

# Program Report for the Preparation of Foreign Language Teachers

## American Council on the Teaching of Foreign Languages (ACTFL)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

### COVER SHEET

#### 1. Institution Name

The University of South Carolina

#### 2. State

South Carolina

#### 3. Date submitted

MM DD YYYY

09 / 15 / 2009

#### 4. Report Preparer's Information:

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#### 5. NCATE Coordinator's Information:

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**6. Name of institution's program**

BA in French, German, Spanish or Latin with pre-K-12 Teacher Certification Option

**7. NCATE Category**

Foreign Language Education (multiple)

**8. Grade levels<sup>(1)</sup> for which candidates are being prepared**

K-12

(1) e.g. Early Childhood; Elementary K-6

**9. Program Type**

- Advanced Teaching
- First teaching license
- Other School Personnel
- Unspecified

**10. Degree or award level**

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

**11. Is this program offered at more than one site?**

Yes

No

**12. If your answer is "yes" to above question, list the sites at which the program is offered**

|  |
|--|
|  |
|--|

**13. Title of the state license for which candidates are prepared**

|                                |
|--------------------------------|
| French, German, Latin, Spanish |
|--------------------------------|

**14. Program report status:**

Initial Review

Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized

Response to National Recognition With Conditions

**15. State Licensure requirement for national recognition:**

**NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?**

Yes

No

**SECTION I - CONTEXT**

**1. Description of any state or institutional policies that may influence the application of ACTFL standards. (Response limited to 4,000 characters)**

The state of South Carolina (SC) certifies teachers in foreign languages for grades K-12. Candidates may be certified in French, German, Spanish and Latin.

Requirements in the state for teacher education programs include:

- A passing score on Praxis I or SAT/ACT and a GPA of 2.50 for admission to the Professional Program (or a 2.25 with a Dean's letter of waiver). (BA only)
- Demonstration of academic proficiency for admission to the professional program.
- Inclusion of the state's K-12 standards in the teacher education curriculum
- 100 hours of clinical experience prior to student teaching and a minimum of 60 days full-time student teaching in a public school setting
- A program assessment system that documents candidates' mastery of professional association standards
- A commitment to diversity including preparing candidates to educate all learners and recruiting a diverse population of candidates and faculty

For a recommendation for certification:

- A rating of satisfactory on the SC approved performance-based assessment system, "Assisting, Developing, and Evaluating Professional Teaching" (ADEPT) as evaluated by trained, school- and university-based observers
- Passing scores on Praxis II including the appropriate content area exam(s) and the Principles of Learning and Teaching (PLT).

The University of South Carolina (USC) adheres to all state regulations; passing scores on Praxis II are not required for degree completion.

USC requirements for an undergraduate degree include completion of 120 credit hours with a GPA of 2.0 or higher. Thirty credit hours of general education must be completed including requirements in English, numerical and analytical reasoning, liberal arts (history, fine arts, social and behavioral sciences), natural sciences, and foreign languages.

USC requirements for a graduate degree include a GPA of 3.0 or higher. The College of Education further requires that candidates have no more than 11 credit hours of grades below B.

All programs in USC's Professional Education Unit (PEU) meet all state and university requirements and the following PEU standards

- alignment with the unit's conceptual framework;
- maintenance of a program assessment system that assesses candidates' professional and pedagogical knowledge, skills, and dispositions

Programs particularly focus on meeting the needs of diverse learners through the teacher education curriculum and clinical placements in settings serving diverse populations.

Foreign language teacher education at USC is determined by a state and institutional policies, all are compatible with NCATE/ACTFL standards. General outlines of requirements are below:

The SC Department of Education has mandated that all programs of teacher education within the state must meet national NCATE/SPA program standards. Programs not nationally recognized by the appropriate SPA within 18 months of the NCATE site visit (which took place in 2003 at USC) will be subject to probation and eventual suspension by the state, unless there are strong indications that the institution is well along the path to full recognition by the SPA (ACTFL). USC uses the ADEPT system (Assisting, Developing, and Evaluating Professional Teaching), a rubric mandated by the State Board of Education for entry level teachers. Throughout the semester of student teaching, each candidate collects materials for the ADEPT portfolio to demonstrate growth in each of ten performance standards.

SC law requires a background check be conducted by the Federal Bureau of Investigation (FBI) and the SC Law Enforcement Division (SLED) on all students prior to Internship B. A prior criminal record could prevent participation in internships/directed teaching and certification as a teacher in SC.

**2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)**

BA/MAT candidate experiences with students are assessed as a component of their admissions review. All candidates participate in two well planned, high quality field and clinical experiences (Internship A for 75 hours/semester and B for 12 weeks). During these experiences, candidates gain experience in two different settings and grade levels and assume increasing responsibility for interacting with students and planning and implementing instruction.

USC field and clinical experiences are planned and managed through the College's Office of School-University Partnerships and Clinical Experiences (SUPCE). Clinical experiences include diverse contexts in relation to setting, age level of students, cultural and racial composition, exceptionalities, and related social and educational variables. SUPCE maintains a data base on all experiences and monitors

the quality of clinical experiences through systematic assessment with feedback from interns, coaching teachers, and supervisors. SUPCE works with program faculty to provide training and support to supervisors and coaching teachers.

Clinical and field experiences are based in a highly collaborative Partnership and Professional Development School network where university and school-based partners work together to guide teacher candidates. Candidates receive systematic feedback and support using the state's performance-based assessment instrument (ADEPT), USC Candidate Dispositions Rubric (see attachment), and regular conferences with coaching/cooperating teachers and supervisors. Field and clinical experiences are interrelated with the candidates' course work and linked to the key assessments used to validate candidate performance in relation to ACTFL standards.

Two internships are required for the MAT and BA programs. See attached Table (Internship Description) for a description of the internships.

**3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)**

MAT Admission requirements include an application and fee to the Graduate School, the GRE scores or Miller Analogies Test scores; a minimum overall undergraduate GPA of 2.50 on a 4.0 scale, a minimum content/teaching area GPA of 2.50 on a 4.0 scale, a bachelor's degree in the language from an accredited institution, acceptance by the cooperating department and the College of Education.

For retention, candidates must submit an approved Program of Study (see attached) to The Graduate School within the first semester of admission, maintain a minimum GPA of 3.00 in all courses 700 and above and taken in the major program, and must not accumulate 12 credit hours with a grade below B. They must meet or exceed all admission requirements to the Professional Program in Education, and receive a positive recommendation for certification.

Admission to the Professional Program occurs at the beginning of the second semester of study and requires the following:

1. Full admission to the MAT degree program
2. Formal application to the Professional Program in Education
3. A minimum overall GPA of 3.00 on a 4.00 scale
4. Graduate Program of Study submitted and on file in Student Affairs

\*See below in the Undergraduate Section for Internship and Certification requirements, which are the same for MAT and BA candidates.

To graduate with the MAT degree, candidates must:

1. Submit a completed Application for Degree or Certificate form
2. Complete all Graduate School requirements and graduate courses with a minimum overall 3.00 graduate GPA
3. Complete course work and experiences as identified by transcript reviews
4. Pass graduate comprehensive examination

BA - Freshmen who meet USC admissions standards are eligible for admission to the foreign language certification program. Upon completion of 60 semester hours of course work including designated education courses, candidates may apply for admission to the Professional Program.

For admission to the Professional Program in BA foreign language certification the candidate must:

- Pass all three portions of the Praxis I
- Complete the Professional Program Application
- Complete a minimum of 60 Credit Hours
- Achieve a GPA of 2.50 or higher
- Achieve a GPA of 3.0 or higher and no grade lower than a C on education courses and field experiences
- Achieve a grade of C or better in ENGL 101, ENGL 102, FORL 511, EDPY 401, EDPY 401P, EDFN 300, EDTE 400
- Complete the criminal background check
- Provide written endorsements for admission from an instructor in the Department of Languages, Literatures and Cultures and a faculty member in the College of Education

\*For both MAT and BA programs, admission to Internship B requires the following:

1. Full admission to the Professional Program in Education
2. Formal application to Internship
3. A cleared FBI and State Law Enforcement Division (SLED) background check prior to Internship B
4. Approval of content area faculty
5. Participation in an education faculty interview and subsequent approval of education faculty
6. No grade below C in graduate courses in program and overall GPA of 3.00 or higher on all graduate course work

Prior to Internship B:

- Successful completion of Internship A
- Successful completion of a minimum of 24 semester hours in the teaching major (undergraduate, graduate, or combination) in which the applicant will begin internship and successful completion of a minimum of 15 hours of courses approved by the advisor in the field of education (undergraduate, graduate, or a combination).

To be recommended for certification, BA/MAT candidates must:

1. Submit the minimum or above required score on the Praxis II exams in the language Content Knowledge and Oral Production
2. Pass the Praxis II exam on Principles of Learning and Teaching
3. Successfully complete ADEPT requirements with a positive recommendation for certification
4. Complete the OPI with a score of advanced-low or higher

**4. Description of the relationship <sup>(2)</sup> of the program to the unit's conceptual framework.  
(Response limited to 4,000 characters)**

All of the 60 programs in USC's Professional Education Unit (PEU) develop and assess candidate knowledge, skills, and dispositions that are consistent with the PEU's Conceptual Framework: Collaborative Educational Leader. The MAT/BA foreign language certification programs define and assess candidates in each element of the conceptual framework in ways guided by ACTFL standards and the theory/research in foreign language education (see Attachment for rubric used to assess candidate dispositions).

There are four dispositions in the Collaborative Educational Leader. Candidates demonstrate integrity when they prepare materials for their teaching career and use integrity in their decision-making process, preparation, and reflection during and after teaching. Intellectual spirit is exemplified as candidates engage in critical thinking and analyze the content, which better prepares them to share their knowledge with their students as professional educators. During their methods classes, candidates receive training and practice in justice, how to teach to a diverse body of learners, and candidates are encouraged to

demonstrate their appreciation for diversity during their internships. The internships and work sample assessment allow candidates to demonstrate stewardship by identifying and acting upon the specific needs of students, including tailoring instruction in a thoughtful and professional manner.

The knowledge of USC's Collaborative Educational Leader includes 5 areas. To show their knowledge of content, MAT candidates take 5 graduate level content courses. BA candidates complete a major in their language of certification during which they receive a broad education in the Arts and Sciences. BA candidates complete "Introduction to Inclusion of Students with Mild Disabilities" and both BA and MAT candidates take "Teaching Foreign Languages in K-12 Schools," all of which prepare them to embrace diversity. MAT candidates take "Human Growth and Development" and BA candidates take "Learners and Diversity" to prepare them to understand their students' human growth and development, including different physical, social, emotional, and cognitive characteristics. Both BA and MAT candidates prepare lessons based on the national and state standards in "Teaching Foreign Languages in K-12 Schools" and during their internships. UG and MAT candidates read professional journal articles to prepare them for theory and research and participate in a project in "Teaching Foreign Languages in K-12 Schools" in which students identify and research an issue in language instruction. MAT candidates carry out this research project in "Advanced Study of the Teaching of Foreign Languages" and present their findings at the state language teacher conference.

The Collaborative Educational Leader supports best practice, innovation, and change through 4 key behaviors. Through writing essays in their foreign language content courses, giving presentations on research articles, leading discussions, teaching lessons, taking a course on technology, and teaching during their internships, candidates demonstrate effective communication skills. During their teaching internships, candidates have multiple opportunities to facilitate learning and interact with fellow teachers, administrators, students and parents to develop partnerships. Candidates engage in inquiry by maintaining a Professional Development Log, for which they are required to join a professional organization, read articles, seek opportunities for language improvement, write a philosophy of teaching, an advocacy statement, and attend (BA and MAT) and present at (MAT) a conference. /students reflect on their ongoing professional development and how they can actively contribute to the profession in the future. During their student teaching, candidates engage in decision-making by completing a work sample in which they analyze the learning environment and plan standards-based instruction accordingly.

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(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

**5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system<sup>(3)</sup>. (Response limited to 4,000 characters)**

The USC unit assessment system includes the compilation of data across program areas in relation to common assessments such as overall GPAs, Praxis scores, dispositions ratings, and ADEPT data (state direct observation/performance assessment). While data are collected on all initial certification program candidates in relation to these shared assessments, each program chooses whether or not to use these data as their "key assessments" for their program reports. Given the wide diversity of programs at USC, the unit-wide assessment system allows programs the flexibility to design specific assessments to meet the needs of their professional association standards as long as these assessments also align with the general NCATE standards on professional and pedagogical knowledge and skills and the unit's conceptual framework.

The key assessments in the MAT/BA foreign language teacher certification program include the unit-wide assessments of Praxis II and ADEPT. All other key assessments are unique to the program,

specifically meet ACTFL standards, and align with the general NCATE and USC conceptual framework standards. (See the Attachment - Alignment of key assessments with the unit's conceptual framework.) The unique program assessments in the MAT/BA foreign language teacher certification program are OPI, linguistics project, culture/literature analysis, professional development log, unit plan, and student work sample.

In order to ensure consistency in meeting standards, the unit-wide assessment system includes the review of all education programs by the Professional Education Unit's Quality Assurance Committee (QCom). Programs are reviewed by QCom on a cyclical basis and receive feedback regarding their alignment with institutional, state, NCATE, and professional standards; data collection; and program review processes and decisions. When accreditation requirements change, the unit requires all programs to update their program assessment systems to reflect new requirements (whether or not they are being reviewed by QCom in that particular year).

The MAT degree in foreign language teacher certification was reviewed by QCom in the spring semester of 2008 and the BA degree in foreign language teacher certification was reviewed by QCom in the spring semester of 2009. The review found that the MAT/BA programs have an assessment plan that includes a variety of performance-based assessments that align with the conceptual framework, NCATE, and ACTFL standards. All programs updated their program assessment plans (Spring 2008) to more clearly align with reporting formats for NCATE and the accreditation of the Southern Association of Colleges and Schools (SACS). The MAT/BA foreign language teacher certification programs have continued to refine candidate assessments and data collection to provide clearer alignments and data that are as informative as possible.

All DLLC faculty within USC's teacher education programs participate in teacher candidate assessment. The College of Education has developed a set of processes, assessments, guidelines and plans that guide each program's assessment efforts. Programs within the College of Education have special requirements within each of the elements of the assessment plan. Each program also has assessments that evaluate candidates relative to specific specialized professional association standards. An example of this within the DLLC is the adoption of the ACTFL Oral Proficiency Interview at midpoint and before Internship B. Other unique assessments within the department are:

- Use of an unofficial SOPI to assess oral proficiency after the 122 level in French, Spanish and German as part of a 4-skills focused exit exam
- Use of the Professional Development Log to assess candidate's professional growth activities
- Use of rubrics specifically designed to assess student performance in the content areas of communication, grammar, literature, culture and linguistics

(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

**6. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)**

|                        |                       |
|------------------------|-----------------------|
| Program of Study - MAT | Program of Study - BA |
|------------------------|-----------------------|

See **Attachments** panel below.

**7. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the**



**content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.**

|                               |  |
|-------------------------------|--|
| Internship Description        | Alignment of Standards with USC Conceptual Framework |
| Candidate Dispositions Rubric |  |

See **Attachments** panel below.

**8. Candidate Information**

**Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.**

| Program:<br>MAT Foreign Language  |   |  |
|---|---|--|
| Enrollment figures below are based on the fall term of each academic year listed.<br>Program completers are those who finished the degree program in December, May, or August of the AY listed. |   |  |
| Academic Year   | # of Candidates Enrolled in the Program | # of Program Completers <sup>(4)</sup> |
| 2008-2009   | █                                       | █                                      |
| 2007-2008   | █                                       | █                                      |
| 2006-2007   | █                                       | █                                      |

| Program:<br>BA Foreign Language (certification option)  |   |  |
|---|---|--|
| Enrollment figures below are based on the fall term of each academic year listed. The BA certification option only began accepting students in Fall 2007.<br>Program completers are those who finished the degree program in December, May, or August of the AY listed. |   |  |
| Academic Year   | # of Candidates Enrolled in the Program | # of Program Completers <sup>(4)</sup> |
| 2008-2009   | █                                       | █                                      |
| 2007-2008   | █                                       | █                                      |
| 2006-2007   | NA                                      | NA                                     |

(4) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

**9. Faculty Information**

**Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.**

|  |   |
|--|---|
| Faculty Member Name                                | █ |
| Highest Degree, Field, & University <sup>(5)</sup> | █ |

|  |  |
|--|--|
| Assignment: Indicate the role of the faculty member <sup>(6)</sup>   | [REDACTED]   |
| Faculty Rank <sup>(7)</sup>  | Associate Professor  |
| Tenure Track   | <input checked="" type="checkbox"/> YES  |
| Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup> | [REDACTED]   |
| Teaching or other professional experience in P-12 schools <sup>(11)</sup>  | Conducts workshops and in-service presentations for K-12 teachers, taught German in 9-12 for two years, South Carolina 9-12 Teaching Certificate |

|  |   |
|--|---|
| Faculty Member Name  | [REDACTED]  |
| Highest Degree, Field, & University <sup>(5)</sup>   | [REDACTED]  |
| Assignment: Indicate the role of the faculty member <sup>(6)</sup>   | [REDACTED]  |
| Faculty Rank <sup>(7)</sup>  | Associate Professor   |
| Tenure Track   | <input checked="" type="checkbox"/> YES                           |
| Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup> | [REDACTED]  |
| Teaching or other professional experience in P-12 schools <sup>(11)</sup>  | Conducts workshops and in-service presentations for K-12 teachers |

|  |   |
|--|---|
| Faculty Member Name  | [REDACTED]                              |
| Highest Degree, Field, & University <sup>(5)</sup>   | [REDACTED]                              |
| Assignment: Indicate the role of the faculty member <sup>(6)</sup>   | [REDACTED]                              |
| Faculty Rank <sup>(7)</sup>  | Assistant Professor                     |
| Tenure Track   | <input checked="" type="checkbox"/> YES |
| Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup> | [REDACTED]                              |
| Teaching or other  | [REDACTED]                              |

|   |  |
|---|--|
| professional experience in P-12 schools <sup>(11)</sup> | State of Wisconsin 9-12 Professional Licensure |
|---|--|

|   |   |
|---|---|
| Faculty Member Name   | [REDACTED]  |
| Highest Degree, Field, & University <sup>(5)</sup>  | [REDACTED]  |
| Assignment: Indicate the role of the faculty member <sup>(6)</sup>  | [REDACTED]  |
| Faculty Rank <sup>(7)</sup>   | Assistant Professor   |
| Tenure Track  | <input checked="" type="checkbox"/> YES   |
| Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> : List up to 3 major contributions in the past 3 years <sup>(10)</sup> | [REDACTED]  |
| Teaching or other professional experience in P-12 schools <sup>(11)</sup>   | Jan. 2008 Member of the Foreign Language Textbook Adoption Committee for Richland One's Department of Foreign Languages |

|   |   |
|---|---|
| Faculty Member Name   | [REDACTED]  |
| Highest Degree, Field, & University <sup>(5)</sup>  | [REDACTED]  |
| Assignment: Indicate the role of the faculty member <sup>(6)</sup>  | [REDACTED]  |
| Faculty Rank <sup>(7)</sup>   | Adjunct   |
| Tenure Track  | <input type="checkbox"/> YES  |
| Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> : List up to 3 major contributions in the past 3 years <sup>(10)</sup> | [REDACTED]  |
| Teaching or other professional experience in P-12 schools <sup>(11)</sup>   | Presented in-service workshops on the Foreign Language Assessment Program in Orangeburg, Florence and Beaufort, Supervising Teacher for USC French and Spanish teacher candidates, retired K-12 Spanish teacher |

(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(6) e.g., faculty, clinical supervisor, department chair, administrator

(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

**10. Complete the ACTFL/NCATE Program Self-Assessment Table and attach below. Go to the following URL for a copy of this table. Save it to your computer, fill it out, and then upload it below.**

|                       |
|-----------------------|
| Self Assessment Table |
|-----------------------|

See **Attachments** panel below.

## SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ACTFL standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

### 1. Please provide following assessment information (Response limited to 250 characters each field)

| Type and Number of Assessment  | Name of Assessment (12)    | Type or Form of Assessment (13)   | When the Assessment Is Administered (14) |
|--|----------------------------|---|--|
| Assessment #1:<br>Licensure assessment, or other content-based assessment (required) | Praxis II                  | Content and Production  | Program Completion/during Internship II  |
| Assessment #2:<br>Content knowledge in language to be taught (required)              | Culture/Literature Project | Written paper   | MAT: Midpoint<br>BA: 3rd year            |
| Assessment #3:<br>Candidate ability to plan (required)                               | Unit Plan                  | Unit plan with accompanying lesson plans, materials, and assessments  | MAT: Mid-point<br>BA: 3rd year           |
| Assessment #4:<br>Student teaching (required)  | ADEPT review               | Summative of student teaching experiences and professional dispositions   | Program Completion/during Internship II  |
| Assessment #5:<br>Candidate effect on student leaning (required)                     | Student work sample        | Work sample that demonstrates the candidate's effect on student learning, offers a pre- and post- test as well as data analysis | Program Completion/during Internship II  |
|  | Oral Proficiency Interview | ACTFL OPI   | Internship I completion                  |



|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| (a) demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction and (b) develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.  | b | s | b | b | s | s | s | s |
| 4.Integration of Standards into Curriculum and Instruction. Candidates (a) demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning; (b) integrate the Standards for Foreign Language learning and their state standards into language instruction; and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources.   | e | e | b | b | e | e | e | e |
| 5. Assessment of Language and Cultures. Candidates (a) believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level- appropriate by implementing purposeful measures; (b) reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction; and (c) interpret and report the results of student performances to all stakeholders and provide opportunity for discussion. | s | s | s | s | b | s | s | s |
| 6. Professionalism. Candidates (a) engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice and (b) 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.   | e | e | e | e | e | e | e | b |

## SECTION IV - EVIDENCE FOR MEETING STANDARDS

**DIRECTIONS:** The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE's unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
  - (a) the assessment tool or description of the assignment;
  - (b) the scoring guide for the assessment; and
  - (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be avail

**1. CONTENT KNOWLEDGE: State licensure tests or professional examinations of content knowledge. ACTFL standards addressed in this entry could include but are not limited to standards 1 and 2. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

|  |
|--|
| Assessment 1. State Licensure Assessment |
|--|

See **Attachments** panel below.

