

U of MN
Proposed
Elementary Education Licensure
Program for Dual Language &
Immersion Teachers (DLI-L)

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Guiding Questions for the Presentation

- What is dual language and immersion education?
- Who are our partners?
- What need are we seeking to address and who is the target audience for this program?
- How is the DLI-L program similar to and different from the BOT-approved Minneapolis Residency Program?
- How will we ensure that the teachers are prepared effectively and that the program is of high quality?



What is DLI?

- DLI programs teach the regular elementary curriculum through the medium of a second/foreign/Indigenous language as well as through English
- Program models include
 - One-way/foreign language immersion
 - Two-way bilingual immersion
 - Bilingual programs (developmental)
 - Indigenous language immersion
- MN boasts over 40 such elementary programs in 8 different languages



Who are our partners?

Dual language and immersion [elementary education]
licensure program (DLI-L)



What need are we seeking to address?

- The challenge Minnesota's DLI programs face in finding qualified teachers.
- Scholars agree and research indicates that DLI teaching requires a particular knowledge base and pedagogical skill set (e.g., Cammarata & Tedick, 2012; Day & Shapson, 1996; Evans et al., 2001; Freeman et al., 2005; Fortune et al., 2008; Lyster, 2007; Obadia, 1985; Snow, 1990; Tedick & Cammarata, 2012; Tedick & Fortune, 2013; Tedick & Wesely, 2015; Young, 1995).
- U of MN is in a unique position
 - BOT-approved non-conventional elementary education licensure program (MRP)
 - expertise in DLI education



Who is our target audience?

- DLI teachers of record (hired on waiver/community expert permission) who need an **initial** license in elementary education
- Chinese international students
- Bilingual educational assistants/paraprofessionals with undergraduate degrees or other bilinguals with UG degrees who are interested in elementary and DLI teaching



DLI-L Program & MRP Similarities

Both programs

- lead to [1] Initial teacher licensure in elementary education and [2] Master of Education (elementary education)
- use the same curriculum (30 licensure credits + 6 electives)
- combine coursework with field-based experiences
- utilize the same key/signature assessments (aligned with Standards for Effective Practice and Content Standards for Teachers of Elementary Education); closely aligned with all Initial License Programs at the U of MN & meet MnBOT and CAEP requirements
- will contribute to diversifying MN's teacher population & address high need teaching area



DLI-L Program & MRP Similarities

Both programs are committed to

- equity-based pedagogy
- student achievement and engagement
- collaboration with school partners
- induction



DLI-L Program & MRP Differences

MRP

- 1-year (4-term) program
- prepares teachers for elementary ed. contexts
- F2F coursework
- residents
- Eval. of student teaching (SEPs & EI Ed standards)

DLI-L

- 2-year (6-term) program
- Prepares teachers for elem. ed. and DLI elem. contexts
- F2F and hybrid (online + F2F) coursework
- teachers of record; student teachers
- + DLI-specific eval. of teaching used Yrs. I & II



Summer I
6 weeks

- F2F coursework
- Observations in regular, English-medium elementary classrooms
- Observations Grade 6 (middle school level)

Year I
Sept. – May

- Student teaching all year
- Online coursework
- F2F meetings monthly – Saturdays

Summer II
4 weeks

- F2F intensive coursework
- edTPA initial preparation

Year II
Sept. – May

- Possible hire as teacher of record
- F2F meetings monthly – Saturdays
- Online coursework
- edTPA completion and graduation



DLI-L – Year I

Summer I		
CI 5980	Clinical Experiences for Teaching	1 credit
CI 5981	Introduction to Equity-Based Pedagogy	1 credit
CI 5984	Planning, Design, and Management	1 credit
CI 5987	Child Development for Teaching, Learning, and Assessment	1 credit
CI 5211	Elementary Education Content and Pedagogy I	4 credits
	Total	8 credits
Fall I		
CI 5980	Clinical Experiences for Teaching	2 credits
CI 5212	Elementary Education Content and Pedagogy II	3 credits
CI 5985	Academic Language and English Learners in Content Areas	1 credit
	Total	6 credits
Spring I		
CI 5980	Clinical Experiences for Teaching	1 credit
CI 5982	Enacting Equity-based Pedagogy	2 credits
CI 5213	Elementary Education Content and Pedagogy III	3 credits
	Total	6 credits



DLI-L – Year II

Summer II		
CI 5214	Elementary Education Content and Pedagogy IV	3 credits
CI 5215	Elementary Education Content and Pedagogy V	2 credits
CI 5986	Foundations of Special Education	1 credit
CI 5988	Clinical Experiences: Improvement of Teaching Through edTPA Portfolio	2 credits
Total		8 credits

Fall II		
CI 5452	Reading in the Content Areas	1 credit
CI 5676	Biliteracy Development in Dual Language and Immersion Classrooms*	3 credits
Total		4 credits

Spring II		
CI 5983	Equity Based Pedagogy and Advocacy	1 credit
CI 5672	Language-focused Instructional Practices and Strategies for Dual Language and Immersion Classrooms*	3 credits
Total		4 credits
Grand Total		36 credits



DLI-L Program & MRP Differences

MRP

- curriculum does not embed additional content/resources
- 6 elective credits to complete M.Ed.
- residents co-teach with mentor teacher

DLI-L

- curriculum embeds DLI-specific content & resources
- 6 prescribed (DLI-specific) credits to complete M.Ed.
- teachers of record student teach in own classrooms under supervision of mentor teacher; internationals/others co-teach in DLI classrooms with mentor teacher – Yr. I



