Program Report for the Preparation of Foreign Language Teachers
American Council on the Teaching of Foreign Languages (ACTFL)
Option C

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

University of South Carolina

2. State

South Carolina

3. Date submitted

MM   DD   YYYY

09 / 15 / 2014

4. Report Preparer's Information:

Name of Preparer:

▬▬▬▬

Phone: Ext.

(▬▬▬)-

E-mail:

▬▬▬▬

Name of Preparer:

▬▬▬▬

Phone: Ext.

▬▬▬-

E-mail:

▬▬▬▬

5. NCATE Coordinator's Information:

Name:

▬▬▬▬

Phone: Ext.

(▬▬▬)

E-mail:

▬▬▬

Name:

▬▬▬▬

Phone: Ext.

(▬▬▬)

E-mail:

▬▬▬▬

6. Name of institution's program

Undergraduate Teacher Certification Program

Foreign Language Education (multiple)

8. Grade levels[1] for which candidates are being prepared

K-12

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

K-12 Foreign Language with a specialization in French, German, or Spanish

14. Program report status:
- ◉ Initial Review this cycle, Continuing Recognition
- ○ Response to One of the Following Decisions: Further Development Required or Recognition with Probation
- ○ 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 IV. 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) licenses teachers in foreign languages for grades K-12. Candidates may be licensed in French, German, Spanish, or 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).
• 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 minimum of 10 full days of independent teaching in one placement/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 licensure:
• 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 CAEP/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 CAEP/SPA program standards. Programs not nationally recognized by the appropriate SPA within 18 months of the CAEP site visit 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 dimensions.

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 II, Internship B, and Directed Teaching. A prior criminal record could prevent participation in internships/directed teaching and licensure 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)

All candidates participate in two well planned, high quality field and clinical experiences (Internship A and B). 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 Clinical Experiences (OCE). Clinical experiences include diverse contexts in relation to setting, age level of students, cultural and racial composition, exceptionalities, and related social and educational variables. OCE maintains a database on all experiences and monitors the quality of clinical experiences through systematic assessment with feedback from interns, coaching teachers, and supervisors. OCE 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 dispositions ratings form, 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.

Before beginning Internships A and B, candidates participate in 20 hours of field experience in order to link the theory in their Practicum for Learners and the Diversity of Learning course to practice. During Internship A, they participate in 75 hours of field experience and during Internship B, they are in the classroom every day for 12 weeks and are required to teach full-time for a minimum of two weeks. More detail about the field experiences is provided in the Field Experiences attachment below.

3. 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.)

Field Experiences	Program of Study

See **Attachment** panel below.

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.

5. 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: B.A. Foreign Language		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[2]
2012	█	0
2013	█	█
2014	█	█

(2) 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.

6. 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[3]	█
Assignment: Indicate the role of the faculty member[4]	█
Faculty Rank[5]	Associate Professor
Tenure Track	▭ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	█
Teaching or other professional experience in P-12 schools[9]	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	█
Highest Degree, Field, & University[3]	█
Assignment: Indicate the role of the faculty member[4]	█
Faculty Rank[5]	Professor
Tenure Track	▭ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	█
Teaching or other professional experience in P-12 schools[9]	Conducts workshops and in-service presentations for K-12 teachers

Faculty Member Name	█
Highest Degree, Field, & University[3]	█
Assignment: Indicate the role of the faculty member[4]	█
Faculty Rank[5]	Associate Professor
Tenure Track	▭ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	█

██████████████████████████	
Teaching or other professional experience in P-12 schools[9]	State of Wisconsin 9-12 Professional Licensure

Faculty Member Name	████████
Highest Degree, Field, & University[3]	████████████████
Assignment: Indicate the role of the faculty member[4]	████████████████████
Faculty Rank[5]	Associate Professor
Tenure Track	▣ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	████████████████████████
Teaching or other professional experience in P-12 schools[9]	Jan. 2008 Member of the Foreign Language Textbook Adoption Committee for Richland One's Department of Foreign Languages

Faculty Member Name	████████
Highest Degree, Field, & University[3]	████████████████
Assignment: Indicate the role of the faculty member[4]	████████
Faculty Rank[5]	Adjunct
Tenure Track	∈ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	████████████████████████
Teaching or other professional experience in P-12 schools[9]	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

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.
(4) e.g., faculty, clinical supervisor, department chair, administrator
(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor
(6) 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.
(7) 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.
(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
(9) 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.