**2. CONTENT KNOWLEDGE: Assessment of content knowledge<sup>(15)</sup> in the language to be taught. ACTFL standards addressed in this entry could include but are not limited to Standards 1 and 2. Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinar content; and other portfolio tasks<sup>(16)</sup>. (Answer Required)**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

|                                 |
|---------------------------------|
| Assessment 2. Content Knowledge |
|---------------------------------|

See **Attachments** panel below.

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(15) Content knowledge in early childhood professional preparation includes knowledge of child development and learning (characteristics and influences); family relationships and processes; subject matter knowledge in literacy, mathematics, science, social studies, the visual and performing arts, and movement/physical education; as well as knowledge about children's learning and development in these areas.

(16) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

**3. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS AND DISPOSITIONS:** Assessment that demonstrates candidates can effectively plan classroom-based instruction. ACTFL standards that could be addressed in this assessment include but are not limited to Standards 3, 4 and 5. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

|                         |
|-------------------------|
| Assessment 3. Unit Plan |
|-------------------------|

See **Attachments** panel below.

**4. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS AND DISPOSITIONS:** Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. ACTFL standards that could be addressed in this assessment include but are not limited to standards 3,4,5 and 6. An assessment instrument used in student teaching should be submitted. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

|                            |
|----------------------------|
| Assessment 4. ADEPT Review |
|----------------------------|

See **Attachments** panel below.

**5. EFFECTS ON STUDENT LEARNING.** Assessment that demonstrates candidate effects on student learning. ACTFL standards that could be addressed in this assessment include but are not limited to Standard 3,4, and 5. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

|                                   |
|-----------------------------------|
| Assessment 5. Student Work Sample |
|-----------------------------------|

See **Attachments** panel below.

**6. CONTENT KNOWLEDGE:** Assessment that demonstrates candidates are orally proficient in the languages to be taught, according to proficiency levels stipulated in Standard 1.a. Results of the OPI/TOPT should be submitted. ACTFL standard addressed in this entry is Standard 1. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV



Assessment 6. Oral Proficiency Interview

See **Attachments** panel below.

**7. Additional assessment that addresses ACTFL standards. Examples of assessments include evaluations of professional development experiences, memberships in professional organizations, conference participation, philosophy statements, and case studies.**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Assessment 7. Linguistics Project

See **Attachments** panel below.

**8. Additional assessment that addresses ACTFL standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1 and follow-up studies.**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Assessment 8. Professional Development Log

See **Attachments** panel below.

## SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

**1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.**

**(Response limited to 12,000 characters)**

### Content Knowledge

The Department of Languages, Literature and Cultures is pleased that all candidates (UG/MAT) in the last 3 years have taken the OPI and placed at a level that meets or exceeds the required level of advanced low proficiency. The Department has provided a variety of opportunities to its candidates to improve proficiency outside of the classrooms and faculty encourage candidates to take advantage of these various opportunities. In French, students have the option to immerse themselves in the language and culture by living in the French House. Typically, a native speaker organizes events and activities for French House community members that include: French movies, speakers, dinners with professors,

conversation hours, cultural trips, and tutoring. Further there is a French Club that organizes activities throughout the semester that give students additional opportunities to practice conversation. Spanish also offers a Spanish House with a variety of activities and immersion benefits, such as cultural events, movies, and conversation hours. Like French, there is a Spanish Club that hosts events. German offers a regular movie series for students to attend, free tutoring, a German table for conversation once a week, well as a German Club that hosts another German table, and a variety of other events. The German Program also offers a unique course where students teach beginning German in an elementary school after-school program once per week. When students complete the mid-point OPI, advisors meet with them to discuss results and make recommendations, which often include suggesting a study abroad experience to help them reach the advanced-low level. We also sometimes suggest that students work with a native speaker tutor to improve their proficiency.

Because of a new College requirement to include Learning Outcomes on each syllabus, faculty are now making more serious attempts to delineate specific course goals and connect their course assessments to these course objectives. This forces them to consider in a systemic way what their students should be able to do at the end of the course. Spanish, for example, has organized their learning outcomes around the 5 C's in their basic language courses and we plan to encourage other language programs to follow their example and even incorporate the Standards into their learning outcomes in higher level language and culture courses.

One area that we need to continue to address is faculty training with regard to the Standards. While we have had a certified OPI trainer meet with faculty in all languages to provide a basic knowledge of the advanced low proficiency level for the OPI, we have not had many opportunities to train faculty on the National Standards. For example, literature faculty administer the culture/literary analysis as part of a project in their course. This assessment targets the 3Ps among other things. However, faculty are often not clear on the jargon and concepts of the Standards document and are not able to accurately assess the category of the 3Ps in this particular rubric. Continued training and collaboration with faculty are necessary to achieve better and more consistent results in this rubric. Specific changes that we made (2009) to the culture/literary analysis rubric include how to better identify the 3Ps and how they are intertwined. For the organization category, we added a sentence to include assessment of cohesive devices in this particular project. Finally, for the category of mechanics, we added a section about syntax and sentence structure to align the rubric more closely to the Standards.

#### Professional and pedagogical knowledge, skill, and dispositions

Data indicate that our candidates are reaching the expectations outlined in the ACTFL/NCATE standards. This may be due to the fact that students receive robust and comprehensive training as part of their Internships A and B described in Section 1 of this document. UGs complete a practicum course (EDPY-401P) early in their program (second year) and are already well acquainted with the school environment during their second year of the program. They also take EDTE400 during their second year in the program, which is a learning/community service course that takes students to the schools and immerses them in clinical field experiences. MAT candidates take a total of five foreign language teaching related courses in addition to four courses in the College of Education, while UG candidates take three foreign language teaching related courses and five courses in the College of Education. These courses introduce and reinforce theories, concepts and practice. During their last fall semester of the program, candidates are in K-12 schools conducting observations (Internship A) and are able to more easily relate to the content of their education courses and relate theory to practice. They are also taking their second methods class, FORL 510 Teaching Languages to Young Children, which offers a field experience that requires students to work with elementary students for 1 hour a week in the schools. These clinical experiences that occur throughout various stages of the program seem to prepare the candidates well for their final semester of student teaching (Internship B).

In order to improve our program based on assessment results, we are making the following changes:

1. Integrated an integrated performance assessment (IPA) into the unit plan (2008) and modified the corresponding unit plan rubric (2009) to assess the IPA more specifically
2. Provide more opportunities to find and work with authentic texts in our methods courses and modified our unit plan rubric (assessment category) to include authentic materials as part of assessment (2009)
3. Modified the unit plan rubric in the section of topic and thematic web to include consideration of learning styles, backgrounds, levels and interests as they choose a topic for their thematic unit (2009).

#### Student Learning

Our data indicate that candidates do have a positive effect on student learning. Our work sample assessment takes place during the last semester of a candidate's program during student teaching and all candidates have met expectations for this assessment. In terms of improvement, one change that we plan to make is to expose the candidates to this type of assignment earlier in their program. Since this is the first time candidates use the work sample with the pre- and post-tests, we plan to incorporate a practice work sample task into our methods course so that students are better acquainted with and feel more prepared to administer the tests during their field experience.

### SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

**1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4> (Response limited to 24,000 characters.)**

**Please click "Next"**

This is the end of the report. Please click "Next" to proceed.

**Attachment: Alignment of Standards with USC Conceptual Framework**

**Alignment of Elements of USC Conceptual Framework (*Collaborative Educational Leader*) with ACTFL Standards and Key Assessments**

| ACTFL STANDARD   | Collaborative Education Leader  | APPLICABLE ASSESSMENTS FROM SECTION II   |
|--|---|--|
| <b>1. Language, Linguistics, Comparisons.</b>                        | Intellectual Spirit, Content, Engaging in Inquiry   | <input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4<br><input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8 |
| <b>2. Cultures, Literatures, Cross-Disciplinary Concepts.</b>        | Intellectual Spirit, Content, Engaging in Inquiry   | <input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4<br><input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8                       |
| <b>3. Language Acquisition Theories and Instructional Practices.</b> | Intellectual Spirit, Content, Engaging in Inquiry, Theory and Research, Facilitating Learning | <input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4<br><input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8            |
| <b>4. Integration of Standards into Curriculum and Instruction.</b>  | Theory and Research, Facilitating Learning, Justice, Stewardship, Diversity, Standards        | <input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4<br><input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8                       |
| <b>5. Assessment of Language and Cultures.</b>                       | Stewardship, Intellectual Spirit, Human Growth and Development, Decision Making               | <input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4<br><input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8                                  |
| <b>6. Professionalism.</b>   | Human Growth and Development, Integrity, Standards, Engaging in Inquiry                       | <input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4<br><input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8                                  |

## Guide for Completing the USC Initial Certification Candidate Dispositions Form

| Focus Area/ Primary Disposition*   | Examples of behaviors that meet expectations   | Examples of behaviors that do <u>not</u> meet expectations   |
|--|--|--|
| <p>1. Professionalism:<br/>Punctuality, Attendance, and Appearance</p> <p>Primary Disposition: Integrity</p> | <ul style="list-style-type: none"> <li>• Arrives on time and does not leave early.</li> <li>• Attends every scheduled day or makes up time for <b>excused</b> absences.</li> <li>• In case of an emergency or significant illness, reports any absence in advance and provides documentation.</li> <li>• Dresses appropriately.</li> <li>• Submits requirements complete and on time.</li> </ul> | <ul style="list-style-type: none"> <li>• Arrives late and/or leaves early.</li> <li>• Does not attend every scheduled day and has no documentation of extenuating circumstance (emergency or illness).</li> <li>• In case of an emergency or illness, fails to notify the school and supervisors in advance.</li> <li>• Breaks agreements for make-up sessions.</li> <li>• Dresses inappropriately.</li> <li>• Submits work late or incomplete.</li> </ul> |
| <p>2. Professionalism: Ethical Behavior</p> <p>Primary Disposition: Integrity</p>                            | <ul style="list-style-type: none"> <li>• Demonstrates ethical behavior: maintains confidentiality, demonstrates honesty in all regards</li> <li>• Appropriately separates personal circumstances and professional responsibilities.</li> <li>• Does not impose personal religious or political beliefs</li> </ul>  | <ul style="list-style-type: none"> <li>• Fails to demonstrate ethical behavior (e.g., violates confidentiality; misrepresents time spent in the clinical setting, plagiarizes, or is otherwise dishonest).</li> <li>• Frequently allows personal circumstances or concerns to impact professional behavior.</li> <li>• Imposes personal religious or political beliefs on others.</li> </ul>   |
| <p>3. Interactions with Students and Families</p> <p>Primary Disposition: Integrity</p>                      | <ul style="list-style-type: none"> <li>• Communicates with students (and families when appropriate) using appropriate tone, voice, and response, and demonstrates respect.</li> <li>• Provides opportunities for students to take responsibility.</li> <li>• Has approval from the coaching teacher for communications with families.</li> </ul>   | <ul style="list-style-type: none"> <li>• Uses destructive criticism, derogatory remarks, threats, physical coercion, or other inappropriate language or behavior with students or family members.</li> <li>• Is overly controlling</li> <li>• Fails to obtain appropriate permission for interactions with families.</li> </ul>  |
| <p>4. Classroom Participation</p> <p>Primary Disposition: Intellectual Spirit</p>                            | <ul style="list-style-type: none"> <li>• Regularly uses opportunities to engage in classroom activities and learn.</li> <li>• Works in an enthusiastic manner that shows a commitment to the students and profession.</li> <li>• Assists individual students and supports classroom rules and routines appropriate to his/her level of experience.</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Fails to take advantage of opportunities to work with students or is continually consumed with paperwork or other non-interactive tasks.</li> <li>• Uses facial expressions and voice tone which communicate lack of enthusiasm.</li> <li>• Disrupts classroom routines or undermines classroom rules.</li> </ul>   |
| <p>5. Preparation</p> <p>Primary Disposition: Intellectual Spirit</p>  | <ul style="list-style-type: none"> <li>• Submits plans prior to lessons as stipulated</li> <li>• Plans are thorough and well thought-out</li> <li>• Prepares materials in advance and teaches lessons as scheduled.</li> <li>• Lesson implementation reflects familiarity with the content and procedures of the lesson plan.</li> </ul>   | <ul style="list-style-type: none"> <li>• Lesson plans are not submitted in advance</li> <li>• Final plans are minimal and do not reflect a good faith attempt to be prepared</li> <li>• Fails to obtain materials or prepare them in advance and lessons are not taught as scheduled</li> <li>• Lesson implementation reflects a lack of familiarity with the plans</li> </ul>   |

| Focus Area/ Primary Disposition*  | Examples of behaviors that meet expectations   | Examples of behaviors that do <u>not</u> meet expectations  |
|---|--|---|
| 6. Self-assessment/ Reflection<br><br>Primary Disposition: Intellectual Spirit          | <ul style="list-style-type: none"> <li>Actively engages in conversations with the classroom teacher to discuss own strengths and weaknesses.</li> <li>Makes suggestions for improvements to personal teaching or other behaviors (as appropriate) and is open to and positive about constructive criticism.</li> <li>Works to implement suggestions.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Contributes little to conversations regarding his/her performance.</li> <li>Rejects suggestions for improvement, offers excuses, assigns blames to others, or otherwise acts defensively.</li> <li>Does not attempt to implement suggestions.</li> </ul>   |
| 7. Appreciation of Diversity<br><br>Primary Disposition: Justice                        | <ul style="list-style-type: none"> <li>Models respect for all people.</li> <li>Lessons, written work, and other expressions reflect appreciation of diversity</li> </ul>   | <ul style="list-style-type: none"> <li>Behaves in a manner that is discriminatory, intolerant, or close-minded.</li> <li>Resists working with some groups or individuals or makes derogatory remarks based on gender, exceptionalities, race, sexual orientation, culture, religion, or socioeconomic background.</li> <li>Selects materials, designs activities, or interacts in ways that promote stereotypes or demeans others.</li> </ul> |
| 8. Provision of Learning Experiences for <i>All</i><br><br>Primary Disposition: Justice | <ul style="list-style-type: none"> <li>Actions are consistent with a concern for equity.</li> <li>Interacts with students in ways that consider individual differences and life experiences. Takes care to provide appropriate experiences for <i>all</i> students.</li> </ul>   | <ul style="list-style-type: none"> <li>Gives preferential treatment or excludes some students from learning experiences.</li> <li>Does not take appropriate initiative to understand and identify student needs and/or provide learning experiences that meet the needs of all students.</li> </ul>   |
| 9. Collaboration with Other Professionals<br><br>Primary Disposition: Stewardship       | <ul style="list-style-type: none"> <li>Communicates regularly and effectively with coaching teacher and supervisor and with others as appropriate to level of responsibility.</li> <li>Is courteous, fair, kind, and of good humor in interactions with other professionals.</li> <li>Demonstrates flexibility in working with others to meet the needs of students and other adults.</li> </ul> | <ul style="list-style-type: none"> <li>Fails to communicate clearly with coaching teacher, supervisor, and others as appropriate.</li> <li>Openly criticizes or demeans the work of others, does not reasonably allow others to express ideas</li> <li>Focuses primarily on his/her own interests.</li> </ul>   |
| 10. Initiative and Resourcefulness<br><br>Primary Disposition: Stewardship              | <ul style="list-style-type: none"> <li>Takes initiative in seeking, obtaining, and organizing resources (e.g., time, materials, activities) to meet requirements and contribute to the classroom.</li> <li>Anticipates needs and assists others.</li> <li>Asks appropriate questions and takes appropriate actions.</li> </ul>   | <ul style="list-style-type: none"> <li>Does not adequately manage resources to meet requirements and contribute to the classroom.</li> <li>Behaves in ways which reflect a belief that others are responsible or should provide what is needed.</li> <li>Does not ask appropriate questions or take initiative.</li> </ul>  |

**Note:** Programs may choose to attach points to categories for grading purposes, but these are not required. One example is a 70-point scale used to heavily weight a practicum so that 70% of 100 total points are awarded based on dispositional behaviors: Seldom or never [0-3], is making significant progress [4], usually meets [5-6], consistently meets ALL [7]. Overall grade for this assessment would be A: 65-70; B+: 62-64; B: 60-61; C+: 57-59; C: 54-56; D+: 52-53; D: 49-51; F: 48 or less.

## USC Initial Certification Candidate Dispositions

Candidate Name \_\_\_\_\_ Program \_\_\_\_\_ Date \_\_\_\_\_

Experience (course #, student teaching, etc.) \_\_\_\_\_ School/Grade \_\_\_\_\_

Rater Name \_\_\_\_\_ Role (candidate, instructor, CT, supervisor) \_\_\_\_\_

Rater Name \_\_\_\_\_ Role (candidate, instructor, CT, supervisor) \_\_\_\_\_

Check the appropriate column for each item. (See the end note on “Guide for Completing the USC Initial Certification Candidate Dispositions Form” on the potential awarding of points as determined by program area.)

| Focus Area of USC Dispositions  | Seldom or never meets | Is making significant positive progress | Usually meets | <u>Consistently Meets ALL</u> |
|---|-----------------------|---|---------------|-------------------------------|
| <i>Integrity</i>  |                       |   |               |                               |
| 1. Professionalism: Punctuality, Attendance, and Appearance   |                       |   |               |                               |
| 3. Professionalism: Ethical Behavior (e.g., honesty, confidentiality)   |                       |   |               |                               |
| 3. Interactions with Children and Families (e.g., communicates positively)  |                       |   |               |                               |
| <i>Intellectual Spirit</i>  |                       |   |               |                               |
| 4. Classroom Participation (e.g., engaged and enthusiastic)   |                       |   |               |                               |
| 6. Preparation (e.g., carefully prepares lesson plans/materials in timely way)  |                       |   |               |                               |
| 6. Self-assessment/Reflection (e.g., makes suggestions for self-improvement, positively responds to suggestions from others)                |                       |   |               |                               |
| <i>Justice</i>  |                       |   |               |                               |
| 7. Appreciation of Diversity (e.g., communicates respect for all)   |                       |   |               |                               |
| 8. Provision of Learning Experiences for <i>All</i> (e.g., takes initiative to understand all children and meet their individual needs)     |                       |   |               |                               |
| <i>Stewardship</i>  |                       |   |               |                               |
| 9. Collaboration with Other Professionals (e.g., regular communication with coaching teacher and others [as needed], positive and flexible) |                       |   |               |                               |
| 10. Initiative and Resourcefulness (e.g., takes initiative in obtaining resources, readily assists, anticipates needs)                      |                       |   |               |                               |

\*All four dispositions (integrity, intellectual spirit, justice, and stewardship) are reflected to some degree in all focus behaviors. Focus behaviors are listed under their “primary” disposition.

**REQUIRED:**

EXPLAIN ANY RATING OTHER THAN “USUALLY ” OR “CONSISTENTLY MEETS.” ATTACH ADDITIONAL SHEETS AS NEEDED. IDENTIFY AND ADDRESS EACH OF THESE RATINGS SEPARATELY.

By my signature, I verify that this completed ratings form was shared with me.

Candidate signature \_\_\_\_\_ Date \_\_\_\_\_

## Internship Description

### FIELD AND CLINICAL EXPERIENCES IN THE USC FOREIGN Language EDUCATION BA/MAT PROGRAM

| Semester/Year   | Courses   | Clinical / Field Experience   |
|---|---|---|
| <b>Sophomore<br/>(BA only)</b>                              | EDPY 401-P<br><br>(Practicum for Learners and the Diversity of Learning)  | 20 hours (11 visits to school site). Link practicum experience to course content in child development and learning.   |
| <b>Fall<br/><br/>(BA Senior or 2<sup>nd</sup> year MAT)</b> | FORL 448 (BA)<br><br>(Internship A - Observation)<br><br>OR<br><br>FORL 774A (MAT)<br><br>(Teaching Internship in Middle School/High School – Foreign Language) | <p>Application of effective teaching techniques and organization of instructional settings in foreign languages for K-12.</p> <p>Through a gradual induction process in Internship A, students become familiar with effective teaching techniques, the organization of instructional settings, and the role and responsibilities of the teacher in an educational setting. Internship A carries three semester hours and involves either one twelve-week placement or two six-week placements in an elementary, middle, or high school. The experience requires 75 classroom contact hours, 10 of which are actual teaching time (including one-on-one, small group, and whole class instruction). The student intern attends his/her assigned school six hours per week. During each placement the coaching teacher completes one formal observation and follow-up conference (two formal observations with follow-up conferences for a twelve-week placement), as does the university supervisor. In each placement, a three-phase schedule is recommended: (1) Observing and Assisting; (2) Assisting and Teaching; and (3) Teaching. The goal of Internship A is to provide the pre-service professional educator with the opportunity to observe and apply effective</p> |



| Semester/Year  | Courses  | Clinical / Field Experience  |
|--|--|--|
|  |  | teaching techniques and to organize instructional settings for foreign language students in the elementary, middle or high school.   |
| <b>Spring</b><br><b>(BA Senior or 2<sup>nd</sup> year MAT)</b> | FORL 474 (BA)<br>(Internship B – Student Teaching)<br>OR<br>FORL 774B (MAT)<br>(Teaching Internship in Middle School/High School – Foreign Language) | Internship B carries nine semester hours and involves a twelve-week placement in an elementary, middle, or high school. For Internship B, the teacher candidate must do a minimum of two weeks (ten consecutive days) of full-time independent teaching in which he/she handles all the duties of the cooperating teacher. Many candidates do more than the required minimum number of days of full-time teaching. |

