Chronicle of Professional Involvement

Responses to reviewer conditions are highlighted in yellow.

Brief Description of the Assessment:

The Foreign Language Education program requires all teacher candidates to complete a Chronicle of Professional Involvement (CPI). Teacher candidates are asked to document and reflect on their involvement in professional development, advocacy and ethics. In Fall 2013, the CPI was revised dramatically to allow student the opportunity to attend Fall and Spring conferences. We also took this opportunity to improve the assignment and the rubrics used in the assignment.

Alignment:

The Chronicle of Professional Involvement specifically aligns with the ACTFL/NCATE standards by requiring ongoing participation in the following activities as described below.

2013 – Present Alignment:

- ACTFL/NCATE Element 6.a. Engaging in Professional Development. Candidates engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice
- ACTFL/NCATE Element 6.b. Knowing the Value of Foreign Language Learning. Candidates know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.

Analysis of Data Findings:

Candidates performed at the exemplary level on all criterion of Part I and Part II of the assessment. In all criterion the candidates performed 4.0 out of 4.0.

Interpretation:

Given that all candidates passed with a 4.0 out of 4.0, we can conclude that the data provide evidence for meeting the ACTFL/CAEP Standards 6.a, and 6.b.

Assessment Documentation

2013 – Present

Chronicle of Professional Involvement (CPI) – As professionals in the field of language learning and teaching, we must engage in professional development and advocate for language teaching and learning. Use the following table to chronicle and reflect upon your participation in professional and linguistic activities. Create one document for Part 1 and upload to Chalk and Wire. Create one document for Part 2 and upload to Chalk and Wire.

Reading Resources:

• Shrum, J. & Glisan, E. (2011). Preliminary Chapter: Becoming Familiar with the Profession and Expectations for Language Teachers. In *Teacher's Handbook: Contextualized Language Instruction*.

• Peyton, J.K. (1997). Professional Development of Foreign Language Teachers. Center for Applied Linguistics Digest. (Available online)

Conferences and Online Webinars: (Please search on your own and send those that you find along to your professor so she can add to the list)

- OFLA Conference held in the Spring semester. http://www.ofla-online.org/
- OFLA workshops: http://ofla.memberlodge.org
- National Network for Early Language Learning (NNELL) Webinars http://www.nnell.org/webinars/
- Language Acquisition Resource Center Webinars http://larc.sdsu.edu/events/webinars/
- CLEAR webinars: http://clear.msu.edu/webinars/
- Center for Advanced Language Proficiency Education and Research (CALPER) webinars: http://calper.la.psu.edu/prof dev.php?page=webinars
- Teaching Foreign Languages with Technology Webinar: http://archive.constantcontact.com/fs013/1103655070384/archive/1105144922862.html
- Credit Flexibility Focus on Physical Education, Career Technology Education and Foreign Languages:
 http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1864&ContentID=82749

Part 1: Documenting professional development – Fall semester (EDT 444/544)

1. Professional listservs' current discussions:

- a. Identify and join a professional listserv or a Facebook page (e.g., FLTeach, OFLA, NETEACH, Ñandu). Follow the listerv or Facebook discussion (some Facebook pages are not that active so select one that is if you choose this option) over a significant span of time (minimum of two months). Follow at least two discussions over time (some discussion will last one day while others will last longer).
- b. Artifact: Briefly summarize the discussions you chose to follow including dates (e.g. On Feb. 2nd, a teacher...).
- c. Reflect: Critically reflect on how the field is looking at this particular issue. Discus how participating in listservs enables you to **strengthen your own pedagogical competence and promotes reflection on practice.** (6a)

2. Participation in Professional Organization:

- a. In addition to the Miami University Foreign Language Association (MUFLA) Join a professional organization in outside of Miami (e.g., OFLA, ACTFL, MLA, AATSP, AATF, AATG).
- b. Artifact: Attach documentation such as receipt, member's list, membership card, etc.
- c. Reflection: Critically reflect on how participating in professional organizations as a professional development opportunity enables you to **strengthen your own pedagogical competence and promotes reflection on practice.** (6a)

