

# TEACHING AND LEARNING: WORLD LANGUAGE - SPANISH (MEd)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in PK-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Education degree and are qualified for PK-12 school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

## Licensure

Illinois Professional Educator License with endorsement in World Language Spanish (preschool-grade 12), Illinois State Board of Education (ISBE) approved program.

Program Requirements	Quarter Hours
Program Requirements MEd	56
<b>Total hours required</b>	<b>56</b>

## Learning Outcomes

Students will be able to:

- Understand and apply theoretical foundations of world language education to develop sound instruction and teaching approaches for world language learners.
- Integrate theory and research on second language acquisition into praxis for world language learners.
- Evaluate and understand history and policies of world language education and how historical and policy context affect the education of world language learners.
- Demonstrate knowledge and understanding of various assessment issues that affect world language learners, such as accountability, reliability, validity, bias, special education testing, language proficiency, language supports, and accommodations.
- Understand and apply world language education (ACTFL) standards in unit/lesson planning and instruction.

## Dispositions

The College of Education expects its students to demonstrate the following dispositions and competencies across coursework, field experiences, clinical placements, and professional interactions. These competencies reflect professional, ethical, and inclusive practice aligned with state licensure requirements, accreditation standards, and our Vincentian mission to prepare effective and socially responsible professionals. We recognize that some concepts can be interpreted subjectively and have at times disproportionately impacted marginalized communities. Accordingly, our dispositions are applied with attention to equity, transparency, and cultural responsiveness. Faculty, staff, and students are encouraged to consult the standards of relevant professional organizations and accrediting bodies for specific expectations within their fields and engage in ongoing dialogue about these dispositions to raise questions, address concerns, and ensure fair and equitable implementation.

### Justice and Ethical Responsibility

Student acts with integrity, ensuring their decisions and actions promote justice in all academic and professional standards.

*Measures:*

- Follows all ethical, legal, and professional standards, including confidentiality and mandated reporting requirements.
- Demonstrates accountability in academic and professional decisions and actions.
- Advocates for and enacts equitable and just practices that protect the dignity, safety, and well-being of others.

### Diversity and Cultural Responsiveness

Student respects diverse identities, cultures, and experiences to foster equitable and inclusive interactions in all learning and professional settings.

*Measures:*

- Reflects on personal values, biases, and assumptions.
- Adapts learning and practice to meet the needs of diverse individuals and communities.
- Promotes respect and equity in interactions across classroom and professional settings.

### Leadership and Professional Growth

Student takes ownership of their learning and professional growth and applies knowledge thoughtfully to address challenges, improve practice, and support positive learning and professional environments.

*Measures:*

- Seeks opportunities to advance knowledge, skills, and professional growth.
- Reflects on experiences and feedback to improve and innovate practice.
- Applies knowledge and skills to solve problems or to improve outcomes in academic, professional, and field settings.

### Collaboration and Professional Relationships

Student builds positive relationships and collaborates effectively in all academic and professional settings.

*Measures:*

- Communicates respectfully and professionally with peers, staff, faculty, supervisors, and community partners.
- Incorporates feedback to improve collaborative work and interactions.
- Maintains interpersonal and professional boundaries.

### Professionalism and Communication

Student models professionalism by engaging responsibly and communicating respectfully within all learning and professional contexts, recognizing that professional norms may vary across cultural, community, and institutional contexts.

*Measures:*

- Demonstrates professional behavior, including preparedness, punctuality, and attire and language.
- Communicates clearly, respectfully, and effectively in verbal, nonverbal, and written forms.
- Follows guidelines, policies, and procedures in classrooms, professional, and field settings.

## Teacher Preparation

### Field Experience

Each student pursuing licensure in the College of Education must complete structured Field Experiences in schools and sites aligned with their area of licensure in conjunction with designated education courses. Field Experience hours must be completed across a variety of settings and grade levels, include work with diverse student populations, and

involve experiences in special education settings. Field Experiences must be completed during the quarter in which the course is taken and align with the completion of required course assignments. In addition to the requirements above, students must complete the minimum total Field Experience hours required by their program to be eligible for Student Teaching. All hours must be submitted by the student and approved by faculty in the Field Experience Hours Log upon completion each quarter and be verified by the Field Experience & Student Teaching Office before final approval for Student Teaching.