ATTACHMENT: ACTFL/NCATE Program Self-Assessment Table

| Required Program Components  | YES  | NO   |
|--|--|--|
| 1. a. We develop candidates' foreign language proficiency in all areas of communication, with special emphasis on oral proficiency.  | X Describe briefly in Context narrative.   | Explain in Context narrative.  |
| b. Our upper-level courses are taught in the foreign language.   | X  | Explain in Context narrative.  |
| 2. We currently test our candidates' oral proficiency with the OPI on an ongoing basis and provide diagnostic feedback to candidates.  | Check one:<br>X Official OPI (German and French)<br>X Official Academic Institutional Upgrade (Spanish)<br>Official Advanced Level Check<br>Official OPIc (Spanish only at this time)  | Check one (explain in Context narrative):<br>Current plan in place for requiring the OPI.<br>No plan for requiring the OPI at this time. |
| 3. Our program has language, linguistics, culture, and literature components.  | X Describe briefly in Context narrative.   | Explain in Context narrative.  |
| 4. a. Our candidates are required to take a methods course that deals specifically with the teaching of foreign languages.   | Check one (describe briefly in Context narrative):<br>X Candidates take this course as an offering in our program.<br>Candidates take this course at another institution.<br>Candidates take an online or distance education foreign language methods course.<br>Other _____ | Explain in Context narrative.  |
| b. The methods course that candidates take is taught by a qualified faculty member whose expertise is foreign language education and who is knowledgeable about current instructional approaches and issues.                     | X Describe briefly in Context narrative.   | Explain in Context narrative.  |
| 5. Our candidates complete field experiences prior to student teaching that include experiences in foreign language classrooms.  | X Describe briefly in Context narrative.   | Explain in Context narrative.  |
| 6. Our field experiences, including student teaching, are supervised by a qualified foreign language educator who is knowledgeable about current instructional approaches and issues in the field of foreign language education. | X Describe briefly in Context narrative.   | Explain in Context narrative.  |
| 7. We provide opportunities for our candidates to experience technology-enhanced instruction and to use technology in their own teaching.  | X Describe briefly in Context narrative.   | Explain in Context narrative.  |
| 8. We provide opportunities for our candidates to participate in a structured study abroad program and/or intensive immersion experience in a target language community.   | X Describe briefly in Context narrative.   | Explain in Context narrative.  |

Attachment: Program of Study – MAT

PROGRAM OF COURSES<sup>1</sup>

CONTENT COURSES

| Dept.                           | Course No. | Abbreviated Title  | Sem. Hr. Credits                      |
|---------------------------------|------------|--|---------------------------------------|
| LANGUAGE SPECIFIC (LINGUISTICS) | 515, 517   | GER 515--Introduction to German Linguistics; FREN 517 – French Linguistics; SPAN 515 -- Introduction to Spanish Linguistics  | 3                                     |
| LANGUAGE SPECIFIC               | 500+       | <p><i>German courses:</i> 500--Survey of German Culture. 580--Topics in German Film. 598--Selected Topics in German.</p> <p><i>French courses:</i> 501 -- La France Contemporaine. 510 -- L'Actualité Française. 511 -- Techniques of Literary Analysis. 515 -- Advanced French Stylistics. 516 -- French Phonology. 595 -- Selected Topics in French.</p> <p><i>Spanish courses:</i> 500 -- Contemporary Spain. 501 -- Contemporary Spanish America. 512 -- Advanced Writing and Research in Spanish Language Studies. 513 -- Introduction to Professional and Technical Translation. 516 -- The Structure of Modern Spanish. 517 -- Contrastive English-Spanish Phonetics and Phonology. 518 -- Introduction to Spanish Medieval Literature. 524 -- Renaissance and Golden Age Literature. 534 -- Nineteenth-Century Spanish Literature. 538 -- Twentieth-Century Spanish Literature. 541 --</p> | Candidates select 6 credits from list |

<sup>1</sup> Candidates in each language receive a separate program of study. This is a combined table for all languages.

|                   |      |   |                                       |
|-------------------|------|---|---------------------------------------|
|                   |      | Colonial Spanish-American Literature to Neoclassicism. 543 -- Spanish-American Literature from the Independence Through Modernism. 550 -- Advanced Language Study Abroad. 555 -- Spanish-American Literature from Modernism Through 1960. 557 -- Contemporary Spanish-American Literature.  |                                       |
| LANGUAGE SPECIFIC | 700+ | <p><i>German courses:</i> 700--Proseminar. 705--History of the German Language. 710--Middle High German. 720--The German Renaissance and Baroque. 730--The German Enlightenment and its Counter-Currents. 740--German Romanticism. 750--German Realism. 760--German Literature from 1889 to 1945. 770--Recent and Contemporary German Literature. 780, 781 German Seminar. Content varies.</p> <p><i>French courses:</i> 715 -- History of the French Language. 720 -- La Nouvelle Vague et Après/The New Wave and After. 730 -- Francophone Literatures. 735 -- Francophone Literature from Quebec. 740 -- Old French Literature. 750 -- Sixteenth-Century French Literature. 760 -- Seventeenth-Century French Literature. 770 -- Eighteenth-Century French Literature. 780 -- Nineteenth-Century French Literature. 790 -- Twentieth-Century French Literature. 795 -- French Seminar. 796 -- Special Projects in French</p> <p>Spanish courses:711 -- Introduction to Literary Theory and</p> | Candidates select 6 credits from list |

|  |  |  |  |
|--|--|--|--|
|  |  | <p>Criticism. 715 -- History of the Spanish Language 722 -- Cervantes. 724 -- Renaissance and Baroque Poetry and Drama. 730 -- Contemporary Spanish Prose Fiction. 732 -- Nineteenth-Century Spanish Prose and Poetry. 733 -- Trans-Atlantic Perspectives. 734 -- Spanish Poetry: Generation of '27. 736 -- The Generation of 1898. 745 -- Seminar in Spanish-American Drama. 746 -- Post-Baroque Spanish Drama. 747 -- The Modern Spanish-American Novel. 751 -- Twentieth-Century Spanish-American Short Story. 752 -- Twentieth-Century Spanish Exile Literature. 763 -- Contemporary Spanish-American Narrative. 765 -- Contemporary Spanish-American Poets. 767 -- Spanish-American Testimonial Literature. 769 -- Hispanic Women Writers. 771 -- Spanish-American Modernism. 780 -- Seminars in Hispanic Literature. 783 -- Seminars on Selected Topics.</p> |  |
|--|--|--|--|

PROFESSIONAL EDUCATION COURSES

| Dept. | Course No.        | Abbreviated Course Title  | Sem. Hr. Credits |
|-------|-------------------|---|------------------|
| EDPY  | 705 or 707        | 705 Human Growth and Development<br>707 Growth and development  | 3                |
| EDFN  | 749               | 749 – The School in Modern Society  | 3                |
| EDRD  | 518 or 600 or 730 | 518-- Reading in the Secondary School. 600 -- Foundations of Reading Instruction. 730 -- Introduction to Teaching Reading in the Content Areas. | 3                |
| FORL  | 511               | Teaching Foreign Languages in K-12 Schools  | 3                |
| FORL  | 730               | Advanced Study of the Teaching of Foreign Languages   | 3                |

|      |      |  |   |
|------|------|--|---|
| FORL | 772  | Technology in Foreign Language Education     | 3 |
| FORL | 510* | Teaching Languages to Young Children         | 3 |
| FORL | 776* | The Teaching of Foreign Languages in College | 3 |

\*Approved by Foreign Language faculty to count as a content course.

#### INTERNSHIP COURSES

| Dept. | Course No. | Abbreviated Title                          | Sem. Hr. Credits |
|-------|------------|--|------------------|
| FORL  | 774A       | Teaching Internship Mid/HS (Foreign Lang.) | 3                |
| FORL  | 774B       | Teaching Internship Mid/HS (Foreign Lang.) | 9                |
| EDSE  | 584        | Mid/HS Student Teaching Seminar            | 3                |

1. A minimum of 45 graduate semester hour credits are required for the M.A.T. program, with a minimum of 15 graduate hours of content area courses. Some content areas require more hours.

2. At least one half of graduate hours listed on POS form must be at the 700+ level.

3. Graduate courses not completed at USC must be approved by advisors prior to enrolling. Consult the Graduate Studies Bulletin for information regarding transferring courses, as well as other Graduate School requirements, policies, and procedures ([www.sc.edu/usc/future.html](http://www.sc.edu/usc/future.html)).

4. Additional undergraduate and/or graduate courses may be required.

\*At least one of the methods courses must involve technology.

Attachment: Program of Study – BA

### **MAJOR COURSES (language specific)**

Students will complete the core courses required by the College of Arts and Sciences and the required major courses for the language of their choice. These courses consist of 27 hours at the 300 level and above including a linguistics course.

Additionally, all students will complete 22 hours of Education and Foreign Language Methodology courses as well as a year-long practicum consisting of 3 hours in the fall semester and 12 hours in the spring semester of the student's last year of studies.

### **Spanish**

Prerequisites Span 209 and 210 or by placement exam

- ◆ SPAN 300 Cultural Readings for Conversation (or SPAN elective)
- ◆ SPAN 309 Advanced Spanish Language I
- ◆ SPAN 310 Advanced Spanish Language II
- ◆ SPAN 312 Introduction to Literature
- ◆ SPAN 400 or 500 Peninsular Culture courses
- ◆ SPAN 401 or 501 Spanish American Culture courses
- ◆ SPAN 404 or 405 or other literature course
- ◆ SPAN 409 Introduction to Stylistics in Spanish (or SPAN elective)
- ◆ SPAN 515 Introduction to Spanish Linguistics

\*Typically 401 and 405 are offered Fall semester, 400 and 404 in the Spring.

### **French**

#### **Required courses:**

- ◆ FREN 309 Reading French Texts
- ◆ FREN 310 Advanced Oral Communication
- ◆ FREN 311 French Composition and Grammar
- ◆ FREN 400 French Cultural History
- ◆ FREN 451 French Literature and Culture Before 1800

- ◆ FREN 452 French Literature and Culture Since 1800
- ◆ FREN 453 Francophone Literatures and Cultures
- ◆ FREN 517 French Linguistics
- ◆ FREN elective 300+
- ◆ FREN elective 300+

## **German**

### **Required courses:**

- ◆ GERM 310 German Conversation
- ◆ GERM 311 German Conversation and Composition
- ◆ GERM 340 Readings in German Literature
- ◆ GERM 398 Topics in German Literature and Culture
- ◆ GERM 401 Teaching German to Young Children
- ◆ GERM 401P Practicum in Teaching German to Young Children
- ◆ GERM 400+ Literature Course
- ◆ GERM 410 Advanced German Grammar
- ◆ GERM 500 Survey of German Culture
- ◆ GERM 515 Introduction to German Linguistics

## **Latin**

### **Required courses:**

- ◆ LATN 301 Advanced Readings in Latin Literature (counts towards general humanities)
- ◆ LATN 321 Virgil, Readings from the Aeneid (counts towards general humanities)
- ◆ LATN 300\*
- ◆ LATN 300\*
- ◆ LATN 300\*
- ◆ LATN 300\*
- ◆ LATN 300\*
- ◆ LATN 580 (=EDSE 580) or LATN elective 300\*
- ◆ GREK 300\*
- ◆ GREK 300\*



\* Specific courses are selected from the following:

LATN courses:

- 322 Latin Literature of the Golden Age. (3)
- 342 Latin Composition. (3)
- 399 Independent Study. (3-6)
- 501 Latin Drama. (3)
- 502 Cicero. (3)
- 504 Horace. (3)
- 508 Ovid. (3)
- 513 Tacitus. (3)
- 514 Livy. (3)
- 525 Roman Satire. (3)
- 530 Latin Erotic Poetry. (3)
- 537 Lucretius. (3)
- 551 History of Latin Literature from the Origins to the Golden Age. (3)
- 552 History of Latin Literature in the Silver Age. (3)
- 575 Teaching Latin in Secondary Schools (= EDSE 577) (3)

GREK courses:

- 305 The Greek New Testament. (3) (Prereq: GREK 121, 122)
- 321 Plato. (3) (Prereq: GREK 121, 122)
- 322 Homer. (3) (Prereq: GREK 121, 122)
- 342 Greek Composition. (3)
- 399 Independent Study. (3-6)
- 501 Herodotus. (3)
- 502 Thucydides. (3)
- 533 Sophocles. (3)
- 534 Euripides. (3)
- 543 Hesiod and the Homeric Hymns. (3)

## **EDUCATION COURSES**

The education courses required for the program and their corresponding credit hours are:

### **Educational Psychology**

- EDPY 401 (3) Learners & Diversity
- EDPY 401P (1) Learners & Diversity Practicum

### **Foundations of Education**

- EDFN 300 (3) Schools & Communities

### **Exceptional Children**

- EDEX 491 (2) Introduction to Inclusion of Students with Mild Disabilities

**Instruction and Teaching**

EDTE 400 (1) Learning/Community Service

**Education – Secondary**

EDSE 584 (3) Middle School/High School Internship Seminar

**FOREIGN LANGUAGE METHODOLOGY COURSES**

The foreign language methodology courses required for the program and their corresponding credit hours are:

FORL 472 (3) Technology in Foreign Language Education

FORL 511 (3) Teaching Foreign Languages in Secondary Schools (cross-listed as EDSE 575)

FORL 510 (3) Teaching Second Languages to Young Children (cross-listed as EDEL 510)

FORL 448 (3) Internship A - Observation

FORL 474 (12) Internship B – Student Teaching

Internship A, Observation, involves the application of effective teaching techniques and organization of instructional settings in foreign languages for pre-K-12. For Internship B, Student Teaching, students will apply methods of curriculum and assessment, professionalism, effective teaching, and organization of instructional settings in a foreign language classroom. Upon completion of Internship B, students will take the Praxis II Exam and a double-rated Oral Proficiency Interview. A score of advanced low must be achieved in order to receive teacher certification.

## ASSESSMENT 1: State Licensure Assessment

### Description of Assessment

#### PRAXIS II Language Content Knowledge and Productive Skills Test

Teacher candidates in foreign languages are required to take the ETS PRAXIS II Content Knowledge Test as a requirement for state teacher licensure. The form of PRAXIS II that South Carolina candidates take consists of content skills:

- Interpretive listening
- Structure of the language
- Interpretive Reading
- Cultural perspectives

And Productive skills:

- Presentational speaking
- Presentational writing

Attachment A provides a description of the assessment and Attachment B provides the breakdown used to assess the exam. Attachment C includes the data that has been collected for the past three years for this assessment.

### How Assessment Aligns with Standards

*Standard 1.a.* Interpretive listening and reading are included in the Praxis content knowledge test. Also, presentational skills (speaking, writing) are included in the productive skills test.

*Standard 1.b.* The test includes a section of language analysis, including morphology, word analysis and vocabulary.

*Standard 2.a.* The test includes culture questions that focus on history, contemporary issues, geography, literature and the arts, lifestyles and societies of the target speaking world and sociolinguistic elements.

*Standard 2.b.* The test presents a series of texts at various levels of difficulty (periodicals, Internet, advertisements, literature) with comprehension questions to assess candidates' ability to interpret texts.

### Analysis of Findings

As can be seen in the table (Attachment C: Praxis II Exam Results), 100% of the candidates (n=█) passed the Praxis II exam during the past three years. These results are encouraging and suggest that our content courses prepare students well for the exam. Although the subscore results were not available for all of the students, the data we do have suggest that although students passed every section, there is room for improvement in the categories of French culture, German speaking and writing, and Spanish speaking and writing.

## How Data Provide Evidence for Meeting Standards

Since 100% of candidates passed, they demonstrated that they are able to engage in interpretative reading and listening as well as presentational speaking and writing (Standard 1.a.) and demonstrated their knowledge of the linguistics system in the target language (Standard 1.b) and their cultural knowledge (Standard 2.a).

## ATTACHMENT A: Description of Assessment 1

### Praxis II

#### Description of the PRAXIS II Content Knowledge Test

Source: <http://www.ets.org/Media/Tests/PRAXIS/pdf/0173.pdf>

(example for French)

#### I. Interpretive Listening

- Test takers listen to: audio recordings of native French speakers that consist of short conversations, followed by one or more questions; short narrations, followed by one or more questions; and long narrations and dialogues, followed by several questions.
- From the four choices in the test book, the test taker selects the best response.
- Questions are designed to test phonemic discrimination, understanding idiomatic expressions, familiarity with vocabulary and structures typical of conversational French, and comprehension of relevant cultural information contained in the spoken material.
- All spoken and written questions in this section are in French.

#### II. Structure of the Language (Grammatical Accuracy)

- Focus is on the test takers' ability to recognize errors and error patterns in spoken and written French and to analyze the structural components of the language, including speech analysis, writing analysis, language analysis, and grammar analysis.
- Speech Analysis: Test takers listen to audio recordings of spoken French and identify, correct, or describe the type of errors and error patterns they hear, such as basic grammatical errors, pronunciation errors, register, false cognates, and use of slang.
- Writing Analysis: Test takers identify, correct, or describe errors and error patterns in grammar, mechanics, including punctuation, spelling, and capitalization, word choice, and register in passages printed in the test book.
- Language Analysis: Test takers demonstrate knowledge of the structure of the French language, including morphology, word analysis, and vocabulary.
- Grammar Analysis: Test takers select the most appropriate completions for sentences and short paragraphs in which words or phrases have been omitted.

### III. Interpretive Reading

- Reading selections are on a variety of topics at various levels of difficulty, from print and nonprint sources such as periodicals, the Internet, advertisements, and literature.
- Questions focus on content and organization, implied content, and use of language.
- Test takers answer questions in French based on what has been stated or implied in the selections.

### IV. Cultural Perspectives

- Questions focus on: history, contemporary issues, geography, literature and the arts, lifestyles and societies of the French-speaking world, and sociolinguistics elements of French.
- The Culture questions are in French.

ATTACHMENT B: Scoring Guide for Assessment 1

PRAXIS II Content Knowledge Test (French, Spanish, German)

Source: <http://www.ets.org/Media/Tests/PRAXIS/pdf/0173.pdf>  
(using example for French)

Number of Questions: 120

Format: Multiple-choice questions based on recorded and printed materials  
In target language with some questions in English.

| Content Categories (Knowledge & Competencies Tested) | Approximate Number of Questions | Approximate Percentage of Examination | Points Available in Range |
|--|---------------------------------|---------------------------------------|---------------------------|
| I. Interpretive Listening                            | 32                              | 27%                                   | Approx 30                 |
| II. Structure of the Language                        | 34                              | 28%                                   | Approx 35                 |
| III. Interpretive Reading                            | 31                              | 26%                                   | Approx 35                 |
| IV. Cultural Perspectives                            | 23 1                            | 19%                                   | Approx 20                 |

ATTACHMENT C: Candidate Data for Assessment 1

Praxis II Exam Results – Content Knowledge and Productive Language Skills

Praxis II Exam Results: MAT Students

|   | Fall 2007<br>Graduates  | Spring 2008<br>Graduates <sup>1</sup> | Spring 2009<br>Graduates   |
|---|---|---------------------------------------|--|
| <b>Praxis II French<br/>Content Knowledge<br/>Test 173</b><br>(Passing Score: 156)                | No candidates   | No candidates                         | Scores: 188, 195<br>Avg. score: 192<br>100% pass rate<br>(n=■)   |
| <b>Praxis II French<br/>Productive<br/>Language Skills<br/>Test 171</b><br>(Passing Score: 166)   | No candidates   | No candidates                         | Scores: 184, 196<br>Avg. score: 190<br>100% pass rate<br>(n=■)   |
| <b>Praxis II German<br/>Content Knowledge<br/>Test 181</b><br>(Passing Score: 151)                | Scores: 195, 198, 200<br>Avg. score: 198<br>100% pass rate<br>(n=■) | No candidates                         | No candidates  |
| <b>Praxis II German<br/>Productive<br/>Language Skills<br/>Test 182</b><br>(Passing Score: 181)   | Scores: 198, 183, 195<br>Avg. score: 192<br>100% pass rate<br>(n=■) | No candidates                         | No candidates  |
| <b>Praxis II Spanish<br/>Content Knowledge<br/>Test 0191</b><br>(Passing Score: 148)              | No candidates   | Score: 198<br>100% pass rate<br>(n=■) | Scores: 180, 194<br>Avg. score: 187<br>100% pass rate<br>(n=■)   |
| <b>Praxis II Spanish<br/>Productive<br/>Language Skills<br/>Test 0192</b><br>(Passing Score: 161) | No candidates   | Score: 178<br>100% pass rate<br>(n=■) | Scores: 173, 188<br>Avg. score: 180.5<br>100% pass rate<br>(n=■) |

<sup>1</sup> The French candidate did not take the Praxis exam or finish the MAT program.