DLI-specific content/pedagogy infused throughout curriculum

- Concepts embedded within elem. ed. coursework, e.g.
 - Second language acquisition
 - DLI curriculum development & assessment
 - Strategies for integrating language, content and culture
 - Program models, research-based benefits & challenges of immersion education, program advocacy
 - Struggling/at-risk learners in immersion
 - Culturally relevant pedagogy
- Two DLI-specific courses for completing the M.Ed.
 - Biliteracy Development in Dual Language and Immersion Classrooms
 - Language-focused Instructional Practices and Strategies for Dual Language and Immersion Classrooms



Student Teaching

- **Teachers of record**

- Complete practicum experiences in English-medium classrooms in Summer I;
Complete student teaching in their own DLI classrooms
- One school-based mentor teacher and one university-based supervisor for Year I
- Mentor teacher & university supervisor remain connected in Year II

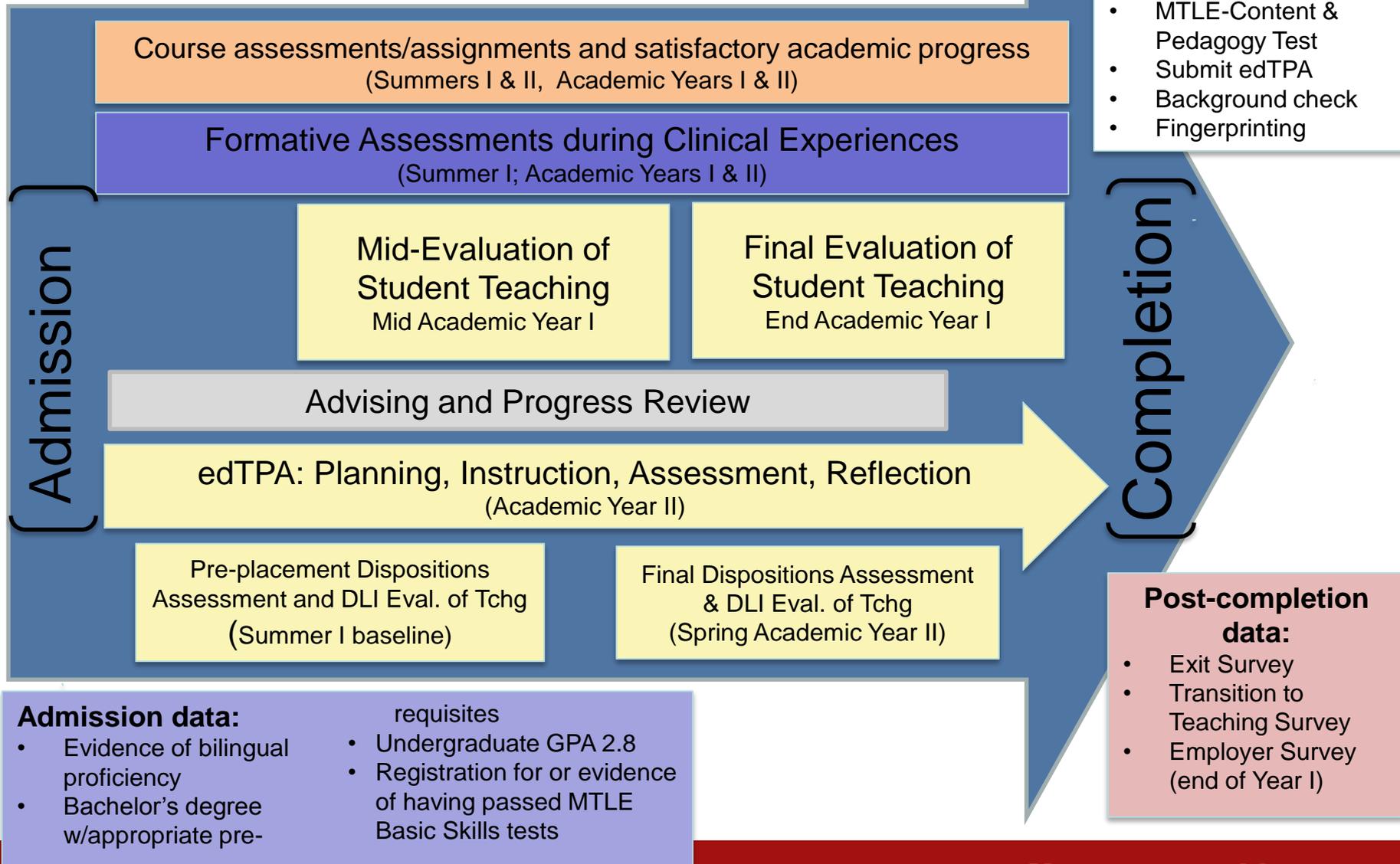
- **All others**

- Complete practicum experiences in English-medium classrooms in Summer I;
Student teach (co-teaching model) with experienced mentor teachers in Year I
- One school-based cooperating teacher and one university-based supervisor for Year I
- If they become teacher of record in Year II, they will be assigned a mentor teacher, and university supervisor maintains contact
- If they are not in a classroom in Year II, they will be assigned to one for edTPA preparation and final dispositions and DLI Eval. of Tchg assessments



Ongoing Accountability and Assessment of Candidates

DLI-L, University of Minnesota-Twin Cities



UNIVERSITY OF MINNESOTA

Driven to Discover

Thank you!

Immediate Questions: Stephanie Owen-Lyons

For additional information please contact:

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Merci!

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¡Gracias!