3. Advocacy:

a. Read about the importance of advocating for language studies at: http://www.ofla-online.org/index.php/advocacy or other sources you find (e.g. ACTFL, JNCL-NCLIS, etc.)

b. Artifact: Compose an advocacy letter that **articulates the role and value of world languages and cultures in preparing all students to interact successfully in the global community of the 21st century that could be sent or is sent to a senator, congressman, board of education, or other stakeholders that make decisions about foreign language programs. (6b)**

4. Professional and Ethical Practices:

- a. Go to the FLTeach Archives. Research topics that are the object of much discussion. Follow the strings of discussion over a significant span of time.
- b. Artifact: Foreign Language education can often be a lonely profession as you may be the only language teacher or the only teacher of that language in your school. Thus, being a language teacher comes with responsibilities, it requires taking advantage of professional development opportunities, and necessitates commitment to equitable and ethical interactions with all students, colleagues and other stakeholders. Briefly summarize the discussions you chose to follow including dates (e.g. On Feb. 2nd, a teacher...).
- c. Reflect: Critically reflect on how listservs, and other professional development opportunities and discuss how you see yourself engaging in the profession (responsibility), seizing opportunities, and committing to equitable and ethical interactions with all students, colleagues and other stakeholders (6c)

<u>Part 2: Participating in professional development – Spring Semester (EDT 454/545)</u> 5. Participation in Professional Development:

- a. Identify and attend a professional development activity (e.g. conference, workshop) in person (e.g. OFLA, MUCTL, etc.) or online (webinar). This can be done in the Fall or Spring semester and will be reported during the Spring semester.
- b. Artifact: Briefly summarize the content of the professional activity. Attach documentation of attendance such as program, table of content, email, etc.
- c. Reflection: Critically reflect on how participating in professional development informs teaching and/or strengthens your own linguistic, cultural, and pedagogical competence and promotes reflection on practice (6a)

Scoring guide: 2013 – Present

Chronicle of Professional Involvement (CPI) Evaluation Rubric

Part 1: Documenting professional development – Fall semester (EDT 444/544)						
Criterion	Exemplary (4)	Accomplished (3)	Emerging (2)	Not Met (1)		
Listserv's	Summary is easy	Summary is easy	Summary may	Summary needs		
Current	to follow, is well	to follow, is	need some	some editing and		
Discussions	organized.	somewhat well	editing.	it is hard to know		
Artifact	Summary and	organized,.	Summary	for certain if the		
	artifacts	Summary and	demonstrates that	candidate		
	demonstrates	artifacts	the candidate	identified,		
	succinctly and	demonstrates that	identified,	joined, and		
	accurately that	the candidate	joined, and	followed at least		
	the candidate	identified,	followed at least	two discussions		
	identified,	joined, and	two discussions	over a significant		
	joined, and	followed at least	over a significant	amount of time.		
	followed at least	two discussions	amount of time.			
	two discussions	over a significant				
	over a significant	amount of time.				
	amount of time.					
Listservs'	Reflection	Reflection	Reflection	Reflection		
Current	demonstrates	demonstrates	demonstrates	demonstrates		
Discussions	critical thinking,	some	basic	lack of		
Reflection	creativity, is	characteristics of	understanding of	understanding of		
	well- organized	critical thinking,	how participating	how participating		
ACTFL/NCATE	and succinct in	creativity,	in listservs as a	in listservs as a		
Standard 6a	discussing in	organization, and	professional	professional		
	discussing how	succinctness	development	development		
	participating in	when discussing	opportunity	opportunity		
	listservs as a	how participating	enables the	enables the		
	professional	in listservs as a	candidate to	candidate to		
	development	professional	strengthen your	strengthen your		
	opportunity	development	own	own		
	enables the	opportunity	pe dagogical	pe dagogical		
	candidate to	enables the	competence and	competence and		
	strengthen your	candidate to	promotes	promotes		
	own	strengthen your	reflection on	reflection on		
	pe dagogical	own	practice.	practice.		
	competence and	pe dagogical				
	promotes	competence and				
	reflection on	promotes				
	practice.	reflection on				
	Б.	practice.	D	5		
Participation in	Documentation	Documentation	Documentation	Documentation		
Organization	evidences that	evidences that	somewhat	somewhat		