## Praxis II Subscore Exam Results: MAT students

Data are available for some candidates and presented below. An Academic Year includes graduation terms from December, May, and August of the listed years.

| Test Category                          | AY 2007-08<br>Subscores available for █ |                                     | AY 2008-09<br>Subscores available for █ |                                 |
|--|---|-------------------------------------|---|---------------------------------|
|  | Points Available Range                  | Points earned by each candidate     | Points Available Range                  | Points earned by each candidate |
| <b>French</b>                          |   |                                     |   |                                 |
| Test 171-I. Listening Comprehension    | -                                       | -                                   | 31                                      | 28<br>(n=█)                     |
| Test 171-II. Structure of the Language | -                                       | -                                   | 36                                      | 34<br>(n=█)                     |
| Test 171-III. Reading Comprehension    | -                                       | -                                   | 30                                      | 29<br>(n=█)                     |
| Test 171-IV. Culture                   | -                                       | -                                   | 21                                      | 15<br>(n=█)                     |
| Test 173-Speaking                      | -                                       | -                                   | 72                                      | 72<br>(n=█)                     |
| Test 173-Writing                       | -                                       | -                                   | 48                                      | 48<br>(n=█)                     |
| <b>German</b>                          |   |                                     |   |                                 |
| Test 181-Listening Comprehension       | 30-32                                   | 30, 32<br>Avg score: 31<br>(n=█)    | -                                       | -                               |
| Test 181-Structure of the Language     | 33-37                                   | 32, 33<br>Avg. score: 32.5<br>(n=█) | -                                       | -                               |
| Test 181-Reading Comprehension         | 30                                      | 30<br>(n=█)                         | -                                       | -                               |
| Test 181-Culture                       | 21-23                                   | 19<br>(n=█)                         | -                                       | -                               |
| Test 182-Speaking                      | 72                                      | 59, 65<br>Avg score: 62<br>(n=█)    | -                                       | -                               |
| Test 182-Writing                       | 48                                      | 34, 42<br>Avg score: 38<br>(n=█)    | -                                       | -                               |
| <b>Spanish</b>                         |   |                                     |   |                                 |
| Test 191-Listening Comprehension       | 33                                      | 33<br>(n=█)                         | 35-45                                   | 42<br>(n=█)                     |
| Test 191-Structure of the Language     | 36                                      | 29<br>(n=█)                         | 25                                      | 23<br>(n=█)                     |
| Test 191-Reading Comprehension         | 28                                      | 27<br>(n=█)                         | 31                                      | 29<br>(n=█)                     |

| Test Category     | AY 2007-08<br>Subscores available for [ ] candidates |                                 | AY 2008-09<br>Subscores available for [ ] candidates |                                 |
|-------------------|--|---------------------------------|--|---------------------------------|
|                   | Points Available Range                               | Points earned by each candidate | Points Available Range                               | Points earned by each candidate |
| Test 191-Culture  | 22   | 19<br>(n= [ ])                  | 19   | 16<br>(n= [ ])                  |
| Test 192-Speaking | 72   | 54<br>(n= [ ])                  | 72   | 57<br>(n= [ ])                  |
| Test 192-Writing  | 48   | 42<br>(n= [ ])                  | 48   | 34<br>(n= [ ])                  |

Praxis II Exam Results: BA Students

| Spring 2009<br>Graduates  |   |
|---|---|
| <b>Praxis II Spanish Content Knowledge</b><br><b>Test 0191</b><br>(Passing Score: 148)          | Scores: 173, 178<br>Avg. score: 175.5<br>100% pass rate<br>(n= [ ]) |
| <b>Praxis II Spanish Productive Language Skills</b><br><b>Test 0192</b><br>(Passing Score: 161) | Scores: 173, 184<br>Avg. score: 178.5<br>100% pass rate<br>(n= [ ]) |

Praxis II Subscore Exam Results: BA students

| <b>AY 2008-09</b><br>Subscores available for █<br>candidates |                        |                                   |
|--|------------------------|-----------------------------------|
| Test Category  | Points Available Range | Points earned by each candidate   |
| <b>Spanish</b>   |                        |                                   |
| Test 191-Listening Comprehension                             | 35-45                  | 33,33<br>Avg. score: 33<br>(n=█)  |
| Test 191-Structure of the Language                           | 25                     | 22, 18<br>Avg. score: 20<br>(n=█) |
| Test 191-Reading Comprehension                               | 31                     | 26, 26<br>Avg. score: 26<br>(n=█) |
| Test 191-Culture   | 19                     | 15, 15<br>Avg. score: 15<br>(n=█) |
| Test 192-Speaking  | 72                     | 63, 57<br>Avg. score: 60<br>(n=█) |
| Test 192-Writing   | 48                     | 42, 34<br>Avg. score: 38<br>(n=█) |

## ASSESSMENT 2: Culture/Literature Analysis

### Description of Assessment

The purpose of this assessment is to engage candidates in investigating a topic through in-depth research dealing with cultural products, practices, and perspectives, as well as the reading of literary and cultural texts in order to process and acquire new information about the target culture. In each language and degree program, candidates are required to take a course that deals with the target culture of that language. In German, this course is GERM 500--Survey of German Culture, in French FREN 501 -- La France Contemporaine, and in Spanish, candidates have a choice depending on whether they are interested in peninsular or Latin American Spanish culture. MAT candidates choose between SPAN 500, Contemporary Spain, and SPAN 501, Contemporary Spanish America. Spanish candidates in the UG program choose between SPAN 400, Spanish Civilization, or SPAN 401, Spanish American Civilization, depending on their interest. Instructors of the required graduate and/or undergraduate culture course in each language are asked to use the project and rubric for one assignment during the semester. Instructors have used this assignment as a final project for the class, as one of the papers due in the class, or as a component of the midterm or final exam. Attachment A provides a longer description of the assignment and Attachment B provides the rubric that is given to the students before they complete the assignment and which is then used to assess the assignment. Attachment C includes the data that has been collected for the past three years for this assessment.

### How Assessment aligns with Standard

*Standard 1.a.* Students will engage in interpersonal communication through interpreting and analyzing an authentic text and in presentational communication when writing their analysis in the target language.

*Standards 2.a. and 2.b.* Students demonstrate through the culture/literature analysis project that they are able to recognize and analyze key products, practices, and perspectives in the target culture and how cultural perspectives are reflected through products and practices. Since students are analyzing literary texts from the target culture, they are able to identify themes, authors, historical style, and text types in order to more fully understand the target culture to ultimately be able to interpret the authentic texts from multiple viewpoints and approaches.

### Analysis of Findings

Given the low numbers of candidates (n= ) in our program at the moment, it is difficult to draw substantial conclusions based on the data. Our results show that candidates are able to produce quality thesis statements that clearly communicate the scope of the paper, express and organize original ideas and in

most cases show evidence of interpretation and synthesis of those ideas from literary and cultural texts. Students are generally consistent at using correct language structures and vocabulary and use the appropriate types and quantities of sources. The data suggest that one area of improvement is regarding the cultural analysis of products, practices, and perspectives.

#### How Data Provide Evidence for Meeting Standards

Data from the assessment indicate that candidates met Standard 1.a (presentational communication) based on the organization and expression of their ideas, their support of the thesis statement, the organization of their ideas, including the use of cohesive devices, and the mechanics of the essay, including using correct grammatical structures, vocabulary, spelling, accentuation, and punctuation.

Candidates also demonstrate that they have met Standards 2.a. (demonstrating cultural understandings) and 2.b (demonstrating understanding of literary and cultural texts and traditions) through interpreting and synthesizing ideas and critical issues from the literary and cultural authentic text(s) used in the analysis. Data show that they are able to interpret the main ideas from multiple viewpoints to reach sound, well-supported conclusions. During their analysis, candidates are also required to discuss the cultural products, practices, and perspectives as they relate to one another however data seem to indicate that this is a weakness of 50% of the students. Strategies for improvement will be discussed further in Section V. Modifications to the rubric based on these results were made and are shown in italics in Attachment B.

## ATTACHMENT A: Description of Assessment 2

### Culture/Literature Analysis

**Brief Description of the Assessment.** The purpose of this assessment is to engage candidates in investigating a topic through in-depth research dealing with cultural products, practices, and perspectives, as well as the reading of cultural texts in order to acquire new information. Candidates select a cultural topic that is related to what was studied in the course and investigate it by reading cultural texts in the target language and developing a cultural analysis based on products, practices, and perspectives. Candidates complete the investigation by writing a research paper on the topic in the target language. This assignment synthesizes knowledge they have acquired in other courses and includes new knowledge gained through the reading of cultural texts.

Students must choose a cultural/historical topic within the first month of class and develop it over the course of the semester within the framework of cultural perspectives (and relating the pertinent products and practices). A list of acceptable topics is distributed with the syllabus, and students are also encouraged to generate their own topics as well in consultation with the professor. Topics are cultural as well as historical.

After choosing their topic, students complete the following tasks (in order):

- 1) review of the formatting
- 2) investigation of secondary sources (sometimes primary, if they are working on a literary author)
- 3) organization of notes into an outline
- 4) compilation of an annotated bibliography
  - \*after steps 1-4, the progress is evaluated by the professor
- 5) completion of a rough draft
- 6) review of all components
- 7) creation of a final paper, including all elements of grammar and style. The paper is evaluated according to the rubric. All papers must be a minimum of seven (7) pages in length.

Students must make the connections between their specific topic and the overall themes and content of the class, especially in terms of perspectives, practices, and products; i.e. if they chose an historical figure, what were his/her influences? How did s/he influence those that came after? What was his/her role? What was his/her overall impact on their society? If a student chose an artist, what were his/her artistic productions? What was his/her works and why were they significant? Students must demonstrate an ability to synthesize in their thinking; in order to successfully complete the task they must show the ability to draw generalizations and comparisons.

ATTACHMENT B: Scoring Guide for Assessment 2

Grading Rubric for Culture/Literature Analysis

Recent modifications based on current data can be found in italics. Text that is stricken through was part of the original rubric and has been replaced with the text in italics.

| Criteria  | 4=Target   | ACCEPTABLE   |  | 1=Unacceptable   |
|---|--|--|--|--|
|   |  | Strong<br>3  | weak<br>2  |  |
| <b>Quality of thesis statement</b><br><br><b>[ACTFL 1a]</b>                     | Thesis clearly states the main point of the paper. Thesis is neither too general nor too obvious. Thesis is of appropriate scope for the length of the paper.  | Thesis clearly states the main idea of the paper. Thesis is neither too general nor too obvious. BUT thesis is NOT of an appropriate scope for the length of the paper.  | Thesis does not clearly state the main idea of the paper AND/OR is not of an appropriate scope for the length of the paper.  | Thesis is too general or obvious.  |
| <b>Originality and quality of ideas</b><br><br><b>[ACTFL 1a]</b>                | Ideas throughout the paper (from title through conclusion) show evidence of interpretation and synthesis of ideas and critical issues from literary and cultural texts that represent historical and/or contemporary works. Main ideas interpreted from multiple viewpoints. The paper arrives at sound conclusions. | Most of the ideas in the paper show evidence of interpretation of literary texts that represent defining works in the target culture. Important cultural themes, authors, historical styles, and text types are identified. Most of the conclusions are sound. | Some of the ideas in the paper show evidence of interpretation of literary texts that represent defining works in the target culture. Important cultural themes, authors, historical styles, and text types are identified. Some of the conclusions are sound. | Very few of the ideas in the paper show evidence of original, creative, or critical thinking. Few of the conclusions are sound. Student is aware of major literary texts and has read excerpts, abridgements, or reviews of those works and authors. |
| <b>Cultural analysis (3 Ps)</b>   | Thorough and accurate analysis of cultural products, practices, perspectives as they relate to one another.  | Good discussion of products, practices, perspectives, but paper needs to relate the three to one another more closely.   | Some discussion of products, practices, perspectives; may focus on only one of these areas.  | Little discussion of cultural products, practices, perspectives, OR analysis is faulty.  |
| <b>Cultural knowledge/cultural analysis (3 Ps)</b><br><br><b>[ACTFL 2a, 2b]</b> | <i>Paper provides examples of the target culture as a system in which cultural perspectives are reflected through practices and products.</i>  | <i>Paper provides examples of key cultural perspectives and show how those perspectives are linked to products and practices.</i>  | <i>Paper provides examples of key cultural perspectives, but does not fully show how those perspectives are linked to products and practices.</i>  | <i>Paper cites examples of cultural products, practices, and perspectives, but examples reflect a limited cultural knowledge base.</i>   |
| <b>Organization and</b>   | All ideas support the thesis statement. Ideas  | Most ideas support the thesis statement. Ideas   | Ideas often do not support the thesis  | Very few of the ideas support the thesis statement.  |

|   |   |  |  |  |
|---|---|--|--|--|
| <p><b>expression of ideas</b></p> <p><b>[ACTFL 1a]</b></p>    | <p>are consistently organized in a logical order. Paper avoids verbatim repetition or inappropriate copying of material.</p> <p><i>Writing includes variety of cohesive devices in texts of several paragraphs in lengths.</i></p>  | <p>are mostly organized in a logical order. There is very little verbatim repetition or inappropriate copying.</p> <p><i>Incorporates limited number of cohesive devices.</i></p>  | <p>statement. In several instances, the ideas are not logically organized, OR in several instances, there is verbatim repetition or inappropriate copying.</p> <p><i>Incorporates very limited number of cohesive devices.</i></p>   | <p>Ideas often are not organized in a logical order, OR paper relies too much on verbatim repetition or inappropriate copying.</p> <p><i>Sentences are connected into paragraphs using a limited number of cohesive devices that are often repeated.</i></p>   |
| <p><b>Use of sources &amp; appropriate format</b></p>         | <p>Paper shows evidence of the students having considered appropriate types and numbers of sources. Student carefully distinguishes between his/her own ideas and those of others. Paper provides the target reader with appropriate amount of background and contextual information.</p> <p>Paper consistently adheres to formatting rules for page numbering, citations, footnotes/endnotes, and bibliography/ list of works cited.</p> | <p>Paper shows evidence of the students having considered appropriate types and numbers of sources. Student carefully distinguishes between his/her own ideas and those of others, BUT paper provides in inappropriate amount of background and contextual information.</p> <p>Paper deviates in a few areas from the formatting rules for page numbering, citations, footnotes/endnotes, and/or bibliography/list of works cited.</p> | <p>Paper shows evidence of students having considered appropriate types and quantities of sources. Paper is inconsistent in distinguishing between student's ideas and those of others, OR is inconsistent in providing appropriate amounts of background information.</p> <p>Paper often deviates from formatting rules for page numbering, citations, footnotes/endnotes, and/or bibliography/list of works cited.</p> | <p>Paper shows NO evidence of students having considered appropriate types and quantities of sources, OR paper does not distinguish between student's ideas and those of others, OR paper gives too much or too little background information.</p> <p>Paper shows little evidence that student consulted formatting rules for writing of research papers.</p>  |
| <p><b>Mechanics of the essay</b></p> <p><b>[ACTFL 1a]</b></p> | <p>Paper consistently uses correct grammatical structures and vocabulary, as well as correct spelling, capitalization, accentuation, underlining, and punctuation. Sentence structure is varied. Essay is fully comprehensible and easy to read.</p> <p><i>Demonstrates good control of most frequently used syntactic structures.</i></p>  | <p>Paper has a few errors in grammatical structures, vocabulary, spelling, capitalization, accentuation, underlining, and/or punctuation. Sentence structures is generally varied, and essay is mostly comprehensible and easy to read.</p> <p><i>Writing demonstrates control of simple target language sentence structures and partial control of more complex syntactic</i></p>   | <p>Paper has many errors in spelling, capitalization, underlining, accentuation, and/or punctuation. BUT paper has FEW errors in grammatical structures or vocabulary; sentence structure is generally varied, and essay is generally comprehensible.</p> <p><i>Writing demonstrates partial control of simple target language</i></p>   | <p>Paper has many errors in grammatical structures and/or in vocabulary. Paper is often difficult to comprehend because of these errors. Paper also has many errors in spelling, capitalization, underlining, accentuation, and/or punctuation.</p> <p><i>Simple descriptions and narrations are written in paragraph length. Writing is generally comprehensible to natives not used to the</i></p> |



|  |   |  |   |                                |
|--|---|--|---|--------------------------------|
|  | <i>Writing is understood readily by natives not used to writing of non natives.</i> | <i>structures. Writing is understood by readers accustomed to the writing of second language learners.</i> | <i>sentence structures and little control of more complex syntactic structures. Writing is understood by readers accustomed to the writing of second language learners.</i> | <i>writing of non natives.</i> |
|--|---|--|---|--------------------------------|

\*\*\*Rubric adapted (with permission) from Eileen Glisan, IUP, 2007

ATTACHMENT C: Candidate Data for Assessment 2

Culture/Literature Analysis: MAT Students

|  | Spring 2007<br>n= |         |           |            | Spring 2008<br>n= |         |           |            | Spring 2009<br>n= |         |           |            |
|--|-------------------|---------|-----------|------------|-------------------|---------|-----------|------------|-------------------|---------|-----------|------------|
|  | # Does Not Meet   | # Meets | # Exceeds | Avg. Score | # Does Not Meet   | # Meets | # Exceeds | Avg. Score | # Does Not Meet   | # Meets | # Exceeds | Avg. Score |
| Quality of thesis statement<br>[ACTFL 1a]          | 0                 | 0       | █         | 3          | 0                 | 0       | █         | 3          | 0                 | █       | 0         | 2          |
| Originality and quality of ideas<br>[ACTFL 1a]     | 0                 | 0       | █         | 3          | 0                 | █       | █         | 2.5        | 0                 | █       | █         | 2.5        |
| Cultural analysis (3 Ps)<br>[ACTFL 2a, 2b]         | 0                 | █       | 0         | 2          | █                 | █       | █         | 1.75       | 0                 | █       | █         | 2.5        |
| Organization and expression of ideas<br>[ACTFL 1a] | 0                 | 0       | █         | 3          | 0                 | █       | █         | 2.75       | 0                 | █       | 0         | 2          |
| Use of sources & appropriate format                | 0                 | █       | █         | 2.5        | █                 | █       | █         | 2.25       | 0                 | █       | █         | 2.5        |
| Mechanics of the essay<br>[ACTFL 1a]               | 0                 | █       | █         | 2.5        | 0                 | █       | █         | 2.25       | 0                 | █       | 0         | 2          |

Culture/Literature Analysis: BA Students

|  | Spring 2009<br>n= |         |           |            |
|--|-------------------|---------|-----------|------------|
|  | # Does Not Meet   | # Meets | # Exceeds | Avg. Score |
| Quality of thesis statement<br>[ACTFL 1a]      | 0                 | █       | █         | 2.5        |
| Originality and quality of ideas<br>[ACTFL 1a] | 0                 | 0       | █         | 3          |

<sup>1</sup> Scores are reported for █ out of a total of █ students. █ students have not yet taken the course in which this assessment appears.

| Spring 2009   |                 |         |           |            |
|---|-----------------|---------|-----------|------------|
| n=1   |                 |         |           |            |
|   | # Does Not Meet | # Meets | # Exceeds | Avg. Score |
| <b>Cultural analysis (3 Ps)</b><br>[ACTFL 2a, 2b]         | █               | 0       | 0         | 1          |
| <b>Organization and expression of ideas</b><br>[ACTFL 1a] | 0               | █       | 0         | 2          |
| <b>Use of sources &amp; appropriate format</b>            | 0               | █       | █         | 2.5        |
| <b>Mechanics of the essay</b><br>[ACTFL 1a]               | 0               | █       | █         | 2.5        |

## ASSESSMENT 3: Unit Plan

### Description of Assessment

The Unit Plan Assessment presents a cohesive set of lessons organized around an engaging topic or theme, including a written commentary in which students discuss the content, the instructional materials, the activities, the ways accommodations are made to address the range of ways students learn, the ways learners' language proficiency is developed, and the ways in which learning is assessed, citing specific examples as necessary from the lesson plans and linking the teaching approach to relevant theories of second language acquisition. Candidates are required to include all of the 5 *Standards for Foreign Language Learning in the 21st Century* in their unit plan and write a total of five lesson plans to be included in the unit – a content-based lesson, a culture-based lesson, an authentic written or listening lesson, a storytelling PACE lesson, and an integrated speaking lesson. At the end of the unit plan, they should have a unit assessment. This unit-plan assessment serves as a mid-point assessment in the MAT and UG program and takes place in the required foreign language teaching methods course, FORL 511, Teaching Foreign Languages in K-12 Schools, that MAT and UG candidates take the spring before they begin Internship A the following fall semester. Attachment A provides a longer description of the assignment and Attachment B provides the rubric that is given to the students before they complete the assignment and which is then used to assess the assignment. Attachment C includes the data that has been collected for the past three years for this assessment.

### How Assessment aligns with Standards

*Standard 3.a.* Through analyzing their unit plans in a written commentary and reflecting on which SLA theories informed their plans, candidates exhibit an understanding of language acquisition theories, target language input, negotiation of meaning, and interaction.

*Standard 3.b.* As part of the unit plan, candidates are required to choose an interesting topic that will engage the various physical, cognitive, emotional, and social developmental characteristics of their students. They should also illustrate how critical thinking plays a prominent role in the unit.

*Standard 4.a.* Candidates must show how each of the 5 C's are incorporated in the lessons included in the unit plan.

*Standard 4.c.* Candidates are encouraged to use authentic materials in their lessons and/or adapt materials, when necessary, to reflect Standards-based goals.

*Standard 5.a.* At the end of the unit, candidates are required to write a standards-based summative unit assessment that is contextualized and integrates culture through products, practices, and perspectives.

### Analysis of Findings

The data show that the majority of candidates exceed or meet expectations in all of the categories for the unit plan (n=18) which addressed Standards 3.a, b., 4.a, c., and 5.a. One candidate did not meet the expectation for the written commentary (3.a.) because he did not complete that portion of the assignment and two candidates did not meet expectations for the unit assessment (5.a.) because they did not turn in unit assessments.

### How Data Provide Evidence for Meeting Standards

These data illustrate that the majority of our candidates (15 out of 18) were able to meet 5 of the NCATE/ACTFL Standards before their internship experiences. They were able to integrate theories of language acquisition into their units and reflect on how to integrate foreign language teaching strategies such as negotiation of meaning and interaction into their unit plans, thereby fulfilling Standard 3.a. They planned activities to promote critical thinking during their lessons and designed lessons to engage various learning styles (Standard 3.b.). The data also show that candidates were able to incorporate the 5 C's into their lesson plans and used authentic materials in their lessons (Standards 4.a and 4.c.). At the end of the unit, students assessed their students using an integrative performance assessment that also evaluated students' knowledge of culture. These assessments could be more effective at incorporating all 3 modes of communication and integrative performance assessments. Strategies for improvement will be discussed further in Section V. Modifications to the rubric based on these results were made and are shown in italics in Attachment B.

## ATTACHMENT A: Description of Assessment 3

### FORL 511 COMPREHENSIVE UNIT PLAN

Your comprehensive unit plan for 511 will bring together all of the theories and classroom applications that you have learned about throughout the course.

**Purpose:** Preparing for good teaching begins with unit and lesson plans. Your plans represent a set of initial ideas for learning experiences that are appropriate for your curricular goals, relevant to your learners, and based upon principles of effective instruction. For this culminating project, you will present a cohesive set of lessons organized around an engaging topic or theme. You will provide the plans for your unit through a set of lessons. You will also write a commentary in which you highlight the content, the instructional materials, the activities, the ways you plan to accommodate the range of ways students learn, the ways you develop learners' language proficiency, and the ways in which you assess learning, citing specific examples as necessary from your lesson plans and linking your approach to relevant theories of second language acquisition explored throughout the methods course.

Your plans, like any draft, are subject to change. When you teach this unit in the future, you should reflect on your instruction, identify modifications you made during the lessons, or will make in the future, and note those thoughts on your lesson plan.

**Process:** You will be working on this final project throughout the semester. As you will see, the majority of your assignments throughout the semester will fit into this final project.

1. Begin by identifying a topic or theme for your unit. The unit must consist of a meaningful topic or theme around which you will build instruction (see pp. 107-108 of *Teacher's Handbook* for some ideas).
2. Identify the level of instruction/particular class of students targeted for your unit. The level should be either Level 1 or Level 2.
3. Engage in brainstorming to develop the topic/theme into meaningful categories, using the thematic planning web.
4. Prepare a thematic unit plan that follows the sample on pp. 452-454 of your methods textbook. Your unit plan must address all 5 of the standards goal areas. Decide how long your unit will take (it must take 12-15 instructional days).

5. Map out the unit by designing the "CONTENT" (Part I.A.-D.) section of the daily lesson plan for each plan in the unit (see pp. 86-87 of your methods textbook for the daily lesson plan format). Each lesson plan should include at least 2 of the standards goal areas.