7. 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.
http://www.ncate.org/ProgramStandards/ACTFL/ACTFLAttachmentformt.doc

ACTFL Attachment

See **Attachment** 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. 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.(Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment [10]	Type or Form of Assessment [11]	When the Assessment Is Administered [12]	Since the previous submission is this assessment New	Since the previous submission is this assessment Substantially Changed	Since the previous submission is this assessment Not Substantially Changed
Assessment #1: Licensure assessment, or other content-based assessment (required)	Praxis II Content and Production	state licensure test	Program completion/during Internship II	no	no	yes
Assessment #2: Assessment of content (required)	Culture/Literature Project	Project	During Teaching Foreign Languages with Technology class - 3rd year of program	yes	yes	no
Assessment #3: Candidate ability to plan (required)	Unit Plan	Project	During Teaching Foreign Languages in Secondary School class - 3rd year of program	no	no	yes
Assessment #4: Assessment of clinical practice (required)	ADEPT Review	Assessment of Teaching	Program completion/during Internship II	no	no	yes
Assessment #5: Candidate effect on student leaning (required)	Student Work Sample	Project	Program completion/during Internship II	no	no	yes
Assessment #6: Additional assessment (required)	Oral Proficiency Interview	Oral Interview	Internship I completion	no	no	yes
Assessment #7: Additional assessment that addresses ACTFL standards (required)	Linguistics Project	Project	During required linguistics course - 3rd year	no	no	yes
Assessment #8: Additional assessment that addresses ACTFL standards (optional)	Professional Development Rubric	Project	Program completion/during Internship II	no	no	yes

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

may apply to multiple ACTFL standards.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Language, Linguistics, Comparisons.	☑	☑	☐	☐	☐	☑	☑	☐
Candidates (a) demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency (See the supporting explanation and rubrics for required levels of proficiency.); (b) know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own; and (c) know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunties to learn about varieties of the target language on their own.	☑	☑	☐	☐	☐	☑	☑	☐
2. Cultures, Literatures, Cross-Disciplinary Concepts.	☑	☑	☐	☐	☐	☐	☐	☐
Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and it's practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; (b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the presepctives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.	☑	☑	☐	☐	☐	☐	☐	☐
3. Language Acquisition Theories and Instructional Practices.	☑	☐	☑	☑	☐	☐	☐	☐
Candidates (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.	☑	☐	☑	☑	☐	☐	☐	☐
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.	☐	☐	☑	☑	☐	☐	☐	☐
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.	☐	☐	☐	☐	☑	☐	☐	☐
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 langue 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.	☐	☐	☐	☐	☐	☐	☐	☑

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: For assessments that are listed in Section II as Not Substantially Changed since the previous submission:
1. Upload a current copy of the assessment and scoring guide (to ensure that reviewers are using the correct versions) and
2. Provide current data on all assessments.

For assessments that are listed in Section II as New or Substantially Changed since the previous submission:

The 6 – 8 key assessments listed in Section II as New or Substantially Changed must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts 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. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather that reporting a cumulative score..

In the description of each assessment listed in Section II as New or Substatially Changed below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements 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 listed in Section II as New or Substatially Changed, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:
a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
b. 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.
c. A brief analysis of the data findings;
d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
and

(2) Assessment Documentation
e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
f. The scoring guide for the assessment; and
g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each , however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

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 as outlined in the directions for Section IV

Assessment 1 2014

See **Attachment** panel below.

2. CONTENT KNOWLEDGE: Assessment of content knowledge 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 interprersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks. [13](Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 2 2014

See **Attachment** panel below.

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[13]A portfolio is a collection of candidate work. The information to be reported here requires an assessment of candidates' content knowledge as revealed in the work product contained in a portfolio. If the portfolio contains pieces that are interdependent and the portfolio is evaluated by faculty as one assessment using a scoring guide, then the portfolio could be counted as one assessment. Often the assessment addresses an independent product within the portfolio rather than the complete portfolio. In the latter case, the assessment and scoring guide for the independent product should be presented.

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' ablities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 3 2014

See **Attachment** 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 as outlined in the directions for Section IV

Assessment 4 2014

See **Attachment** 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 samoles, portfolio tasks, case studies, follow-up studies, and employer surveys. (Answer Required)**

Provide assessment information as outlined in the directions for Section IV

Assessment 5 2014

See **Attachment** 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 as outlined in the directions for Section IV

Assessment 6 2014

See **Attachment** panel below.

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

Provide assessment information as outlined in the directions for Section IV

Assessment 7 2014

See **Attachment** 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 as outlined in the directions for Section IV

Assessment 8 2014

See **Attachment** 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. In addition, for each assessment listed in Section II, describe why or why not the assessment has been changed since the program was submitted previously.**

(Response limited to 24,000 characters)

The COE supports the process of continuous and systematic evaluation through a tiered review structure. Data are regularly submitted by program faculty to the COE's Office of Assessment and are summarized by staff annually and entered in Blackboard Content Collection. All faculty have access to electronic assessment data. Each program reviews data and assessment plans in order to inform program changes annually. The University's Office of Institutional Research and Assessment provides the second tier of review through each program's

submission of assessment plans, key assessment data, and program changes through the Assessment Plan Composer portal. The third tier of review is conducted by the PEU's Quality Assurance Committee. This cyclical process involves systematic program evaluations that mirror the CAEP process with on-site and off-site reviews conducted by faculty and administrative representatives across the PEU and PK-12 public school and State Department of Education personnel.