### Student Teaching Requirements

Student Teaching is the culminating course for teacher candidates. It is an onsite experience in classrooms. The course requires candidates to be in schools and sites full-time. As the culmination of their teacher preparation program, it requires candidates to demonstrate their preparedness to teach, including reflecting the skills and sensibilities set out by the various professional organizations and the Illinois State Board of Education (ISBE). A seminar course is required in the same quarter as student teaching.

All students in teacher preparation programs must meet the following requirements prior to enrollment in Student Teaching and the seminar course:

#### **Academic & Clinical Requirements**

- Complete all courses required for the degree (including major coursework, content area courses, and general education coursework)
- Complete all program-required Field Experience hours
- Achieve a minimum overall cumulative GPA of 3.00
- Meet all other program requirements (e.g., residency requirement, OPI test)
- Attempt the required Illinois licensure content area test in the primary licensure area and grade level\*
- Demonstrate satisfactory professional dispositions

*\*Secondary Education students placed in a middle grades classroom for Student Teaching must pass the middle grades content-area exam prior to Student Teaching and attempt the secondary content-area exam. Both exams must be passed to be eligible for licensure.*

#### **Student Teaching Preparation and Deadlines**

- Attend a Mandatory Student Teaching Informational Session approximately 2-3 quarters prior to expected quarter of Student Teaching
- Meet with an Academic Advisor to confirm academic eligibility and timeline
- Submit Student Teaching Application after meeting with an Academic Advisor, approximately 2-3 quarters prior to Student Teaching; application includes site preferences, resume, unofficial transcripts, FERPA release form, and writing sample
- Submit and complete any additional placement school/district application materials and/or clearance requirements by the noted deadlines
- Meet all academic requirements and professional disposition expectations one quarter by the quarter preceding Student Teaching, and continue to meet them through that quarter
- Attempt content area tests no later than 2 months prior to student teaching start date

- Attend Student Teaching Orientation in the weeks prior to the start of the Student Teaching experience

Students are expected to meet all stated requirements, procedures, and associated deadlines related to their Student Teaching placement. An eligibility review will be conducted approximately one month prior to the start of Student Teaching to confirm that all requirements and timelines have been satisfied. Failure to comply with these expectations within the established timelines may result in removal from the current placement or Student Teaching deferral to a future quarter. In cases where these expectations are not met, the Field Experience & Student Teaching Office may determine that continuation in the current placement is not appropriate. Decisions will be made at the discretion of the Field Experience & Student Teaching Office, following review of relevant information and, when feasible, communication with the student regarding the deficiency. The Field Experience & Student Teaching Office reserves the right to reassign or remove a student from their placement, considering the specific situation and any documented efforts to comply with requirements.

If a student or the program determines that the student will not complete Student Teaching but intends to finish the degree, the student must consult with the Program Director or Department Chair to identify appropriate substitute coursework. Approval of substitution courses is at the discretion of the Program Director or Department Chair, and such coursework will be equivalent in credit hours to the Student Teaching and seminar requirements. In these cases, a notation will be added to the student's transcript stating: "Completion of degree requirements did not lead to eligibility for licensure."

## Licensure

Requirements for licensure include completion of an education preparation program, all licensure content tests (including OPI for world language endorsements), and an awarded bachelor's degree. A bachelor's degree is required to qualify for licensure and must be awarded before applying for the license. Student teaching must be passed with a minimum grade of B- or higher and the seminar course with a minimum grade of C or higher.

Upon finishing all requirements, DePaul sends notification to ISBE to verify completion of requirements. Then students must submit an application in the ISBE system (ELIS). Application requirements include an application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change at the discretion of ISBE.

Individuals seeking subsequent (additional) endorsements after applying for licensure must contact a College of Education Licensure Officer to determine next steps. Additional courses, tests, and fees may be required as per ISBE requirements.

## Licensure Tests

All individuals pursuing a Professional Educator License (PEL) issued by the Illinois State Board of Education (ISBE) are required to pass a content area exam specific to their primary teaching area. Students wishing to add endorsements to their license will also be required to pass any additional content area exams in the desired endorsement area. The Academic Success Center can provide tutoring, workshops, online resources, and practice tests.

## Endorsements

An endorsement is a credential on a Professional Educator License (PEL) that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when they began the program.