6. Design 5 complete daily lesson plans for the unit (the first day of the unit, three plans mid-way through the unit, and a plan near the end of the unit). Follow the guidelines below for the types of lessons you should design and the format of the lesson. These lesson plans must be fully developed and have all materials developed (include authentic reading and/or audio/video segment). Technology must be included somewhere in at least one of the plans. Each lesson plan should address at least 2 standards goal areas.

### Peer-teaching and lesson plans

You will teach a 5-10 minute lesson to your peers 2 times during the semester. Be sure to practice your lesson before presenting it so that you do not exceed the 10-minute time limit. Each peer-teaching lesson should include the following:

1. Objectives for the day. Formulate your objectives so that you describe the types of behaviors your students should be able to exhibit after completion of the lesson. For example:

BAD EXAMPLE: *"I will go over a worksheet and complete the accompanying activities"*

GOOD EXAMPLE: *"Students will be able to identify the main ideas in a reading passage. Or Students will be able to order a meal in a restaurant in Barcelona."*

2. Materials you will need for the lesson, where you found them, and how you adapted them, if necessary, to meet the Standards
3. Which National and State Standards your lesson addresses
4. Which learning styles your lesson addresses and how
5. Titles of your activities
6. Time on task for each activity
7. What the students should do for each activity, including opportunities for meaningful interactions between students.
8. Your role during each activity

You may select two of the following lessons to present in class (peer teaching and lesson plans). Please select an additional three lesson plans to turn in (lesson plans only) on the due dates indicated in the syllabus and the final version will be due in your unit plan.

- I. Content-Based Lesson: Integrating the Elementary School Curriculum with Foreign Language with partner (chapter 4)
    - a. Choose a partner and identify a social studies, math, science, art, or music concept that you are both knowledgeable about that could be taught in the FL through a variety of activities.
    - b. Devise a content-based lesson that included content objectives, language objectives, and cultural objectives. Follow the suggestions on p. 120.
    - c. Present a portion of your lesson to the class (10 min) and provide an explanation of the entire lesson (5 min)
  - II. Culture-Based Lesson (chapter 5)
    - a. Think of a culturally appropriate topic that you would like to introduce and find an artifact (product, practice, or perspective) associated with that topic
    - b. Design a homework assignment to engage students in this topic so that they can explore the Ps on their own (after you have provided them with one P). Be sure to include a grading rubric as well. You can consult the guidelines on p. 146 for assistance. See pp. 144-145 for ideas.
    - c. Allow the class to complete the homework assignment you designed and then discuss with the class the 3 Ps associated with that artifact. (10 min)
  - III. Authentic written text or taped segment lesson (Interpretive) (chapter 6)
    - a. Design a listening or reading activity that uses the interactive model presented in Chapter 6. Select an authentic taped segment or written text and follow the guidelines presented on p. 178 and p. 180.
    - b. Peer teach the pre-reading/listening segment. (no more than 10 minutes)
  - IV. Story-based language lesson (chapter 7)
    - a. Choose a single linguistic function from your text
    - b. Design a lesson following the guidelines discussed in class (PACE p. 196-202, p. 206)
    - c. Peer-teach the first two steps (P & A) (no longer than 10 minutes)
  - V. Integrating speaking (Interpersonal) (chapter 8)
    - a. Design and demonstrate an information-gap activity integrating speaking as a follow up to the listening or reading activity you presented. Follow the guidelines on p. 256. (no more than 10 minutes)
7. Design an *integrative performance unit assessment* to be administered at the end of the unit (include the objectives to be assessed, all three components of the IPA including interpretive, interpersonal, and presentational



tasks, and a set of rubrics to score the assessment). See pp. 145-146 for ideas and the 2006 article on IPA by Adair-Hauck et.al.

8. Prepare a 3-4-page written commentary in which you: 1) describe the nature of the unit and your instructional goals; 2) how your unit will address the 5 Cs and be student-centered; 3) how your unit will foster second language acquisition (mention at least 2 SLA theories); 4) how your classroom activities will enable students to achieve the objectives; 5) how your written unit assessment connects to your plans and teaching; 6) the changes that you made to your earlier lessons and/or teaching materials before you included them in the unit, 7) what you have learned from completing this unit plan project.

Your unit will be graded according to the attached rubric.

ATTACHMENT B: Scoring Guide for Assessment 3

**FORL 511  
COMPREHENSIVE UNIT PLAN  
GRADING RUBRIC**

|   | <b>TARGET 4</b>   | <b>ACCEPTABLE</b>   |  | <b>UNACCEPT-<br/>ABLE 1</b>  |
|---|---|---|--|--|
|   |   | <b>HIGH 3</b>   | <b>LOW 2</b>   |  |
| <b>Topic &amp; Thematic Web</b><br>[ACTFL 3b, 4c]                     | <p>Topic is appropriate, interesting, and challenging, includes a wealth of details.</p> <p><i>Topic shows that student consistently used information about their prospective students' backgrounds, levels, learning styles, and interests as they plan for instruction.</i></p> | <p>Topic is appropriate and interesting. Thematic web includes many details.</p> <p><i>Topic shows that students are aware of the importance of knowing about their prospective students' backgrounds, levels, learning styles, and interests as they plan for instruction.</i></p> | <p>Topic is either appropriate or interesting, but not both. Some parts of thematic web may not be detailed enough.</p> <p><i>Topic shows that students are minimally aware of the importance of knowing about their prospective students' backgrounds, levels, learning styles, and interests as they plan for instruction.</i></p> | <p>Topic is neither appropriate nor interesting. Thematic web is not sufficiently developed.</p> <p><i>Topic shows that student recognizes that their students have a wide range of levels, learning styles, and interests as they plan for instruction.</i></p>                   |
| <b>Planning for Instruction: Thematic Unit Plan</b><br>[ACTFL 3b, 4a] | <p>Unit plan is thematic and follows required format. Unit plan addresses 5 goal areas. Culture and/or interdisciplinary connections are the focus of much of the unit. Critical thinking plays a key role in the unit. Technology may also play a central role.</p>              | <p>Unit plan is thematic and follows required format. The unit plan addresses 5 goal areas. Culture, interdisciplinary connections, and critical thinking are all addressed in unit. Integration of technology evident.</p>   | <p>Unit plan is thematic but may be missing some elements of required format. Unit may address 4 goal areas. Culture or interdisciplinary connections or critical thinking are addressed in the unit. Technology may play a role.</p>  | <p>Unit plan is not thematic and/or does not follow required format. Unit plan may address fewer than 4 goal areas. Cultural content and interdisciplinary connections addressed are minimal. Critical thinking skills may not be addressed. Technology may play a minor role.</p> |
| <b>Planning for Instruction: Selected Lesson</b>                      | <p>Lesson plans reflect all required elements and include additional elements. Lesson plans follow</p>  | <p>Lesson plans reflect all required elements. Lesson plans follow required format and address 2 goal</p>   | <p>Lesson plans reflect all required elements. Lesson plans follow required format</p>   | <p>Lesson plans may not reflect all required elements. Lesson plans do not follow required format and may address fewer than 2 goal areas.</p>   |

|                                      | <b>TARGET 4</b>   | <b>ACCEPTABLE</b>  |  | <b>UNACCEPT-<br/>ABLE 1</b>  |
|--------------------------------------|---|--|--|--|
|                                      |   | <b>HIGH 3</b>  | <b>LOW 2</b>   |  |
| <b>Plans</b><br>[ACTFL<br>4a, 4c]    | required format and may address more than 2 goal areas effectively. All lesson objectives are functional. Higher-level thinking skills are fully integrated. All lesson activities address objectives, promote language acquisition and address individual learner progress. The majority of materials are self-created, other than authentic texts used. | areas. All lesson objectives are functional. Attention to higher-level thinking skills. All lesson activities address objectives. Majority of lesson activities are learner-centered and promote language acquisition. Creativity in material design evident.  | and address 2 goal areas. Some lesson objectives may not be functional. There may be some attention to higher-level thinking skills. Some lesson activities may not address objectives, may be teacher-centered and/or not effective in promoting language acquisition. Evidence of some creativity in material design.  | The majority of lesson objectives are not functional. Higher-level thinking skills not addressed. Many lesson activities may not address objectives, may be teacher-centered and/or not effective in promoting language acquisition. Instructional materials consist mainly of textbook and/or other commercially prepared materials and may be inadequate to meet needs.                              |
| <b>Unit Assessment</b><br>[ACTFL 3a] | Assessments are standards-based and effectively assess targeted objectives. All assessments are contextualized, meaningful, and elicit functional student performance <i>and use authentic texts and documents</i> . Culture and/or interdisciplinary content play a key role. Highly effective grading system and design of rubrics.                     | Assessments effectively assess targeted objectives. Assessments are mostly contextualized, meaningful, and elicit functional student performance <i>and use authentic texts or documents</i> . Culture and/or interdisciplinary content are integrated. Grading system satisfactory and rubrics are effective. | Assessments effectively assess the majority, but not all, of targeted objectives. Some assessments are not contextualized, meaningful, and/or do not elicit functional student performance <i>and may use authentic texts or documents</i> . Some evidence of integration of culture and/or interdisciplinary content. Grading system and/or rubrics generally satisfactory, but may have a few specific problems. | Assessments fail to assess targeted objectives and/or are not contextualized or meaningful. Much of the assessments are discrete-point and mechanical and do not elicit student performance <i>and do not use authentic texts or documents</i> . Little culture and/or interdisciplinary content integrated. Rubrics are either not included or are ineffective. Grading system may be unsatisfactory. |
| <b>IPA</b><br>[ACTFL 5a]             | <i>IPA is designed based upon models available</i>  | <i>IPA is based on existing IPA assessments and</i>  | <i>IPA is based on existing IPA assessments and</i>  | <i>IPA uses an existing IPA assessment and allows prospective</i>  |

|                                      | <b>TARGET 4</b>   | <b>ACCEPTABLE</b>  |  | <b>UNACCEPT-<br/>ABLE 1</b>  |
|--------------------------------------|---|--|--|--|
|                                      |   | <b>HIGH 3</b>  | <b>LOW 2</b>   |  |
|                                      | <i>in professional journal articles. IPA clearly addresses all three modes of communication in a contextualized manner.</i>   | <i>allows prospective students to work through a series of communicative tasks on unit theme. IPA clearly addresses all three modes of communication in a contextualized manner.</i>   | <i>allows prospective students to work through a series of communicative tasks on unit theme. IPA clearly addresses all three modes of communication, however the context may be less authentic.</i>   | <i>students to work through a series of communicative tasks on unit theme. IPA may address all three modes of communication, however the context is missing.</i>   |
| <b>Written Commentary [ACTFL 3a]</b> | <p>Commentary fully addresses all required components and includes additional comments..</p> <p>Commentary addresses SLA theories and how they relate to and inform classroom practice.</p> <p>Detailed description of changes made to earlier lessons and teaching materials.</p> <p>Detailed description of what was learned in this project.</p> | <p>Commentary adequately addresses all required components.</p> <p>Commentary addresses SLA theories and how they relate to and inform classroom practice.</p> <p>Discussion of changes made to earlier lessons and teaching materials.</p> <p>Discussion of what was learned in this project.</p> | <p>Commentary addresses majority of required components or addresses all components but not fully.</p> <p>Commentary addresses SLA theories but discussion of how they relate to and inform classroom practice is weak.</p> <p>Mention of changes made to earlier lessons and teaching materials, but may lack details.</p> <p>Discussion of what was learned in this project, but may lack details.</p> | <p>Commentary does not address all required components or addresses all components but in a general and/or inaccurate manner.</p> <p>Commentary does not relate SLA theories accurately to classroom practice. Either no discussion of changes made to earlier lessons and teaching materials or discussion is superficial. Either no discussion of what was learned in this project or discussion is superficial.</p> |

ATTACHMENT C: Candidate Data for Assessment 3

Unit Plan: MAT Students

|   | Spring 2007<br>n= |         |           |            | Spring 2008<br>n= |         |           |            | Spring 2009<br>n= |         |           |            |
|---|-------------------|---------|-----------|------------|-------------------|---------|-----------|------------|-------------------|---------|-----------|------------|
|   | # Does Not Meet   | # Meets | # Exceeds | Avg. Score | # Does Not Meet   | # Meets | # Exceeds | Avg. Score | # Does Not Meet   | # Meets | # Exceeds | Avg. Score |
| <b>Topic &amp; Thematic Web [ACTFL 3b, 4c]</b>                    | 0                 | 0       | █         | 3          | 0                 | 0       | █         | 3          | 0                 | 0       | █         | 3          |
| <b>Planning for Instruction: Thematic Unit Plan [ACTFL 3b]</b>    | 0                 | █       | █         | 2.5        | 0                 | █       | █         | 2.75       | 0                 | █       | █         | 2.8        |
| <b>Planning for Instruction: Selected Lesson Plans [ACTFL 4a]</b> | 0                 | 0       | █         | 3          | 0                 | █       | █         | 2.25       | 0                 | █       | █         | 2.6        |
| <b>Unit Assessment [ACTFL 5a]</b>                                 | █                 | 0       | 0         | 1          | 0                 | █       | █         | 2.5        | 0                 | █       | █         | 2.4        |
| <b>Written Commentary [ACTFL 3a]</b>                              | 0                 | █       | █         | 2.5        | 0                 | █       | █         | 2.25       | █                 | █       | █         | 2          |

Unit Plan: BA Students

|   | Spring 2008<br>n= |         |           |            | Spring 2009<br>n= |         |           |            |
|---|-------------------|---------|-----------|------------|-------------------|---------|-----------|------------|
|   | # Does Not Meet   | # Meets | # Exceeds | Avg. Score | # Does Not Meet   | # Meets | # Exceeds | Avg. Score |
| <b>Topic &amp; Thematic Web [ACTFL 3b, 4c]</b>                    | 0                 | 0       | █         | 3          | 0                 | █       | █         | 2.6        |
| <b>Planning for Instruction: Thematic Unit Plan [ACTFL 3b]</b>    | 0                 | █       | 0         | 2          | 0                 | █       | █         | 2.6        |
| <b>Planning for Instruction: Selected Lesson Plans [ACTFL 4a]</b> | 0                 | █       | 0         | 2          | 0                 | █       | █         | 2.6        |

|                                      | Spring 2008<br>n= |         |           |            | Spring 2009<br>n= |         |           |            |
|--------------------------------------|-------------------|---------|-----------|------------|-------------------|---------|-----------|------------|
|                                      | # Does Not Meet   | # Meets | # Exceeds | Avg. Score | # Does Not Meet   | # Meets | # Exceeds | Avg. Score |
| <b>Unit Assessment [ACTFL 5a]</b>    | 0                 | █       | 0         | 2          | 0                 | █       | █         | 2.6        |
| <b>Written Commentary [ACTFL 3a]</b> | 0                 | █       | 0         | 2          | 0                 | 0       | █         | 3          |

## ASSESSMENT 4: ADEPT Review

### Description of Assessment

The assessment designed to assess pedagogical and professional knowledge, skills, and dispositions is linked to both the state instrument for pre- and in-service teacher assessment (ADEPT - assisting, developing, and evaluating professional teaching) as well as the Professional Education Unit's list of Dispositions in the College of Education's Conceptual Framework. This assessment takes place during UG/MAT candidates' last semester in the program when they are student teaching.

Students are also required to demonstrate how they fulfill the dispositions in the conceptual framework listed in the Attachment in part IV of Section I. This is achieved through a rubric that is completed by the clinical supervisor during student teaching. Both sets of competencies used on the Student Teaching Evaluation instrument have been aligned with the *ACTFL/NCATE Program Standards*. Attachment A provides a longer description of the assignment and Attachment B provides the rubric that is given to the students before they complete the assignment and which is then used to assess the assignment. Attachment C includes the data that has been collected for the past three years for this assessment.

### How Assessment Aligns with Standards

*Standards 2.a., b., c.* As candidates prepare lesson and unit plans during their student teaching, they demonstrate their knowledge of literary texts, the connections between perspectives of a culture and its practices and products, and they integrate knowledge of other disciplines and identify distinctive viewpoints into their teaching.

*Standards 3.a., b.* Candidates are required to prepare long and short range plans that integrate their knowledge of language acquisition theories and instructional practices. During their preparation of these plans, candidates reflect on learner outcomes and diversity. When implementing these plans, candidates show their ability to create meaningful classroom interaction and a supportive classroom environment by adapting instruction to students' multiple styles, backgrounds, levels, interests, and special needs.

*Standard 4.a., b.* When planning their instruction, candidates demonstrate an understanding of the goal areas and Standards as well as their state standards.

They integrate Standards into planning, instruction, including the 3 modes of communication and the 3 Ps. As they select and design instructional materials, candidates use authentic documents, including cultural/literary texts. *Standard 5.a., b.* Throughout units, evaluation of students is Standards-based and includes formative, summative, and integrated performance assessments. Candidates measure students' abilities to comprehend and interpret oral and written texts, including identifying and analyzing the 3Ps. After assessments, candidates reflect

on the results and make instructional adjustments accordingly.

*Standard 6.a.* During their internships, candidates seek out opportunities to interact with their cooperating teacher and colleagues, systematically engage in reflection regarding their teaching and assessment, and identify opportunities for professional growth.

### Analysis of Findings

The data indicate that the majority of our candidates (n=11) meet or exceed the Standards (2a, b, c, 3a, b, 4a, b, 5a, b, and 6a). There was one case where a candidate failed to meet “planning assessment and using data,” which indicates this candidate did not go beyond simple recognition of the purpose of formative and summative assessments. In all other cases, candidates utilized performance assessments as well formative and summative assessments.

### How Data Provide Evidence for Meeting Standards

As evidenced from the data, candidates were able to conduct long and short range planning while considering how to engage various learning styles, demonstrated their knowledge of which theories of foreign language learning are the most effective in different teaching contexts, promoted critical thinking, and incorporated the *Standards for Foreign Language Teaching*, including the three modes of communication and the 3 P's, into their lessons (Standards 3.a., 3.b., and 4a). Pre-service teacher candidates demonstrated during their student teaching that they were able to assess their students using the three modes of communication and cultural perspectives and used the results from their assessment to adjust their instruction (Standards 5.a. and 5.b.). When establishing expectations for students, using various instructional strategies, maintaining a positive learning environment, and managing the classroom, candidates encouraged negotiation of meaning, adapted instruction to learners' language levels and learning styles, and engaged their students in collaborative learning (Standards 3.a., 3.b.). During their lessons, candidates integrated culture, texts from literature and other media, and other subject areas into instruction (Standards 2.a., 2.b., 2.c.). In order to fulfill ADEPT principle 10 and Standard 6.a., candidates reflected on their teaching in order to improve their instruction and demonstrated a life-long commitment to professional growth.



## ATTACHMENT A: Description of Assessment 4

### ADEPT DESCRIPTION STUDENT TEACHING Student Teaching Requirements

During student teaching, the most important outcome of your experience is that you help your students to learn—i.e., that you have a positive impact on their learning. To this end, most of what is required in student teaching is that you engage in intensive planning of lessons, developing materials, teaching, reflecting on the results of your teaching, and assessing your students' progress.

**Lesson Planning:** This is perhaps the most important responsibility that you have and should take up most of your time. Prepare a typewritten lesson plan for each lesson you teach. Use the lesson plan format that was given to you during the Methods class. Include your name, the date of the lesson, subject, and period number on each plan.

- Lesson plans must be brought to school 24 hours in advance. They are to be typed and must include all materials prepared in advance (visuals, tests, audio segments, etc.). This rule is in place so that your lesson is planned thoroughly and so that your cooperating teacher may review your plan and suggest changes if necessary (this will give you time to make changes before the lesson is taught).
- Any handouts that you plan to distribute to students must be approved in advance by your cooperating teacher to be sure that they are appropriate and free from errors.
- Failure to bring in completed lesson plans 24 hours in advance will result in removal from Student Teaching.
- Changes to lesson plans may be made in pen/pencil. There is no need to retype a plan unless the whole plan is changed. Preparation of plans should not be busy work.
- Keep all lesson plans in a 3-ring binder and keep the binder in the classroom at all times. Your University Supervisor will look at your plans during each visit.
- Within 24 hours of teaching a lesson, you should complete the self-reflection on the lesson's effectiveness (last section of the lesson plan). In order for these reflections to be effective, they must be done each day.
- Many student teachers use the weekend to get prepared for the week. While it is always a good idea to engage in long-term planning, avoid the urge to prepare

typewritten lesson plans that are etched in stone too far in advance. If you find a need to adapt instruction or changes occur to the school schedule, you may find yourself spending hours redoing lesson plans. Use your time to develop materials and activities, while sketching out tentative long-term plans.