Artifact	the Candidate	the Candidate	evidences (name	evidences (name
	joined a	joined a	of candidate or	of candidate or
	professional	professional	organization may	organization may
	organization.	organization.	be missing) that	be missing) that
	8		the Candidate	the Candidate
			joined a	joined a
			professional	professional
			organization.	organization.
Participation in	Reflection	Reflection	Reflection	Reflection
Organization	demonstrates	demonstrates	demonstrates	demonstrates
Reflection	critical thinking,	some	basic	lack of
Reneemon	creativity, is	characteristics of	understanding of	understanding of
ACTFL/NCATE	well- organized	critical thinking,	how participating	how participating
Standard 6a	and succinctly	creativity,	in professional	in professional
	presents how	organization, and	organizations as	organizations as
	participating in	succinctly	a professional	a professional
	professional	presents how	development	development
	organizations as	participating in	opportunity	opportunity
	a professional	professional	enables the	enables the
	development	organizations as	candidate to	candidate to
	opportunity	a professional	strengthen your	strengthen your
	enables the	development	own	own
	candidate to	opportunity	pedagogical	pedagogical
	strengthen your	enables the	competence and	competence and
	own	candidate to	promotes	promotes
	pe dagogical	strengthen your	reflection on	reflection on
	competence and	own	practice.	practice
	promotes	pe dagogical	pructice	pructice
	reflection on	competence and		
	practice.	promotes		
	F	reflection on		
		practice.		
Advocacy	Advocacy letter	Advocacy letter	Advocacy letter	Advocacy letter
	demonstrates	demonstrates	demonstrates	demonstrates
ACTFL/NCATE	critical thinking,	some	basic	lack of
Standard 6b	creativity, is	characteristics	understanding	understanding
	well- organized	critical thinking,	when	when
	and succinctly	creativity, is	articulating the	articulating the
	articulates the	well- organized	role and value	role and value
	role and value	and succinctly	of world	of world
	of world	articulates the	languages and	languages and
	languages and	role and value	cultures I	cultures I
	cultures I	of world	preparing all	preparing all
	preparing all	languages and	students to	students to
	students to	cultures I	interact	interact
	inte ract	preparing all	successfully in	successfully in

	successfully in	students to	the global	the global
	the global	interact	community of	community of
	community of	successfully in	the 21st century	the 21st century
	the 21st century	the global	that could be	that could be
	that could be	community of	sent or is sent to	sent or is sent to
	sent or is sent to	the 21st century	a senator,	a senator,
		that could be	′	,
	a senator,	sent or is sent to	congressman, board of	congressman, board of
	congressman,			
	board of	a senator,	education, or	education, or
	education, or	congressman,	other	other
	other	board of	stake holders	stake holders
	stake holders	education, or	that make	that make
	that make	other	decisions about	decisions about
	decisions about	stake holders	foreign	foreign
	foreign	that make	language	language
	language	de cisions about	programs.	programs.
	programs.	foreign		
		language		
		programs.		
Professional and	Reflection	Reflection	Reflection	Reflection
Ethical practice	demonstrates	demonstrates	demonstrates	demonstrates
1	critical thinking,	some	basic	lack of
	creativity, is	characteristics	understanding	understanding
	well- organized	critical thinking,	when discussing	when discussing
	and succinctly	creativity, is	how listservs,	how listservs,
	discusses how	well- organized	and other	and other
	listservs, and	and succinctly	professional	professional
	other	discusses how	1 -	development
			development	
	professional	listservs, and	opportunities and	opportunities and
	development	other	discuss how you	discuss how you
	opportunities and	professional	see yourself	see yourself
	discuss how you	development	engaging in the	engaging in the
	see yourself	opportunities and	profession	profession
	engaging in the	discuss how you	(responsibility),	(responsibility),
	profession	see yourself	seizing	seizing
	(responsibility),	engaging in the	opportunities,	opportunities,
	seizing	profession	and committing	and committing
	opportunities,	(responsibility),	to equitable and	to equitable and
	and committing	seizing	ethical	ethical
	to equitable and	opportunities,	interactions	interactions
	ethical	and committing	with all	with all
	interactions	to equitable and	students,	students,
	with all	ethical	colleagues and	colleagues and
	students,	interactions	other	other
	colleagues and	with all	stakeholders.	stakeholders.
	other	students,		~
	outer .	state ii w		

