

Remember, in Task 3 you will use data from your chosen assessments to analyze student learning and to provide feedback to three students. Your chosen assessments should be aligned with both your subject specific central focus and with academic standards and your identified learning objectives. They should provide opportunities for students to show their understanding of the full range of learning objectives you will teach. Avoid assessments that only require students to parrot back information. Choose/design assessments that measure how well students understand – not just remember – what they are learning. A traditional test that involves multiple-choice answers is often not the best option for completing the TPA. It is recommended that you use reliable sources on the Internet to review the different type of assessments that are possible to use. Some examples of authentic assessments might be student/s independent work samples that involve a constructed response activity, creation of a product that can be examined for student learning/understanding, observation of student performance using a rubric, student self-assessment reflections, and/or conferencing with students to gauge understanding. There are many other possibilities so please be sure to refresh your knowledge of assessment options.

How Will the Evidence of My Teaching Practice Be Assessed?

For Task 1: Planning for Instruction and Assessment, your evidence will be assessed with rubrics 1–4, which appear in the following pages. **When preparing your artifacts, lesson segment and commentary writing for TASK 1, 2 and 3, refer to the rubrics frequently to guide your thinking, planning, and writing. The Rubrics will help you understand what is important to focus on in the lessons.**