ATTACHMENT B: Scoring Guide for Assessment 4

ADEPT and ACTFL/NCATE Standards Assessment Tool

| ADEPT Principles  | Target- 4   | Acceptable high -3  | Acceptable low- 2   | Unacceptable -1  |
|---|---|---|---|--|
| <p><b>1-2. Long and Short Range Planning</b><br/>[ACTFL Standards 3b, 4a]</p> | <p>Candidates plan for instruction according to the physical, cognitive, emotional, and social developmental needs of K-12 students.</p>  | <p>Candidates describe the physical, cognitive, emotional, and social developmental characteristics of K-12 students.</p>   | <p>Candidates can describe some of the physical, cognitive, emotional, and social developmental characteristics of K-12 students.</p>   | <p>Candidates recognize that K-12 students have different physical, cognitive, emotional, and social developmental characteristics.</p>  |
|   | <p>Candidates consistently use information about their students' language levels, language backgrounds, and learning styles to plan for and implement a variety of instructional models and strategies that accommodate different ways of learning.</p> | <p>Candidates seek out information regarding their students' language levels, language backgrounds, and learning styles. They implement a variety of instructional models and techniques to address these student differences.</p>  | <p>Candidates seek out information regarding their students' language levels, language backgrounds, or learning styles. They implement some instructional models and techniques to address these student differences.</p> | <p>Candidates recognize that their students have a wide range of language levels, language backgrounds, and learning styles. They attempt to address these differences by using a limited variety of instructional strategies.</p> |
|   | <p>Candidates use the goal areas and standards of <i>Standards for Foreign Language Learning</i>, as their state standards, design curriculum and unit/lesson plans.</p>  | <p>Candidates create unit/lesson plan objectives that address specific goal areas and standards (national and state). They design activities and/or adapt instructional materials and activities to address specific standards.</p> | <p>Candidates create unit/lesson plan objectives that address some of the specific goal areas and standards (national and state). They adapt activities and instructional materials to address specific standards.</p>    | <p>Candidates apply goal areas and standards (both national and state) to their planning to the extent that their instructional materials do so.</p>   |

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| <b>3. Planning Assessments and Using Data</b><br>[ACTFL Standards 5a]                        | Candidates design standards based performance assessment including formative and summative assessments that measure overall development of proficiency in an ongoing manner and at culminating points in the total program.  | Candidates utilize standards based performance assessment and design formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter.   | Candidates utilize standards based performance assessment and design formative assessments to measure achievement within a unit of instruction or summative assessments to measure achievement at the end of a unit or chapter.   | Candidates recognize the purposes of formative and summative assessments as set forth in prepared testing materials.  |
|  | Candidates design assessment procedures that encourage students to engage in all 3 modes of communication and problem solving tasks applying the cultural framework to authentic documents (3 Ps). Many of these involve students' developing of self assessment skills to encourage independent interpretation. | Candidates design performance assessments that measure students' abilities to engage in the 3 modes of communication and apply the cultural framework to authentic documents (3 Ps). The assessments they design and use encompass a variety of response types from forced choice to open-ended. | Candidates utilize performance assessments that measure students' abilities to engage in the 3 modes of communication and attempt to apply the cultural framework to authentic documents (3 Ps). The assessments they utilize encompass a variety of response types from forced choice to open-ended. | Candidates use the 3 modes of communication in assessments found in instructional materials prepared by others and recognize that assessments can lead students from one mode of communication to another. Candidates assess isolated cultural facts. |
| <b>4. Establishing and Maintaining High Expectations for Learners</b><br>[ACTFL Standard 3b] | Candidates reward their students for engaging in critical thinking, problem-solving, and taking risks using the target language.   | Candidates implement activities that promote critical thinking, problem-solving skills, and taking risks using the target language.  | Candidates implement activities that promote critical thinking, problem-solving skills, or taking risks using the target language.  | Candidates implement activities that have a limited number of answers and allow little room for critical thinking and/or problem-solving.   |

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|   | <p>The principal role of the candidate is as facilitator of learning in the language classroom. Candidates value opportunities to learn with their students.</p>   | <p>Candidates often assume the role of facilitator in classroom activities. Some activities provide opportunities for them to learn with their students.</p>   | <p>Candidates sometimes assume the role of facilitator in classroom activities. Occasionally, activities provide opportunities for them to learn with their students.</p>  | <p>Candidates assume a traditional role of teacher director of learning.</p>   |
|   | <p>Candidates engage students in monitoring their own progress and in asking for assistance from the teacher. They engage students in tracking their own errors and their progress and in providing feedback to their peers.</p> | <p>Candidates provide feedback to students that focuses on meaning as well as linguistic accuracy. They view errors as a normal part of the language acquisition process. Candidates employ strategies to encourage and affirm student progress.</p> | <p>Candidates provide feedback to students that focuses less on meaning than linguistic accuracy. They view errors as a normal part of the language acquisition process. Candidates occasionally employ strategies to encourage and affirm student progress.</p> | <p>The feedback that candidates offer students is primarily evaluative in nature and focuses on the accuracy of their language.</p>  |
| <p><b>5. Using Instructional Strategies to Facilitate Learning [ACTFL Standards 3a, 3b]</b></p> | <p>Candidates exhibit ease and flexibility in applying language acquisition theories to instructional practice and strategies to meet the linguistic needs of their K-12 students at various developmental levels.</p>           | <p>Candidates exhibit an understanding of language acquisition theories as they apply to K-12 learners at various developmental levels to facilitate language acquisition.</p>   | <p>Candidates exhibit an understanding of some language acquisition theories as they apply to K-12 learners at various developmental levels to facilitate language acquisition.</p>  | <p>Candidates exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. They illustrate an ability to connect theory with practice.</p> |

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|  | <p>Target language use, negotiation of meaning, and meaningful communication is maximized at all levels of instruction to facilitate spontaneous interaction and to assist students in developing a repertoire of strategies for understanding oral and written input.</p> | <p>Candidates use the target language, negotiation of meaning, meaningful communication to the maximum extent in classes at all levels of instruction. They designate certain times for spontaneous interaction with students in the target language. They use a variety of strategies to help students understand oral and written input.</p> | <p>Candidates use the target language, negotiation of meaning, meaningful communication to a certain degree in classes at all levels of instruction. They designate certain times for spontaneous interaction with students in the target language. They use some strategies to help students understand oral and written input.</p> | <p>Candidates use the target language, negotiation of meaning, or meaningful communication for specific parts of classroom lessons at all levels of instruction, but avoid spontaneous interaction with students in the target language. They use some strategies to help students understand oral and written input.</p> |
|  | <p>Candidates provide regular opportunities for students to work collaboratively in pairs and small-groups. They teach their students strategies for assuming roles, monitoring their progress in the task, and evaluating their performance at the end of the task.</p>   | <p>Candidates conduct activities in which students work collaboratively in pairs and small groups. They define and model the task, give a time limit and expectations for follow-up, group students, assign students roles, monitor the task, and conduct a follow up activity.</p>  | <p>Candidates conduct few activities in which students work collaboratively in pairs and small groups. They often model the task, give a time limit and expectations for follow-up, group students, assign students roles, monitor the task, and conduct a follow up activity.</p>   | <p>Candidates teach primarily with large-group instruction. Pair- and small group activities generally consist of students grouped together but working individually.</p>   |

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| <p><b>6. Providing Content for Learners</b><br/>[ACTFL Standards 2a, b, c, 4b]</p>         | <p>Candidates use a systematic approach for integrating culture, literary and cultural texts into instruction and/or they use culture as the content for language instruction. They give students the tools for analyzing ways in which cultural products, practices, and perspectives are connected in the target culture.</p> | <p>Candidates use the standards framework to integrate culture, literary and cultural texts into daily lessons and units of instruction. They engage students in exploring the products and practices that relate to specific perspectives of the target culture.</p> | <p>Candidates occasionally use the standards framework to integrate culture, literary and cultural texts into daily lessons and units of instruction. They attempt to engage students in exploring the products and practices that relate to specific perspectives of the target culture.</p> | <p>Candidates integrate into instruction discrete pieces of cultural information, and literary or cultural texts either found in instructional materials or acquired through study and/or personal experiences. They expect students to learn discrete pieces of information about the target culture.</p> |
|  | <p>Candidates implement a content-based approach to language instruction that is based on the integration of language and subject-area content.</p>   | <p>Candidates integrate concepts from other subject areas such as math, science, social studies, art, and music. They teach students strategies for learning this new content in the foreign language.</p>  | <p>Candidates occasionally integrate concepts from other subject areas such as math, science, social studies, art, and music. They are aware of strategies for learning this new content in the foreign language.</p>   | <p>Candidates integrate discrete pieces of information from other subject areas, usually as they appear in instructional materials.</p>  |
| <p><b>7. Monitoring, Assessing, and Enhancing Learning</b><br/>[ACTFL Standards 5a, b]</p> | <p>Candidates use assessment results as they work with students individually to help them identify the gaps in their knowledge and skills.</p>  | <p>Candidates use insights gained from assessing student performances to adapt, change, and reinforce instruction.</p>  | <p>Candidates attempt to use insights gained from assessing student performances to adapt, change, and reinforce instruction.</p>   | <p>Candidates use assessment results to conduct whole group remediation or review.</p>   |

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|  | <p>Candidates design assessments and use results to improve teaching and track student learning. These assessments drive planning and instruction.</p>           | <p>Candidates incorporate what they have learned from assessments and show how they have adjusted instruction and what students know and are able to do. The commitment to do this is established in their planning.</p> | <p>Candidates occasionally incorporate what they have learned from assessments and show that they have adjusted instruction and what students know and are able to do. The commitment to do this is sometimes established in their planning.</p> | <p>Candidates use assessments that can be scored quickly and mechanically (such as discrete point assessments). Assessment is viewed as an end in and of itself.</p> |
| <p><b>8. Maintaining an Environment that Promotes Learning [ACTFL Standard 3a]</b></p> | <p>Candidates use an approach in which personalized, creative language use is central to all activities. Risk taking is rewarded.</p>                            | <p>Candidates employ exercises and activities that require students to provide open-ended, personalized responses. Risk taking is encouraged.</p>  | <p>Candidates employ exercises and activities that encourage students to provide open-ended, personalized responses. Risk taking neither encouraged or discouraged.</p>  | <p>Candidates employ exercises and activities that require students to provide predictable and/or correct answers. Risk taking is discouraged</p>                    |
|  | <p>The principal role of the candidate is as facilitator of learning in the language classroom. Candidates value opportunities to learn with their students.</p> | <p>Candidates often assume the role of facilitator in classroom activities. Some activities provide opportunities for them to learn with their students.</p>   | <p>Candidates attempt to facilitate classroom activities. Some activities provide opportunities for them to learn with their students.</p>   | <p>Candidates assume a traditional role of teacher as director of learning.</p>  |



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|   | <p>Candidates engage students in monitoring their own progress and in asking for assistance from the teacher. They engage students in tracking their own errors and their progress and in providing feedback to their peers.</p> | <p>Candidates provide feedback to students that focuses on meaning as well as linguistic accuracy. They view errors as a normal part of the language acquisition process.</p> | <p>Candidates provide some feedback to students that focuses less on meaning and more on linguistic accuracy. Errors are acceptable.</p> | <p>The feedback that candidates offer students is primarily evaluative in nature and focuses on the accuracy of their language.</p>     |
| <p><b>9. Managing the Classroom [ACTFL Standard 3b]</b></p> | <p>Candidates plan for and implement a variety of instructional models and strategies that accommodate different ways of learning.</p>   | <p>Candidates identify multiple ways in which students learn when engaged in language classroom activities.</p>   | <p>Candidates identify a few ways in which students learn when engaged in language classroom activities.</p>                             | <p>Candidates recognize that students approach language learning in a variety of ways. They identify how individual students learn.</p> |
|   | <p>Candidates identify special needs of their students, including cognitive, physical, linguistic, social, and emotional needs. They recognize that they may need to adapt instruction to meet these special needs.</p>          | <p>Candidates implement a variety of instructional models and techniques that address specific needs of their students.</p>   | <p>Candidates implement a few of instructional models and techniques that address specific special needs of their students.</p>          | <p>Candidates anticipate their students' special needs by planning for alternative classroom activities as necessary.</p>               |

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|  | <p>Candidates provide regular opportunities for students to work collaboratively in pairs and small-groups. They teach their students strategies for assuming roles, monitoring their progress in the task, and evaluating their performance at the end of the task.</p> | <p>Candidates conduct activities in which students work collaboratively in pairs and small groups. They define and model the task, give a time limit and expectations for follow-up, group students, assign students roles, monitor the task, and conduct a follow-up activity.</p> | <p>Candidates conduct few activities in which students work collaboratively in pairs and small groups. They often model the task, give a time limit and expectations for follow-up, group students, assign students roles, monitor the task, and conduct a follow up activity.</p> | <p>Candidates teach primarily with large-group instruction. Pair- and small group activities generally consist of students grouped together but working individually.</p>           |
| <p><b>10. Fulfilling Professional Responsibilities</b><br/>[ACTFL Standard 6a]</p> | <p>Candidates systematically engage in a reflective process for analyzing student work and planning future instruction. They identify possibilities of classroom-based research to inform practice.</p>  | <p>Candidates frame their own reflection and research questions and show evidence of engaging in a reflective process to improve teaching and learning.</p>   | <p>Candidates attempt to frame their own reflection and research questions and reflect on their teaching to improve learning.</p>  | <p>Candidates recognize the potential of reflection and research as essential tools for becoming an effective practitioner. They rely on others' questions to frame reflection.</p> |

**SCORING:**

- \_\_\_\_\_ **1. Long Range Planning & 2. Short Range Planning**
- \_\_\_\_\_ **3. Planning Assessments and Using Data**
- \_\_\_\_\_ **4. Establishing and Maintaining High Expectations for Learners**
- \_\_\_\_\_ **5. Using Instructional Strategies to Facilitate Learning**
- \_\_\_\_\_ **6. Providing Content for Learners**
- \_\_\_\_\_ **7. Monitoring, Assessing, and Enhancing Learning**
- \_\_\_\_\_ **8. Maintaining an Environment that Promotes Learning**
- \_\_\_\_\_ **9. Managing the Classroom**
- \_\_\_\_\_ **10. Fulfilling Professional Responsibilities**

ATTACHMENT C: Candidate Data for Assessment 4

ADEPT Review: MAT Students

|  | Spring 2008<br>n= |         |           |            | Spring 2009<br>n= |         |           |            |
|--|-------------------|---------|-----------|------------|-------------------|---------|-----------|------------|
|  | # Does Not Meet   | # Meets | # Exceeds | Avg. Score | # Does Not Meet   | # Meets | # Exceeds | Avg. Score |
| <b>1-2. Long and Short Range Planning</b><br>[ACTFL Standards 3b, 4a]                        | 0                 | █       | █         | 2.5        | 0                 | 0       | █         | 3          |
| <b>3. Planning Assessments and Using Data</b><br>[ACTFL Standards 5a]                        | █                 | █       | 0         | 1.5        | 0                 | █       | █         | 2.5        |
| <b>4. Establishing and Maintaining High Expectations for Learners</b><br>[ACTFL Standard 3b] | 0                 | █       | █         | 2.5        | 0                 | █       | █         | 2.25       |
| <b>5. Using Instructional Strategies to Facilitate Learning</b> [ACTFL Standards 3a, 3b]     | 0                 | █       | █         | 2.5        | 0                 | 0       | █         | 3          |
| <b>6. Providing Content for Learners</b><br>[ACTFL Standards 2a, b, c, 4b]                   | 0                 | █       | █         | 2.5        | 0                 | █       | █         | 2.5        |
| <b>7. Monitoring, Assessing, and Enhancing Learning</b><br>[ACTFL Standards 5a, b]           | 0                 | █       | █         | 2.5        | 0                 | █       | █         | 2.75       |
| <b>8. Maintaining an Environment that Promotes Learning</b><br>[ACTFL Standard 3a]           | 0                 | █       | █         | 2.5        | 0                 | █       | █         | 2.5        |
| <b>9. Managing the</b>   | 0                 | 0       | █         | 3          | 0                 | 0       | █         | 3          |

|   | Spring 2008<br>n= |         |           |            | Spring 2009<br>n= |         |           |            |
|---|-------------------|---------|-----------|------------|-------------------|---------|-----------|------------|
|   | # Does Not Meet   | # Meets | # Exceeds | Avg. Score | # Does Not Meet   | # Meets | # Exceeds | Avg. Score |
| Classroom [ACTFL Standard 3b]   |                   |         |           |            |                   |         |           |            |
| <b>10. Fulfilling Professional Responsibilities</b> [ACTFL Standard 6a] | 0                 | █       | █         | 2.5        | 0                 | █       | █         | 2.5        |

ADEPT Review: BA Students

|   | Spring 2009<br>n= |         |           |            |
|---|-------------------|---------|-----------|------------|
|   | # Does Not Meet   | # Meets | # Exceeds | Avg. Score |
| <b>1-2. Long and Short Range Planning</b> [ACTFL Standards 3b, 4a]                        | 0                 | █       | █         | 2.5        |
| <b>3. Planning Assessments and Using Data</b> [ACTFL Standards 5a]                        | 0                 | 0       | █         | 3          |
| <b>4. Establishing and Maintaining High Expectations for Learners</b> [ACTFL Standard 3b] | 0                 | █       | █         | 2.5        |
| <b>5. Using Instructional Strategies to Facilitate Learning</b> [ACTFL Standards 3a, 3b]  | 0                 | █       | █         | 2.5        |
| <b>6. Providing Content for Learners</b> [ACTFL Standards 2a, b, c, 4b]                   | 0                 | █       | █         | 2.5        |
| <b>7. Monitoring, Assessing, and Enhancing Learning</b> [ACTFL Standards 5a, b]           | 0                 | 0       | █         | 3          |
| <b>8. Maintaining an Environment that Promotes Learning</b> [ACTFL Standard 3a]           | 0                 | █       | █         | 2.5        |
| <b>9. Managing the Classroom</b> [ACTFL Standard 3b]                                      | 0                 | 0       | █         | 3          |
| <b>10. Fulfilling Professional Responsibilities</b> [ACTFL Standard 6a]                   | 0                 | █       | 0         | 2          |

## ASSESSMENT 5: Student Work Sample

### Description of Assessment

During their semester of student teaching, both MAT and UG candidates prepare a “work sample” to provide verification that their students have learned; i.e., that they have had a positive impact on their learning. This comprehensive work sample provides evidence of the candidates’ ability to engage in thorough and effective standards-based planning, use best practices that provide opportunities for student success, use appropriate assessment strategies to foster and document the ongoing development of their students’ knowledge and skills, and analyze student assessment results, reflect on them, and adapt instruction accordingly. Attachment A provides a longer description of the assignment and Attachment B provides the rubric that is given to the students before they complete the assignment and which is then used to assess the assignment. Attachment C includes the data that has been collected for the past three years for this assessment.

### How Assessment Aligns with Standards

*Standards 2.a., 2.b., 2.c.* Candidates integrate culture, literary texts, and/or other subjects into instruction

*Standard 3.a.* Using their knowledge of SLA theories and through linking them to practice, candidates reflect on how to improve their lesson.

*Standard 3.b.* Candidates’ unit plans promote critical thinking and address varied learning styles and seek out information regarding students’ language levels, backgrounds and learning styles.

*Standard 5.a.* Assessments measure successful communication and cultural understandings.

*Standard 5.b.* Candidates reflect on results of assessment and adjust instruction accordingly.

*Standard 5.c.* Candidates interpret and report the results of the assessment.

*Standard 6.a.* Candidates reflect on assessment as a tool to improve their instruction.

### Analysis of Data

All (n=8) but one candidate exceeded or met the Standards in every category (2a,b, c, 3a, b, 5a, b, c, 6a). One candidate failed to meet “Implementing instruction: Student survey” which indicates that there was a certain level of dissatisfaction expressed by the students toward the lesson for unknown reasons.

### How Data Provide Evidence for Meeting Standards

After completing the clinical practice work sample during their student teaching, pre-service teacher candidates were more informed about their students’ background and learning styles and used their knowledge of the students and SLA theories to develop engaging lessons that promoted critical thinking and tailored to these varied learning styles (Standards 3.a. and 3.b.). In addition to designing contextualized, meaningful lessons, candidates integrated cultural, literary, and interdisciplinary topics and texts into instruction (Standards 2.a., 2.b., and 2.c.). Meaningful assessments that focused on functional student performance during and after a unit provided data for reflection so that candidates could improve instruction based on the feedback from assessments (Standards 5.a., 5.b., and 5.c.). Finally, candidates demonstrated that they were able to use assessment results to set goals for professional growth (Standard 6.a.).

## ATTACHMENT A: Description of Assessment 5

### Student Work Sample

#### Verifying Positive Impact on K-12 Student Learning: Student Teaching Work Sample

Overview of Project: During student teaching, you will prepare a “work sample” in order to provide verification that your students have learned; i.e., that you have had a positive impact on their learning. This comprehensive work sample will provide evidence of your ability to:

- 1 engage in thorough and effective standards-based planning;
- 2 use best practices that provide opportunities for student success; use appropriate assessment strategies to foster and document the ongoing development of your students’ knowledge and skills; and
- 3 analyze student assessment results, reflect on them, and adapt instruction accordingly.

#### Required Components of the Work Sample:

##### A. Title Page

Student Teaching Work Sample

Your name

Semester \_\_\_\_\_ Year \_\_\_\_\_

School site \_\_\_\_\_

Grade/Level and Subject \_\_\_\_\_

##### B. Description of the Learning Environment

- 1 Describe the school in one paragraph (name of district, demographic information, key information about student body).
- 2 Describe the students in the class(es) included in your work sample: gender, ethnicity, developmental characteristics (cognitive, social, physical), language learning background, academic performance, etc. (Do not use actual names of students in this report.) Write one to two paragraphs.

##### C. Planning for Instruction

- 1 Write a detailed unit plan, including title of unit and length/duration of unit. Follow the unit plan template given to you in the methods class.
- 2 Describe how the unit addresses the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century* (at least 3 of the 5 goal areas must be addressed).
- 3 Include an explanation of the critical thinking skills to be addressed (refer to the Bloom’s Taxonomy in the methods text).
- 4 Be sure to address culture and interdisciplinary connections and to integrate technology.
- 5 Include at least 3 complete daily lesson plans from the unit, with accompanying materials and completed self-reflections. Select one plan from the beginning of the unit, one at mid-point in the unit, and one at the end of the unit. On your

lesson plans, be sure to describe any adaptations to instruction and/or assessment for diverse learners (e.g., special needs students). Each daily lesson plan must address at least 2 of the 5 goal areas.

#### D. Implementing Instruction

Provide evidence of effective implementation of instruction by including the following items:

- 1 At least ONE observation evaluation by your cooperating teacher that verifies effective implementation of instruction;
- 2 ONE observation evaluation by your University Supervisor that verifies effective implementation of instruction;
- 3 Included on lesson plans: Self-evaluations of teaching effectiveness;
- 4 A K-12 student survey of student teacher effectiveness (on forms developed by you, with an analysis of the results). This should be done at the conclusion of the unit. See below for ideas that you might use in your survey.

#### E. Assessment of Student Learning

Provide evidence of formal and informal assessment of your students' performance to show that they have learned by including in your work sample:

- 1 A pre-test activity or survey to discover what students already know prior to your unit. Aggregate (compile results and display them in chart form) and discuss the data/results. Since you will be comparing performance on the pre-test with performance on the post-test, you will need to keep your unit objectives in mind as you design the pre-test. You do not want to administer the exact unit test that will be given at the end, nor do you want to use the entire class period for the pre-test. However, it is recommended that you design a few tasks that illustrate whether or not students already have the knowledge and skills that are part of the unit—i.e., whether they already have met the objectives. See below of this document for a sample pre-test.
- 2 At least two formative assessments conducted during the unit, with any modifications you made to your teaching based on the assessments. Describe any modifications of your assessments for special needs students.
- 3 One summative oral assessment. Include a copy of the assignment given to students, the rubric used to assess their performance, and an analysis of the data with grade breakdowns for all students. Provide 3 actual samples of your students' work: one that exceeded expectations, one that met expectations, and one that did not meet expectations. Note: Be sure to follow all school district guidelines to gain permission to share written samples of your students' work to your University Supervisor (delete names of students).
- 4 A post-test instrument (typically the "unit test") to discover what students know and can do at the end of the unit. Compile the data and analyze the results. Compare the results of the post-test to the results of the pre-test and document the differences.