	stakeholders.	colleagues and		
		other stakeholders.		
Part 2: Participat	ing in professional		ing Semester (EDT	<u>ι </u>
Criterion	Exemplary (4)	Accomplished (3)		Not Met (1)
			(2)	
Participation	Summary is easy	Summary is easy	Summary may	Summary needs
Artifact	to follow, is well	to follow, is	need some	some editing and
	organized.	somewhat well	editing.	it is hard to know
	Summary	organized.	Summary	for certain if the
	demonstrates	Summary	demonstrates that	candidate
	succinctly that	demonstrates that	the candidate	identified and
	the candidate	the candidate	identified and	attended a
	identified and	identified and	attended a	professional
	attended a	attended a	professional	development
	professional	professional	development	opportunity in
	development	development	opportunity in	the field.
	opportunity in	opportunity in	the field.	
	the field.	the field.	75 CT	75 CT
Participation	Reflection	Reflection	Reflection	Reflection
Reflection	demonstrates	demonstrates	demonstrates	demonstrates
A CORPL ALCA FOR	critical thinking,	some	basic	lack of
ACTFL/NCATE	creativity, is	characteristics of	understanding of	understanding of
Standard 6a	well- organized and succinct in	critical thinking,	how participating	how participating
	discussing in	creativity, organization, and	in participating in in professional	in participating in in professional
	discussing how	succinctness	development	development
	participating in	when discussing	informs	informs
	in professional	how participating	teaching and/or	teaching and/or
	development	in in professional	strengthens	strengthens
	informs	development	your own	your own
	teaching and/or	informs	linguistic,	linguistic,
	strengthens	teaching and/or	cultural, and	cultural, and
	your own	strengthens	pedagogical	pe dagogical
	linguistic,	your own	competence and	competence and
	cultural, and	linguistic,	promotes	promotes
	pe dagogical	cultural, and	reflection on	reflection on
	competence and	pe dagogical	practice.	practice.
	promotes	competence and	•	 ^
	reflection on	promotes		
	practice.	reflection on		
		practice.		

Data Charts:

EDP 444: (CPI Part 1	; n=2 CHINESE
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Student Name	Program	Listservs: Current Discussions Summary and Docume nta tio n	Listservs: Current Discussions Reflection	Participation in Organization Docume nta tion	Participation in Organization Reflection	Advocacy	Professio nal and Ethica I Practice	Mean
Student 1	Chinese	4	4	4	4	4	4	4
Student 2	Chinese	4	4	4	4	4	4	4
Total	Chinese	4	4	4	4	4	4	4

EDP 444: CPI Part 2; n=2 CHINESE						
Student Name	Participation Summary and Documentation		Participation Reflection	Mean		
Student 1	Chinese	4	4	4		
Student 2	Chinese	4	4	4		
Total	Chinese	4	4	4		