## Teacher Performance Assessment

A Teacher Performance Assessment (TPA) is a subject-specific, performance-based assessment for teacher candidates designed to demonstrate their ability to plan, teach, assess, and reflect on instruction. A TPA is designed to measure an educator's knowledge, skills, and preparedness in a real-world teaching context. A teacher performance assessment requirement for Illinois licensure is waived until September 1, 2029. Illinois will develop and pilot a state-developed teacher performance assessment between 2026 and 2029 (see Public Act 104-0128.) (<https://ilga.gov/Documents/Legislation/PublicActs/104/PDF/104-0128.pdf>)

Beginning in the 2026-2027 academic year, the College of Education may participate in the ISBE pilot program for a new Illinois Teacher Performance Assessment (ILTPA). If the college participates, the ILTPA will be required as part of the Student Teaching course. Additional information about pilot requirements and procedures will be provided to Student Teaching instructors and students when it is received from ISBE.

The new Illinois TPA may require a fee to complete. In addition, candidates may be required to earn a minimum passing score to successfully complete the assessment and be eligible for licensure.

## Degree Conferral & Graduation

The awarding of a degree is not automatic. The student must submit an application to be considered for the degree. The university awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is the student's responsibility to initiate the degree conferral process by submitting an online application. Submitting an application indicates the student's intent to complete all degree requirements by the end of the term for which the application is submitted.

Undergraduate students must be approved for student teaching and complete student teaching and seminar to be cleared for the degree. Students must submit a graduation application for the quarter that corresponds with term in which Student Teaching is completed.

Once the application has been submitted, the student may not register for any term after the one selected in the application.

To apply for degree conferral, log on to Campus Connect. Select "Advising, Progress & Graduation", then "Apply for Graduation". The on-screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. To participate, the student must first apply for degree conferral for the current academic year and then submit a cap and gown order.

Eligibility for the June Commencement ceremony is limited to students who complete the entirety of their program requirements, including student teaching, within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the Commencement website at <https://resources.depaul.edu/commencement/Pages/default.aspx>

## Degree Requirements

### Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

### Requirements for World Language Education Spanish

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Spanish I
- Advanced Spanish II
- Advanced Spanish
- Advanced High Spanish I
- Advanced High Spanish II
- Advanced High Spanish III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

### Course Requirements

**Education Courses: 40 quarter hours required, grade of C or better required.**

Course	Title	Quarter Hours
TCH 403	CONCEPTIONS OF HEALTHY ADOLESCENCE	4
or SCG 401	ADVANCED LIFESPAN DEVELOPMENT	
EE 404	INTRODUCTION TO ELEMENTARY EDUCATION: THEORY AND PRACTICE	4
or TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	
Select one of the following:		4

SCG 408	EDUCATION AND SOCIETY	4
SCG 409	SOCIOLOGY OF EDUCATION	4
SCG 411	PHILOSOPHY OF EDUCATION	4
BBE 560	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
BBE 570	LANGUAGE, LITERACIES AND CULTURES	4
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	4
T&L 449	STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 (Secondary)	4
T&L 575	MULTILINGUAL PROGRAMMING IN SCHOOLS AND COMMUNITIES	4
BBE 407	EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS	4
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4

**Education Elective Course: 4 quarter hours are required, grade of C or better required.**

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

**Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.**

Either a course in Spanish at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- SPN 300-600 level Spanish course

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
T&L 592	WORLD LANGUAGES STUDENT TEACHING (grade of B- or better required)	6
T&L 593	WORLD LANGUAGES SEMINAR (grade of C or better required)	2
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

### Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education Spanish majors must complete the following tests:

- Foreign Language: Spanish Content Area Test (test #260) – assesses knowledge of the Spanish language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see below).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

## Field Experiences

Each student pursuing licensure in the College of Education must complete structured Field Experiences in schools and sites aligned with their area of licensure in conjunction with designated education courses. Field Experience hours must be completed across a variety of settings and grade levels, include work with diverse student populations, and involve experiences in special education settings. Field Experiences must be completed during the quarter in which the course is taken and align with the completion of required course assignments. In addition to the requirements above, students must complete the minimum total Field Experience hours required by their program to be eligible for Student Teaching. All hours must be submitted by the student and approved by faculty in the Field Experience Hours Log upon completion each quarter and verified by the Field Experience & Student Teaching Office before final approval for Student Teaching.

## Oral Proficiency Interview (OPI) Test

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.