F. Reflection on Teaching Effectiveness and Plans for Modifications to Teaching Reflect on the effectiveness of your instruction and plan to modify future instruction to better meet students' needs. In your reflection:

Use the ADEPT Performance Standards – the four domains (Planning, Instruction, Classroom Environment, Professionalism) to evaluate the effectiveness of your unit. Be sure to identify the degree to which your unit plan and lesson plan objectives were achieved. If some objectives were not achieved, reflect on possible reasons for this.

1 Identify the most successful classroom activity and the most unsuccessful activity. Give possible reasons for their success or lack thereof.

2 What would you do to improve student performance in this unit if you were to teach it again? Describe at least 2 ways.

3 Discuss your most significant insight about language learning from teaching this unit. Link this insight to theories you have learned about second language acquisition.

4 Reflect on your teacher preparation thus far and identify what professional knowledge, skills, and/or dispositions would improve your performance in the future. Use the ADEPT Performance Standards four domains in your reflection.

Discuss your developmental needs as a foreign language teacher and set several specific goals for improvement.

Your work sample project will be evaluated using the rubrics that are below

\*\*This project was adapted with permission from the Oklahoma State University's "Clinical Practice (Student Teaching) Work Sample" assignment and from Eileen Glisan at Indiana University of Pennsylvania)



Ideas for K-12 Student Survey of Student Teacher Effectiveness  
(To be completed at the conclusion of the unit)

This survey is a questionnaire created by the student teacher to elicit feedback from K-12 students regarding the effectiveness of the unit and of instruction during the unit. The questionnaire, which should not take more than 10-15 minutes of class time to complete, could include:

A series of agree/disagree statements (8-10); Examples:

Strongly Agree=SA Agree=A Disagree=D Strongly Disagree=SD

- 1 SA A D SD The unit on \_\_\_\_\_ was interesting and made me want to learn more.
- 2 SA A D SD I have a better understanding of the concept of \_\_\_\_\_ now than I did at the beginning of this unit.
- 3 SA A D SD I was offered ample opportunities to speak the target language during the \_\_\_\_\_ regular class period throughout this unit, even though I may have chosen not to do so.
- 4 SA A D SD The activities completed in class throughout the unit that involved speaking helped me to feel less anxious about speaking the target language.
- 5 .....

A few open-ended statements (no more than 5):

- 1 What activity or presentation was the most helpful in gaining an understanding of.....?
- 2 One thing I learned by the conclusion of this unit that I didn't know before....
- 3 This information acquired as a result of this unit or studied during this unit has caused me to want to explore.....
- 4 What are one or two suggestions you would like to offer for a future unit on the same topic?

These are just some suggestions. Feel free to be creative!

Sample Pre-Test  
(Should not take longer than 20 minutes)  
Unit: Travel in Foreign Country

I. Describing future activities: Imagine that you plan to take a trip to a city in the target country you are studying during the summer. List five things that

you will do to prepare for your trip (e.g., buy necessary clothing, get your passport). Use the future tense in the target language in your responses.

II. Getting lodging: What would you need to say in the target language in order to get a hotel room? Pretend that you are talking to the hotel clerk at the front desk. Express your desire to get a hotel room and ask 3 questions to find out about the accommodations (e.g., air conditioning, bathroom, television, room service).

III. Target Culture: Answer in either English or target language.

A. List 2 important sites in the target country with which you are familiar.

B. What information do you know about everyday culture in the target culture to enable you to get the most out of your trip (e.g., their mealtimes, how they travel around the city/town, climate)?

ATTACHMENT B: Scoring Guide for Assessment 5

Student Teaching Clinical Practice Work Sample Scoring Rubric

|   | <b>Exceeds 4</b>   | <b>Meets Strong - 3</b>   | <b>Meets Weak - 2</b>   | <b>Unacceptable 1</b>  |
|---|--|---|---|--|
| <b>Description of Learning Environment</b>                        | Description consists of a full, detailed description of the school site and student body.  | Description includes relevant information about the school site and students.   | Description includes most relevant information about the school site and students. One or two missing details.  | Description is incomplete and/or missing key information.  |
| <b>Planning for Instruction: Unit Plan [ACTFL 2c, 3b]</b>         | Unit plan is thematic and follows required format. Unit plan may address more than 3 goal areas. Culture and/or interdisciplinary connections are the focus of much of the unit. Critical thinking plays a key role in the unit. Technology may also play a central role.  | Unit plan is thematic and follows required format. The unit plan addresses 3 goal areas. Culture, interdisciplinary connections, and critical thinking are all addressed in unit. Integration of technology evident.  | Unit plan is thematic and follows required format. The unit plan addresses 3 goal areas. Culture, interdisciplinary connections, and critical thinking are all addressed in unit. Integration of technology does not play a major role.   | Unit plan is not thematic and/or does not follow required format. Unit plan may address fewer than 3 goal areas. Cultural content, interdisciplinary connections, and critical thinking skills addressed are minimal. Technology may play a minor role.  |
| <b>Planning for Instruction: Selected Lesson Plans [ACTFL 3b]</b> | Lesson plans follow required format and may address more than 2 goal areas effectively. All lesson objectives are functional. Higher-level thinking skills are integrated. All lesson activities address objectives, promote language acquisition and address individual learner progress. The majority of materials are self-created. | Lesson plans follow required format and address 2 goal areas. All lesson objectives are functional. Some attention to higher-level thinking skills. All lesson activities address objectives. Majority of lesson activities are learner-centered and promote language acquisition. Creativity in material design evident. | Lesson plans follow required format and address 2 goal areas. All lesson objectives are functional. Some attention to higher-level thinking skills. All lesson activities address objectives. Majority of lesson activities are learner-centered and promote language acquisition. Some creativity in material design evident. Some commercially prepared materials are used. | Lesson plans do not follow required format and may address fewer than 2 goal areas. Some lesson objectives may not be functional. Higher-level thinking skills not addressed. Some lesson activities may not address objectives, may be teacher-centered and/or not effective in promoting language acquisition. Instructional materials consist mainly of |

|  | <b>Exceeds 4</b>  | <b>Meets Strong - 3</b>  | <b>Meets Weak - 2</b>  | <b>Unacceptable 1</b>   |
|--|---|--|--|---|
|  |   |  |  | textbook and/or other commercially prepared materials and may be inadequate to meet needs.  |
| <b>Implementing Instruction: Evaluation by supervisors</b>                                   | Observations of mentors indicate that the lesson exceeded student teaching expectations (see evaluation form).  | Observations of mentors indicate that the lesson addresses the majority of the student teaching expectations (see evaluation form).  | Observations of mentors indicate that the lesson addresses some of the student teaching expectations (see evaluation form).  | Observations of mentors indicate that the lesson fails to address several key student teaching expectations (see evaluation form).  |
| <b>Implementing Instruction: Self-Evaluations on Lesson Plans [ACTFL 3a, 5b]</b>             | Self-evaluations present a thorough analysis of the lesson, link SLA theories to practice, and offer a systematic approach to improvement.  | Self-evaluations are reflective, analyze positive and negative aspects of lesson, and include ideas for improvement.   | Self-evaluations are reflective but reflection could provide more depth. They do a minimal job of analyzing positive and negative aspects of lesson, and they include a few ideas for improvement.   | Self-evaluations lack depth and detail. They are superficial and may attribute lesson results to factors such as those perceived to be caused by students and/or cooperating teacher.   |
| <b>Implementing Instruction: Student Survey</b>  | Student surveys indicate a high level of student learning and satisfaction with instruction.  | Student surveys indicate a satisfactory level of student learning and general satisfaction with instruction.   | Student surveys indicate a satisfactory level of student learning and minimal satisfaction with instruction.   | Student surveys indicate a low level of student learning and/or dissatisfaction with instruction.   |
| <b>Assessment of Student Learning: Pre- and Post Tests &amp; Analysis of Data [ACTFL 5c]</b> | Highly effective design of pre- and post-tests. A thorough, detailed analysis of data. Comparison of pre- and post-unit performance is detailed and reflection on student performance is thorough and | Design of pre- and post-tests is satisfactory. Analysis of data is complete and effectively presented. Compares pre- and post-unit performance and offers a rationale for the quality of student | Design of pre- and post-tests is minimal. Analysis of data is complete but could be presented in a more compelling way. A simple comparison of pre- and post-unit performance is done and a rationale for the quality of student performance | Ineffective design of pre- and/or post-test. Analysis of data may lack details and/or may not be effectively presented. Comparison of pre- and post-unit performance may be incomplete. |

|   | <b>Exceeds 4</b>  | <b>Meets Strong - 3</b>   | <b>Meets Weak - 2</b>  | <b>Unacceptable 1</b>  |
|---|---|---|--|--|
|   | insightful.   | performance.  | is offered.  | Reflection may fail to justify the quality of student performance.   |
| <b>Assessment of Student Learning: Formative and Summative Assessments [ACTFL 5b]</b>                       | Assessments are standards-based and effectively assess targeted objectives. All assessments are contextualized, meaningful, and elicit functional student performance. Culture and/or interdisciplinary content play a key role. Highly effective grading system and design of rubrics. Samples of student work are included. | Assessments effectively assess targeted objectives. Assessments are mostly contextualized, meaningful, and elicit functional student performance. Culture and/or interdisciplinary content are integrated. Grading system satisfactory and rubrics are effective. Samples of student work are included. | Assessments minimally assess targeted objectives. Assessments are somewhat contextualized, meaningful, and elicit functional student performance. Culture and/or interdisciplinary content are integrated most of the time. Grading system satisfactory and rubrics are effective. Samples of student work are included. | Assessments fail to assess targeted objectives and/or are not contextualized or meaningful. Much of the assessments are discrete-point and mechanical and do not elicit student performance. Little culture and/or interdisciplinary content integrated. Rubrics are either not included or are ineffective. Grading system unsatisfactory. May not include samples of student work. |
| <b>Reflecting on Assessment: Teaching Effectiveness &amp; Improvement of Student Performance [ACTFL 5a]</b> | Detailed reflection on teaching effectiveness with insightful connections to ADEPT framework. Commentary is based on theoretical principles and how they relate to and inform classroom practice. Proposes a systematic, effective plan for improving student performance based on results of this project.                   | Critically reflects upon teaching effectiveness according to ADEPT framework. Commentary reflects ability to link theory to practice. Offers several effective ideas for improving student performance based on results of this project.  | Critically reflects most of the time upon teaching effectiveness according to ADEPT framework. Commentary reflects ability to link theory to practice. Offers a couple of ideas for improving student performance based on results of this project.  | Reflection on teaching effectiveness is superficial and/or does not relate to ADEPT framework. Does not critically analyze teaching practices. Inability to link theory to practice. Ideas for improving student performance are inadequate and/or ineffective and   |

|  | <b>Exceeds 4</b>   | <b>Meets Strong - 3</b>  | <b>Meets Weak - 2</b>  | <b>Unacceptable 1</b>                                      |
|--|--|--|--|--|
|  |  |  |  | may not be based on the results of the project.            |
| <b>Reflecting on Assessment: Planning for Professional Growth [ACTFL 6a]</b> | Provides a comprehensive plan for professional growth and improvement in teaching. | Identifies several aspects of professional growth needed and sets several goals for improvement. | Identifies a couple of aspects of professional growth needed and sets a couple of goals for improvement. | Unable to plan effectively for future professional growth. |

**SCORING:**

- \_\_\_\_\_ pts. **Description of Learning Environment**
- \_\_\_\_\_ pts. **Planning for Instruction: Unit Plan**
- \_\_\_\_\_ pts. **Planning for Instruction: Selected Lesson Plans**
- \_\_\_\_\_ pts. **Implementing Instruction: Evaluation by supervisors**
- \_\_\_\_\_ pts. **Implementing Instruction: Self-Evaluations on Lesson Plans**
- \_\_\_\_\_ pts. **Implementing Instruction: Student Survey**
- \_\_\_\_\_ pts. **Assessment of Student Learning: Pre- and Post Tests Analysis of Data**
- \_\_\_\_\_ pts. **Assessment of Student Learning: Formative and Summative Assessments**
- \_\_\_\_\_ pts. **Reflecting on Assessment: Teaching Effectiveness & Improvement of Student Performance**
- \_\_\_\_\_ pts. **Reflecting on Assessment: Planning for Professional Growth**

\*\*This rubric was adapted with permission from the Oklahoma State University’s “Clinical Practice (Student Teaching) Work Sample” assignment and from Eileen Glisan at Indiana University of Pennsylvania.

ATTACHMENT C: Candidate Data for Assessment 5

Student Work Sample: MAT Students

|  | Spring 2008<br>n= |         |           |            | Spring 2009<br>n= |         |           |            |
|--|-------------------|---------|-----------|------------|-------------------|---------|-----------|------------|
|  | # Does Not Meet   | # Meets | # Exceeds | Avg. Score | # Does Not Meet   | # Meets | # Exceeds | Avg. Score |
| <b>Description of Learning Environment</b>   | 0                 | 0       | █         | 3          | 0                 | █       | █         | 2.5        |
| <b>Planning for Instruction: Unit Plan [ACTFL 2c, 3b]</b>                                    | 0                 | █       | █         | 2.5        | 0                 | █       | █         | 2.5        |
| <b>Planning for Instruction: Selected Lesson Plans [ACTFL 3b]</b>                            | 0                 | █       | █         | 2.5        | 0                 | █       | █         | 2.75       |
| <b>Implementing Instruction: Evaluation by supervisors</b>                                   | 0                 | █       | █         | 2.5        | 0                 | █       | █         | 2.75       |
| <b>Implementing Instruction: Self-Evaluations on Lesson Plans [ACTFL 3a, 5b]</b>             | 0                 | █       | 0         | 2          | 0                 | █       | █         | 2.5        |
| <b>Implementing Instruction: Student Survey</b>  | 0                 | █       | █         | 2.5        | 0                 | █       | █         | 2.75       |
| <b>Assessment of Student Learning: Pre- and Post Tests &amp; Analysis of Data [ACTFL 5c]</b> | 0                 | █       | 0         | 2          | 0                 | █       | █         | 2.5        |
| <b>Assessment of Student Learning: Formative and Summative Assessments [ACTFL 5a]</b>        | 0                 | 0       | █         | 3          | 0                 | 0       | █         | 3          |
| <b>Reflecting on</b>   |                   |         |           |            |                   |         |           |            |

|   | Spring 2008<br>n= |         |           |            | Spring 2009<br>n= |         |           |            |
|---|-------------------|---------|-----------|------------|-------------------|---------|-----------|------------|
|   | # Does Not Meet   | # Meets | # Exceeds | Avg. Score | # Does Not Meet   | # Meets | # Exceeds | Avg. Score |
| <b>Assessment: Teaching Effectiveness &amp; Improvement of Student Performance [ACTFL 5b]</b> | 0                 | █       | 0         | 2          | 0                 | █       | █         | 2.5        |
| <b>Reflecting on Assessment: Planning for Professional Growth [ACTFL 6a]</b>                  | 0                 | █       | █         | 2.5        | 0                 | █       | █         | 2.5        |

Student Work Sample: BA Students

|  | Spring 2009<br>n= |         |           |            |
|--|-------------------|---------|-----------|------------|
|  | # Does Not Meet   | # Meets | # Exceeds | Avg. Score |
| <b>Description of Learning Environment</b>   | 0                 | 0       | █         | 3          |
| <b>Planning for Instruction: Unit Plan [ACTFL 2c, 3b]</b>                                    | 0                 | █       | █         | 2.5        |
| <b>Planning for Instruction: Selected Lesson Plans [ACTFL 3b]</b>                            | 0                 | 0       | █         | 3          |
| <b>Implementing Instruction: Evaluation by supervisors</b>                                   | 0                 | 0       | █         | 3          |
| <b>Implementing Instruction: Self-Evaluations on Lesson Plans [ACTFL 3a, 5b]</b>             | 0                 | 0       | █         | 3          |
| <b>Implementing Instruction: Student Survey</b>  | █                 | 0       | █         | 2          |
| <b>Assessment of Student Learning: Pre- and Post Tests &amp; Analysis of Data [ACTFL 5c]</b> | 0                 | █       | █         | 2.5        |
| <b>Assessment of Student Learning: Formative and Summative Assessments [ACTFL 5a]</b>        | 0                 | 0       | █         | 3          |
| <b>Reflecting on Assessment:</b>   | 0                 | █       | 0         | 2          |



|   | Spring 2009<br>n=1 |         |           |            |
|---|--------------------|---------|-----------|------------|
|   | # Does Not Meet    | # Meets | # Exceeds | Avg. Score |
| <b>Teaching Effectiveness &amp; Improvement of Student Performance [ACTFL 5b]</b> |                    |         |           |            |
| <b>Reflecting on Assessment: Planning for Professional Growth [ACTFL 6a]</b>      | 0                  | 1       | 0         | 2          |

## ASSESSMENT 6: Oral Proficiency Interview

### Description of the Assessment

The Department of Languages, Literatures, and Cultures began requiring teacher certification candidates to reach an Advanced-Low speaking proficiency level in 2007. This level of proficiency must be achieved prior to student teaching by taking the OPI in conjunction with the ACTFL certified testing program.

### How Assessment Aligns with Standards.

The OPI addresses the following standard:

*Standard 1.a.* A minimum level of Advanced-Low proficiency in speaking is met by all candidates prior to student teaching. The OPI provides evidence that candidates can engage in high levels of proficiency in the target language and participate in informal and formal conversations dealing with a wide range of topics.

### Analysis of Findings

All candidates (n=11) have met or exceeded a level of advanced-low or above, thereby fulfilling the requirements of this assessment. More specifically, 7 students have reached the advanced-low level for the OPI and 4 students have scored at a level of advanced-mid or higher.

### How Data Provide Evidence for Meeting Standards

The data demonstrate that, prior to the Student Teaching experience, Teacher Education candidates reached a minimal level of Advanced-Low in speaking (Standard 1.a.).

## ATTACHMENT A: Description of Assessment 6

### ACTFL Oral Proficiency Interview (OPI)

Source of the following description: Buck, K., Byrnes, H., & Thompson, I. (Eds.). (1999). *ACTFL Oral Proficiency Interview tester training manual*. Yonkers, NY: ACTFL.

The ACTFL Oral Proficiency Interview (OPI) is a standardized procedure for the global assessment of functional speaking ability; i.e., it measures language production holistically by determining patterns of strengths and weaknesses. It also establishes a speaker's level of consistent functional ability as well as clear upper limitations of that ability. The OPI is a testing method that measures how well a person speaks a language by comparing that individual's performance of specific language tasks, not with some other person's performance, but with criteria for each of the nine proficiency levels described in the *ACTFL Proficiency Guidelines—Speaking* (Revised 1999). The OPI assesses language proficiency in terms of the ability to use the language effectively and appropriately in real-life situations.

Even though performance on the ACTFL OPI is holistically rated, there are four major categories of assessment criteria on which ratings are focused:

1. global tasks or functions performed with the language, such as asking and answering simple questions, narrating, describing;
2. social contexts (e.g., in a restaurant in Mexico) and content areas (e.g., ordering a meal) in which the language can be used;
3. accuracy features which define how well the speaker performs the tasks pertinent to those contexts and content areas, such as the grammar, vocabulary, pronunciation, fluency, sociolinguistic appropriateness, and the use of appropriate strategies for discourse management; and
4. oral text types produced, from discrete words and phrases to sentences to paragraphs to extended discourse.

The OPI takes the form of a carefully structured, live, 10- to 30-minute, tape-recorded conversation between a trained and certified interviewer and the person whose proficiency is being assessed. A ratable sample is elicited from the interviewee through a series of personalized questions which follow the established ACTFL protocol of warm-up, repeated level checks and probes, and wind-down. Test candidates are often asked to take part in a role-play, which presents the opportunity for them to perform linguistic functions that cannot be elicited through the conversation format. Since the interview is based on as natural a conversation as possible between the tester and the examinee, each interview is unique, reflecting the individual background, life experiences,

interests, and opinions of the examinee. In this adaptive, interactive process, the interviewer's line of questioning and task-posing is determined by the responses of the interviewee, and the level of difficulty is adjusted continuously according to the interviewee's responses.

The OPI is a valid and reliable assessment of spoken language ability. It is valid because it measures the language functions, contexts and content areas, text type, and accuracy features as described in the *ACTFL Proficiency Guidelines—Speaking* (Revised, 1999). It is reliable because the rating process is managed by Language Testing International, which makes arrangements for each interview to be double-rated by a certified OPI tester. When a final rating is assigned, an ACTFL OPI certificate is issued. Large groups of trained testers and raters consistently assign the same ratings to the same samples.

USC currently has one certified OPI Spanish tester but no certified testers in other languages. Our certified OPI Spanish tester administers the OPI to all Spanish candidates and then sends candidates' recordings to LTI for a second rating and to be official academic institutional upgrades. Candidates in all other languages complete the OPI via phone interviews with official testers at LTI.

We also administer an advisory OPI to all candidates. For MAT candidates this takes place in the second semester of the program. For BA candidates the advisory OPI takes place in the fall of their third year in the program. The advisory OPIs are conducted by faculty who have received formal OPI training but who have not kept up with their certification. In addition most faculty received training about the OPI (what it is, what constitutes the advanced low level, how to distinguish this level, and examples in the target language) in 2008.

We inform candidates of the Advanced Low OPI requirement when they enter the program. All candidates are encouraged to study abroad but we do not require it. Other opportunities are available for candidates to practice the language including conversation partners, language houses, language clubs, and service learning. Attachment A provides a brief overview of the OPI and Attachment B provides the rating criteria for performance at the Advanced-Low level. Attachment C includes the data that has been collected for the past three years for this assessment.

## ATTACHMENT B: Scoring Guide for Assessment 6

### ACTFL OPI: Advanced-Low Performance

Source of the following description: ACTFL (1999). *ACTFL proficiency guidelines--*

*Speaking*. Yonkers, NY: ACTFL.

