

Indiana Professional Standards Board Standards for Teachers of Foreign Language

A Component of Indiana University's School of Education Unit Assessment System

IPSB Standards	Addressed/Evaluated	Source of Evidence	Criteria
<p><i>IPSB Content Standard 1</i> Understands goals, purposes, & instructional approaches of U.S. foreign language education.</p>	<p><i>IPSB Content Standard 1</i> General education course requirements for entry into program M403, M432, M445</p>	<p><i>IPSB Content Standard 1</i></p> <ul style="list-style-type: none"> • Before entry into program, candidates complete required general education courses with minimum GPA of 2.5 and passage of Praxis I basic skills test • Course textbook and class discussions address historical and current approaches to language instruction 	<p><i>IPSB Content Standard 1</i></p> <ul style="list-style-type: none"> • See: IUCare
<p><i>IPSB Content Standard 2</i> Understands how foreign languages are learned, & creates learning experiences for all students.</p>	<p><i>IPSB Content Standard 2</i> M432, M445</p>	<p><i>IPSB Content Standard 2</i></p> <ul style="list-style-type: none"> • Candidates' course textbooks offer a thorough discussion of the most up-to-date theory in the discipline of language pedagogy and linguistics; classroom discussions and activities focus on the interplay of theory and practice. • In microteaching sessions and lesson plan development, candidates apply learning theories and linguistics to instructional opportunities and activities. • Course instructor guides candidates to use a theory-based approach in their development of artifacts, activities, and resources for their future teaching • In their development of lesson plans and completion of course assignments, candidates learn how to use differentiated artifacts to accommodate their candidates' developmental and proficiency levels. • Candidates adapt lessons and create teaching units with a variety of activities to address a range of language proficiency levels. • Candidates develop assignments and activities that highlight cultural differences. 	<p><i>IPSB Content Standard 2</i></p> <ul style="list-style-type: none"> • <u>M432/M445</u>: Lesson plan and microteaching evaluation criteria • <u>M432/M445</u>: Informal assessment of theory and practice • <u>M432/M445</u>: Formative evaluation criteria for individual assignments

<p><i>IPSB Content Standard 3</i> Communicates fluently in foreign language & understands culture(s) in which language is used.</p>	<p><i>IPSB Content Standard 3</i> M432, M445</p>	<p><i>IPSB Content Standard 3</i></p> <ul style="list-style-type: none"> • Candidates are required to include foreign language use and cultural components in all lesson plans and microteaching • Candidates develop assignments and activities that highlight cultural differences. • Candidates develop lesson plans that incorporate language, culture and content goals. 	<p><i>IPSB Content Standard 3</i></p> <ul style="list-style-type: none"> • <u>M432/M445</u>: Lesson plan and microteaching evaluation criteria
<p><i>IPSB Content Standard 4</i> Reflective practitioner who continually evaluates effects of their choices and actions on students, parents, colleagues, community, & actively seeks opportunities to grow professionally.</p>	<p><i>IPSB Content Standard 4</i> M403, M432, M445</p>	<p><i>IPSB Content Standard 4</i></p> <ul style="list-style-type: none"> • Candidates reflect upon their teaching in order to examine their motivations and classroom behaviors • Course assignments reinforce reflective practice • Candidates read professional journals and have an optional activity of attending a professional conference • Candidates are advised to join state and national professional organizations • Candidates may opt to participate in informal foreign language conversation clubs to augment their language abilities 	<p><i>IPSB Content Standard 4</i></p> <ul style="list-style-type: none"> • <u>M432/M445</u>: Reflective assignment evaluation criteria • <u>M432/M445</u>: Informal and formal professional journal evaluation criteria • <u>M432/M445</u>: Optional assignment evaluation criteria
<p><i>IPSB Content Standard 5</i> Fosters positive relationships with colleagues, parents, community to support students' learning & well-being.</p>	<p><i>IPSB Content Standard 5</i> M403, M432, M445</p>	<p><i>IPSB Content Standard 5</i></p> <ul style="list-style-type: none"> • Field experience in schools builds candidates' connection to school/community projects • Field experience in schools builds relationships with school personnel • Optional assignments include language tutoring in the community. 	<p><i>IPSB Content Standard 5.1</i></p> <ul style="list-style-type: none"> • <u>M403</u>: Field Experience evaluation criteria • <u>M432/M445</u>: Optional assignment evaluation criteria
<p><i>IPSB Content Standard 6</i> Seeks opportunities for students to use language outside classroom, in their future careers, & as lifelong learners.</p>	<p><i>IPSB Content Standard 6</i> M432, M445</p>	<p><i>IPSB Content Standard 6</i></p> <ul style="list-style-type: none"> • Candidates reinforce the "Communities" component of the American Council of Teachers of Foreign Language's (ACTFL) "Five C's of Foreign Language Instruction" in lesson plan development 	<p><i>IPSB Content Standard 6</i></p> <ul style="list-style-type: none"> • <u>M432/M445</u>: Lesson plan evaluation criteria
<p><i>IPSB Content Standard 7</i> Understands how a foreign language is connected to other disciplines & provides opportunities for students to</p>	<p><i>IPSB Content Standard 7</i> M432, M445</p>	<p><i>IPSB Content Standard 7</i></p> <ul style="list-style-type: none"> • In microteaching sessions and lesson plan development, candidates apply learning theories and linguistics to instructional opportunities and activities. 	<p><i>IPSB Content Standard 7</i></p> <ul style="list-style-type: none"> • <u>M432/M445</u>: Microteaching evaluation criteria

develop understanding of these connections.		<ul style="list-style-type: none"> • Candidates' course textbooks offer a thorough discussion of the most up-to-date theory in the discipline of language pedagogy and linguistics; classroom discussions and activities focus on the interplay of theory and practice. 	
<i>IPSB Content Standard 8</i> Fosters appreciation of cultural & ethnic diversity.	<i>IPSB Content Standard 8</i> M432, M445	<i>IPSB Content Standard 8</i> <ul style="list-style-type: none"> • Candidates develop assignments and activities that highlight cultural differences. 	<i>IPSB Content Standard 8</i> <ul style="list-style-type: none"> • <u>M432/M445</u>: Lesson plan and microteaching evaluation criteria
<i>IPSB Content Standard 9</i> Understands that learning another language enhances students' understanding of their own language & culture.	<i>IPSB Content Standard 9</i> M403, M432, M445	<i>IPSB Content Standard 9</i> <ul style="list-style-type: none"> • Candidates develop assignments and activities that highlight cultural differences. 	<i>IPSB Content Standard 9</i> <ul style="list-style-type: none"> • <u>M403</u>: Field experience evaluation criteria • <u>M432/M445</u>: Lesson plan evaluation criteria
<i>IPSB Content Standard 10</i> Understands, uses formal & informal assessment strategies to evaluate, ensure ongoing intellectual & social development of learner.	<i>IPSB Content Standard 10</i> M432, M445	<i>IPSB Content Standard 10</i> <ul style="list-style-type: none"> • Candidates are familiarized with traditional and alternative assessment strategies • Candidates actively incorporate traditional and alternative assessment strategies into lesson plans 	<i>IPSB Content Standard 10</i> <ul style="list-style-type: none"> • <u>M432/M445</u>: Lesson plan evaluation criteria