Speakers at the Advanced-Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance. Advanced-Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained. Communicative strategies such as rephrasing and circumlocution may be employed in such instances. In their narrations and descriptions, they combine and link sentences into connected discourse of paragraph length. When pressed for a fuller account, they tend to grope and rely on minimal discourse. Their utterances are typically not longer than a single paragraph. Structure of the dominant language is still evident in the use of false cognates, literal translations, or the oral paragraph structure of the speaker's own language rather than that of the target language. While the language of Advanced-Low speakers may be marked by substantial, albeit irregular flow, it is typically somewhat strained and tentative, with noticeable self-correction and a certain grammatical roughness. The vocabulary of Advanced-Low speakers is primarily generic in nature. Advanced-Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion, and it can be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved through repetition and restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

ATTACHMENT C: Candidate Data for Assessment 6

Oral Proficiency Interview: MAT Students

|                                   | December 2007<br>n= |         |           |            | Spring 2008<br>n= |         |           |            | Spring<br>n=    |         |           |            |
|-----------------------------------|---------------------|---------|-----------|------------|-------------------|---------|-----------|------------|-----------------|---------|-----------|------------|
|                                   | # Does Not Meet     | # Meets | # Exceeds | Avg. Score | # Does Not Meet   | # Meets | # Exceeds | Avg. Score | # Does Not Meet | # Meets | # Exceeds | Avg. Score |
| <b>Oral Proficiency Interview</b> | 0                   |         |           | 2.3        | 0                 |         |           | 2.5        | 0               |         |           | 2.5        |

Oral Proficiency Interview: BA Students

|                                   | Spring 2009<br>n= |         |           | Avg. Score |
|-----------------------------------|-------------------|---------|-----------|------------|
|                                   | # Does Not Meet   | # Meets | # Exceeds |            |
| <b>Oral Proficiency Interview</b> | 0                 |         | 0         | 2          |

## ASSESSMENT 7: Linguistics Project

### Description of Assessment

For this assessment, candidates are required to interview a native speaker for 20-30 minutes to obtain a speech sample to analyze. After the interview, candidates should describe various linguistic features that differ from the standard dialect, such as phonemes, morpho-syntactic patterns, and lexical/semantic features, that they notice in the speech sample and compare those features to their native language. This assessment takes place in the linguistics class that is required for MAT and UG students in each language, GERM 515, Introduction to German Linguistics, FREN 517, French Linguistics, and SPAN 515, Introduction to French Linguistics. Attachment A provides a longer description of the assignment and Attachment B provides the rubric that is given to the students before they complete the assignment and which is then used to assess the assignment. Attachment C includes the data that have been collected for the past three years for this assessment.

### How Assessment Aligns with Standards

*Standard 1.a.* Candidates demonstrate control of simple sentence structures and partial control of more complex structures and use cohesive devices in their writing.

*Standard 1.b.* Candidates recognize phonemes, allophones, morphemes, and lexical and syntactic patterns of the target language

*Standard 1.c.* Candidates identify key differences between the target language and other languages.

### Analysis of Findings

The data indicate that all (n=12) but one candidate met or exceeded all of the Standards in the Linguistics Project (1.a., b., c.). One student did not meet expectations in the category of "citations" because she did not include citations in her project. All other candidates met or exceeded all of the other Standards.

### How Data Provide Evidence for Meeting Standards

After completing the linguistics project, candidates demonstrated they were able to complete a description in the target language using sentences in texts of paragraph length and cohesive devices, and demonstrated partial control of complex syntactic structures (Standard 1.a.). In addition to using presentational communicational skills, candidates showed their linguistic knowledge about the target language. They were able to identify phonemes and allophones of the target language and understand the rules of the sound system of the target language. They were also able to identify morphemes, syntactic patterns, key cohesive devices, and lexical and semantic features in the target language (Standard 1.b.). After identifying these features in the target language, candidates compared these features to those of their native language (Standard 1.c.).

## ATTACHMENT A: Description of Assessment 7

### Linguistic Analysis of a Speech Sample

Interview a native speaker informant in order to obtain a speech sample of approximately 20-30 minutes in length. Ask for permission to tape record the interview. Talk as little as possible and structure questions to elicit most of the sample from the interviewee so that you have a rich sample of speech to analyze. Asking the interviewee to discuss specific topics will result in a richer sample than if you were to ask a series of questions. You might ask your informant to talk about:

- his/her life as a child in \_\_\_\_\_ (country);
- the details of moving to the U.S.;
- what he/she recalls about coming to the U.S.;
- a description of his/her job/profession and interests;
- how often and where he/she speaks the native language;
- what they know about varieties of his/her native language (i.e., dialectal differences);
- their experiences learning English.

After the interview, write a paper that presents your analysis of the tape recorded speech sample. In your analysis you should:

1. Describe at least three dialect features of your native informant's speech which are not characteristic of the standard dialect.
- 2a. Identify two phonemes from the speech sample that have similar phonemic and allophonic distributions in English. For each, explain the rules for allophonic distribution and illustrate how they are similar to English.
- 2b. Identify two phonemes from the speech sample that have different phonemic and allophonic distributions in English. For each, explain the rules for allophonic distribution and illustrate how they are different from English.
3. Identify two morpho-syntactic patterns that are characteristic of your native informant's speech (e.g., question formation). Contrast with typical patterns in English.
4. Identify two lexical/semantic features of the speech sample that differ from the standard dialect. These examples could be characteristic of a specific dialect, social group, technical jargon, etc.
5. Select at least two additional features of the speech sample and analyze them. Your paper should be 4-6 pages in length. Be sure to use proper citations within the paper to document your sources and include a list of references at the end of the paper (follow a standard format). Your paper will be evaluated using the following rubric.



## ATTACHMENT B: Scoring Guide for Assessment 7

### Linguistics Project Rubric

|   | Target 4   | Acceptable Strong - 3  | Acceptable – Weak 2  | Unacceptable 1   |
|---|--|--|--|--|
| Description of dialect features [ACTFL 1b]              | Provides a detailed description of three features of the dialect, how they operate within the dialect, and how they compare to the standard language.                                  | Describes accurately with considerable detail at least three dialect features of the speech sample.          | Describes in some detail at least three dialect features of the speech sample.             | Description either lacks sufficient detail or is at least partly inaccurate. Or fewer than three features are described. |
| Description of phonemes/allophones [ACTFL 1b, 1c]       | Gives the linguistic rules plus a detailed written explanation of the distribution of the phonemes, with supporting examples, and comparisons to the standard language and to English. | Analyzes accurately the four phonemes / allophones selected and makes appropriate comparisons to English.    | Analyzes the four phonemes / allophones selected and makes some comparisons to English.    | Analysis either lacks sufficient detail or is at least partly inaccurate. Or fewer than four phonemes are described.     |
| Description of morpho-syntactic patterns [ACTFL 1b, 1c] | Provides a detailed analysis of the morpho-syntactic patterns, with examples, and comparisons to the standard language and to English.   | Analyzes accurately the two morpho-syntactic patterns selected and makes appropriate comparisons to English. | Analyzes the two morpho-syntactic patterns selected and makes some comparisons to English. | Analysis either lacks sufficient detail or is at least partly inaccurate. Or only one pattern is described.              |
| Description of lexical/semantic features [ACTFL 1b, 1c] | Provides a detailed analysis of the lexical/semantic features, with examples, and comparisons to the standard language and to English.   | Analyzes accurately the two lexical/semantic features selected and makes appropriate comparisons to English. | Analyzes the two lexical/semantic features selected and makes some comparisons to English. | Analysis either lacks sufficient detail or is at least partly inaccurate. Or only one pattern is described.              |
| Description of additional features [ACTFL 1b, 1c]       | Provides a detailed analysis of the additional features with examples, and comparisons the   | Identifies and analyzes accurately two additional features of the speech sample.                             | Identifies and analyzes 1-2 additional features of the speech sample.                      | Analysis either lacks sufficient detail or is at least partly inaccurate. Or only one feature is described.              |

|  | Target 4  | Acceptable Strong<br>- 3   | Acceptable –<br>Weak 2  | Unacceptable 1   |
|--|---|--|---|--|
|  | standard dialect<br>and to English.                   |  |   |  |
| Language<br>appropriateness –<br>register, mechanics,<br>grammar, spelling<br>[ACTFL 1a] | May have a few<br>minor errors.                       | May be some<br>errors but no<br>major patterns of<br>errors to interfere<br>with<br>comprehensibility. | Some errors and<br>there may be a<br>few minor<br>patterns of errors<br>to interfere with<br>comprehensibility. | Errors are so<br>serious as to make<br>paper difficult to<br>follow.       |
| Citations in the paper   | Citations included<br>and adhere to<br>proper format. | Citations included<br>and mostly follow<br>proper format.  | Citations included<br>and mostly follow<br>proper format.   | And/or no citations<br>and/or citations do<br>not follow proper<br>format. |

ATTACHMENT C: Candidate Data for Assessment 7

Linguistics Project: MAT Students

|  | Spring 2008<br>n= |         |           |            | Spring 2009<br>n= |         |           |            | Spring 2010<br>n= |         |           |            |
|--|-------------------|---------|-----------|------------|-------------------|---------|-----------|------------|-------------------|---------|-----------|------------|
|  | # Does Not Meet   | # Meets | # Exceeds | Avg. Score | # Does Not Meet   | # Meets | # Exceeds | Avg. Score | # Does Not Meet   | # Meets | # Exceeds | Avg. Score |
| Description of dialect features [ACTFL 1b]                                   | 0                 | 0       | █         | 3          | 0                 | █       | █         | 2.75       | 0                 | █       | █         | 2.5        |
| Description of phonemes/allophones [ACTFL 1b, 1c]                            | 0                 | 0       | █         | 3          | 0                 | █       | █         | 2.5        | 0                 | █       | █         | 2.5        |
| Description of morpho-syntactic patterns [ACTFL 1b, 1c]                      | 0                 | █       | 0         | 2          | 0                 | █       | █         | 2.5        | 0                 | █       | █         | 2.75       |
| Description of lexical/semantic features [ACTFL 1b, 1c]                      | 0                 | 0       | █         | 3          | 0                 | █       | █         | 2.25       | 0                 | █       | █         | 2.5        |
| Description of additional features [ACTFL 1b, 1c]                            | 0                 | █       | █         | 2.5        | 0                 | █       | █         | 2.25       | 0                 | █       | █         | 2.5        |
| Language appropriateness – register, mechanics, grammar, spelling [ACTFL 1a] | 0                 | █       | █         | 2.5        | 0                 | █       | █         | 2.5        | 0                 | █       | █         | 2.5        |
| Citations in the paper   | 0                 | █       | █         | 2.5        | █                 | █       | █         | 2.25       | 0                 | █       | █         | 2.75       |

Linguistics Project: BA Students

|   | Spring 2009<br>n= |         |           |            |
|---|-------------------|---------|-----------|------------|
|   | # Does Not Meet   | # Meets | # Exceeds | Avg. Score |
| Description of dialect features [ACTFL 1b]              | 0                 | 0       | █         | 3          |
| Description of phonemes/allophones [ACTFL 1b, 1c]       | 0                 | █       | 0         | 2          |
| Description of morpho-syntactic patterns [ACTFL 1b, 1c] | 0                 | █       | █         | 2.5        |
| Description of lexical/semantic features [ACTFL 1b, 1c] | 0                 | 0       | █         | 3          |
| Description of additional features [ACTFL 1b, 1c]       | 0                 | █       | █         | 2.5        |

<sup>1</sup> Scores are reported for █ out of a total of █ students. █ student has not yet taken the course in which this assessment appears.

| Spring 2009  |                 |         |           |            |
|--|-----------------|---------|-----------|------------|
| n=1  |                 |         |           |            |
|  | # Does Not Meet | # Meets | # Exceeds | Avg. Score |
| Language appropriateness – register, mechanics, grammar, spelling [ACTFL 1a] | 0               | 1       | 0         | 2          |
| Citations in the paper   | 0               | 0       | 1         | 3          |

## ASSESSMENT 8: Professional Development Log

### Description of Assessment

The purpose of this assessment is to verify that Education candidates are taking responsibility for their learning outside of class and are becoming involved in the larger foreign language profession. During MAT candidates' second semester and UG candidates' third year in the program in their first required K-12 methods class, FORL 511 Teaching Foreign Language in K-12, candidates are given a Professional Development Log, which they use to document their involvement in several areas: efforts to improve language outside of class, attendance at professional development events such as conferences and workshops, creation of artifacts to broaden professional outlook such as an Advocacy Project, Teaching Philosophy, etc., advancement of knowledge of the profession through readings from Professional Journals, and membership and involvement in professional organizations. In addition to documenting the name and date of each activity on the log, candidates describe their experiences in each activity and they reflect on what they learned as a result. By becoming aware of this log and its expectations early in their studies, candidates are aware of what is required of them and are able to add to the log as they progress through their studies. Candidates are continually reminded of the professional development log during their internship A and student teaching and are required to submit the completed log at the completion of their student teaching. By the end of their student teaching, they should have had the opportunity to complete several activities in each category of the log. Attachment A provides a longer description of the assignment and Attachment B provides the rubric that is given to the students before they complete the assignment and which is then used to assess the assignment. Attachment C includes the data that has been collected for the past three years for this assessment.

### How Assessment Aligns with Standards.

*Standard 1.a.* Through out of class opportunities, candidates make efforts to improve language proficiency by participating in language clubs, conversation partners, language houses, tutoring, or study abroad.

*Standard 6.a.* Candidates identify and participate in at least one professional organization and seek out opportunities for professional growth by attending and/or presentation at the state foreign language teacher conference. Candidates engage in the advancement of knowledge of profession through readings from professional journals and reflect on how to improve teaching and learning.

*Standard 6.b.* Candidates create artifacts to broaden professional outlook and knowledge base (Advocacy Letter, Advocacy Newsletter, Teaching Philosophy, Professional Development Agenda). They develop a rationale for language teaching and make a case for advocacy.

### Analysis of Findings

In all cases but two, candidates (n=11) were able to exceed or meet the standards in their Professional Development Logs (1,a, 6a, b). Regarding the two candidates who did not meet all of the Standards, one failed to complete one of the required assignments to demonstrate that he had created an artifact to broaden his professional outlook and knowledge base. The other candidate did not complete the program and therefore did not have immediate plans for becoming involved in the profession.

## How Data Provide Evidence for Meeting Standards

The data illustrate that most teacher certification candidates were able to meet all 3 of the NCATE/ACTFL Standards. They are able to make efforts to work toward the improvement of their own language proficiency (Standard 1.a.) as well as professional growth and development (Standard 6.a.). For example, they attend the state foreign language teacher conference and reflect on their experiences (Standard 6.a.). As they read professional journal articles, they are able to frame their own research questions and show evidence of engaging in a reflective process to improve teaching and learning. Candidates design an advocacy letter and newsletter to help demonstrate the importance of building alliances to advocate for K-12 learning (Standard 6.b.), and they write a teaching philosophy (Standard 6.b.) and professional development agenda that include key benefits of foreign language learning.

## ATTACHMENT A: Description of Assessment 8

### Professional Development Log

Brief Description of the Assessment. The purpose of this assessment is to verify that Education candidates are taking responsibility for their learning outside of class and are becoming involved in the larger foreign language profession. During their first semester in the program, candidates are given a Professional Involvement Log template (in both hard copy and electronic form), which they use to document their involvement in three areas:

1. efforts to improve language outside of class (e.g., club activities, conversational partners, language house, tutoring, etc.);
2. attendance at professional development events such as conferences and workshops;
3. creation of artifacts to broaden professional outlook such as Advocacy Project, Teaching Philosophy, etc.;
4. advancement of knowledge of profession through readings from Professional Journals;
5. membership and involvement in professional organizations. In addition to documenting the name and date of each activity on the log, candidates describe their experiences in each activity and they reflect on what they learned as a result.

The log is checked during the Mid-Program Review and candidates are given feedback on their involvement and suggestions for continued professional growth. The log is formally assessed at the end of Student Teaching using the corresponding rubric.

## Professional Involvement Log

To Be Completed at Mid-Program Review & after Student Teaching

Use the following chart to keep track of your professional involvement throughout your time in the Certification Program (undergrad or MAT) at USC.

|  | <b>Nature/Name of Activity</b> | <b>Dates</b> | <b>Experiences or Responsibilities during Activity</b> | <b>Learning that Resulted from Activity</b> |
|--|--------------------------------|--------------|--|---|
| <b>Efforts to Improve Language Outside of Class (e.g., club activities, conversational partners, language house, tutoring, etc.)</b> |                                |              |  |   |
| <b>Attendance at Professional Development Events (e.g., conferences, workshops; speakers, etc.)</b>                                  |                                |              |  |   |
| <b>Creation of artifacts to broaden professional outlook (Advocacy Project, Teaching Philosophy, etc.)</b>                           |                                |              |  |   |
| <b>Advancement of knowledge of profession through readings from Professional Journals</b>  |                                |              |  |   |



|   |  |  |  |  |
|---|--|--|--|--|
| <b>Membership &amp; Involvement in Professional Organizations</b> |  |  |  |  |
|---|--|--|--|--|

**\*What do you plan to do in the future to become an active participant in the foreign language profession?**

ATTACHMENT B: Scoring Guide for Attachment 8

Professional Involvement Log Rubric

**SCORING RUBRIC**

|  | <b>Target 4</b>   | <b>Acceptable Strong - 3</b>  | <b>Acceptable Weak - 2</b>  | <b>Unacceptable 1</b>   |
|--|---|---|---|---|
| <b>Efforts to Improve Language Outside of Class (e.g., club activities, conversational partners, language house, tutoring, study abroad, etc.)</b> | Has developed a systematic approach to improving language proficiency outside of coursework.              | Has taken some steps to improve language proficiency outside of coursework. Is actively pursuing other ways to improve language | Has taken some steps to improve language proficiency outside of coursework.                             | Has done little to nothing to improve language proficiency outside of coursework. |
| <b>Attendance at Professional Development Events (e.g., conferences, workshops; speakers, etc.)</b>  | Has attended over 3 professional development events.  | Has attended 2-3 professional development events  | Has attended 1-2 professional development events.   | Has not attended any professional development events.                             |
| <b>Creation of artifacts to broaden professional outlook and knowledge base (Advocacy Letter/ Newsletter, Teaching Philosophy)</b>                 | Has created at least 3 artifacts that have helped to broaden the professional outlook and knowledge base. | Has created at least 2 artifacts that have helped to broaden the professional outlook and knowledge base.                       | Has created at least 1 artifact that has helped to broaden the professional outlook and knowledge base. | Has not created any artifacts.  |

|   | <b>Target 4</b>  | <b>Acceptable Strong - 3</b>  | <b>Acceptable Weak - 2</b>  | <b>Unacceptable 1</b>   |
|---|--|---|---|---|
| <b>Advancement of knowledge of profession through readings from Professional Journals</b> | Has read at least 5 professional journal articles and gave 2 class presentations that have engaged peers in discussion.                                | Has read at least 3-4 professional journal articles and gave 2 class presentations that have engaged peers in discussion. | Has read at least 2-3 professional journal articles and gave 2 class presentations that have engaged peers in discussion. | Has read one or no professional journal articles.                   |
| <b>Membership &amp; Involvement in Professional Organizations</b>                         | Has joined at least one professional organization and become involved in more than one organization. Has presented at the State FL Teacher conference. | Has joined at least one professional organization and become involved in more than one organization.                      | Has joined and become involved in at least one professional organization.   | Has not joined or become involved in any professional organization. |
| <b>Future Plans for Professional Involvement</b>  | Has a clear vision of his/her role as an active participant in the profession.   | Has several ideas for ways to become involved actively in the profession.   | Has a couple of ideas for ways to become involved actively in the profession  | Has no immediate plans for becoming involved in the profession.     |

ATTACHMENT C: Candidate Data for Assessment 8

Professional Development Log: MAT Students

|  | Spring 2008<br>n=1 |         |           |            | Spring 2009<br>n=1 |         |           |            |
|--|--------------------|---------|-----------|------------|--------------------|---------|-----------|------------|
|  | # Does Not Meet    | # Meets | # Exceeds | Avg. Score | # Does Not Meet    | # Meets | # Exceeds | Avg. Score |
| <b>Efforts to Improve Language Outside of Class [ACTFL 1a]</b>                                       | 0                  | 1       | 0         | 2          | 0                  | 1       | 1         | 2          |
| <b>Attendance at Professional Development Events [ACTFL 6a]</b>                                      | 0                  | 1       | 1         | 2.5        | 0                  | 0       | 1         | 3          |
| <b>Creation of artifacts to broaden professional outlook and knowledge base [ACTFL 6b]</b>           | 0                  | 1       | 1         | 2.5        | 0                  | 1       | 1         | 2.5        |
| <b>Advancement of knowledge of profession through readings from Professional Journals [ACTFL 6a]</b> | 0                  | 0       | 1         | 3          | 0                  | 1       | 0         | 2          |
| <b>Membership/ Involvement in Professional Organizations [ACTFL 6a]</b>                              | 0                  | 0       | 1         | 3          | 0                  | 1       | 1         | 2.5        |
| <b>Future Plans for Professional Involvement [ACTFL 6a]</b>  | 1                  | 0       | 1         | 2          | 0                  | 0       | 1         | 3          |

Professional Development Log: BA Students

|  | Spring 2009<br>n=1 |         |           |            |
|--|--------------------|---------|-----------|------------|
|  | # Does Not Meet    | # Meets | # Exceeds | Avg. Score |
| <b>Efforts to Improve Language Outside of Class [ACTFL 1a]</b>                                       | 0                  | 0       | █         | 3          |
| <b>Attendance at Professional Development Events [ACTFL 6a]</b>                                      | 0                  | 0       | █         | 3          |
| <b>Creation of artifacts to broaden professional outlook and knowledge base [ACTFL 6b]</b>           | █                  | █       | 0         | 1.5        |
| <b>Advancement of knowledge of profession through readings from Professional Journals [ACTFL 6a]</b> | 0                  | █       | 0         | 2          |
| <b>Membership/ Involvement in Professional Organizations [ACTFL 6a]</b>                              | 0                  | 0       | █         | 3          |
| <b>Future Plans for Professional Involvement [ACTFL 6a]</b>  | 0                  | 0       | █         | 3          |