Content Knowledge

The Department of Languages, Literature and Cultures is pleased that all candidates in the MAT program 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. 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 or enroll in a summer immersion language program. A recent course addition to encourage proficiency is a 3 credit Maymester course (SPAN 398M), designed to familiarize students with the ACTFL Speaking Guidelines and to help them identify their weaknesses. This course should enable students to work more deliberately towards the required Advanced-Low proficiency level. Students also sign a contract that indicates they are aware of the proficiency requirement and where they need to be at certain points in the program. Based on need and staffing, we hope to offer this course in other languages.

Additionally, we have just begin to require that MAT candidates take the OPI prior to starting the program so that they are aware of their proficiency level and have the option to withdraw if they are not at a level that is within acceptable range.

One area that we need to continue to address is faculty training with regard to the Standards. For example, in the past, literature faculty have administered the culture/literary analysis as part of a project in their course. This assessment targets the 3Ps among other things. We have had issues with content faculty not being willing to administer the rubric or forgetting to do so. 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. Specific changes that we made (2013) to the culture/literary analysis rubric include moving it to be administered in a different course taught by language pedagogy specialists. Students use a paper written for a literature/culture course and then identify in a separate paper how the three Ps are part of this. In this way, they do more reflection and even add a technology component to the project. So far we are pleased with this change and will implement it again next year.

Professional and pedagogical knowledge, skill, and dispositions

Data indicate that our candidates are reaching the expectations outlined in the ACTFL/CAEP 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. Undergraduates 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 EDTE 400 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 undergraduate 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 also take 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 encourage candidates to consider the needs of English Language Learners (ELL) and students with exceptionalities, candidates are required to observe a course with a significant number of ELLs and students with exceptionalities for a minimum of two hours during their internship A. They are then asked to detect specific teaching strategies employed by the instructors and challenges they notice the students having. They then write a report in which they summarize their observations and explain how they specifically plan to assist ELL learners and learners with exceptionalities in their classes.

Another change was made in our Teaching Foreign Languages in Secondary Schools (FORL 511) course. We tried to emphasize a more transparent connection between theory and practice by reorganizing the course content into three different modules. The first is a theoretical module that focuses on teaching methods and principles of learning, followed by a focus on practical aspects of teaching through microteaching and it concludes with presentations on research articles to introduce them to contemporary trends in research. We also changed a requirement of having everyone conduct two microteaching lessons. In the new format, MAT students only conduct one microteaching lesson, while the undergraduates have to plan and lead two for their classmates. The MAT students then act as mentors for the undergraduates and give them feedback on their second lessons and lesson plans.

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 will 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. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspx

(Response limited to 24,000 characters.)

Please click "Next"

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

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

Semester/Year	Courses	Clinical / Field Experience
Sophomore (UG only)	EDPY 401-P (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.
Fall **(UG Senior or 2nd year MAT)**	FORL 448 (UG) (Internship A - Observation) OR FORL 774A (MAT) (Teaching Internship in Middle School/High School – Foreign Language)	Application of effective teaching techniques and organization of instructional settings in foreign languages for K-12. 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

Semester/Year	Courses	Clinical / Field Experience
		teaching techniques and to organize instructional settings for foreign language students in the elementary, middle or high school.
Spring **(UG Senior or 2nd year MAT)**	FORL 474 (UG) (Internship B – Student Teaching) OR FORL 774B (MAT) (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: Program of Study – UG

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

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.

ATTACHMENT C: 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: X Official OPI Official Academic Institutional Upgrade X Official Advanced Level Check X Official OPIc (Spanish only at this time)	Check one (explain in Context narrative): Current plan in place for requiring the OPI. 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): X Candidates take this course as an offering in our program. Candidates take this course at another institution. Candidates take an online or distance education foreign language methods course. 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.

ASSESSMENT 1: State Licensure Assessment

Description of Assessment
PRAXIS II World Language Content Knowledge and Productive Skills Test

Teacher candidates in foreign languages are required to take the ETS PRAXIS II World Language Test in their respective language as a requirement for state teacher licensure. The form of PRAXIS II that South Carolina candidates take consists of the following content skill categories:

I.   Interpretive Mode: Listening, including embedded linguistic content;
II.   Interpretive Mode: Reading, including embedded linguistic content;
III.   Cultural knowledge;
IV.   Interpersonal and Presentational Modes: Writing
V.   Presentational and Interpersonal Modes: Speaking

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=10) 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.

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 World Language Content Knowledge Test
Source: http://www.ets.org/s/praxis/pdf/5195.pdf (example for Spanish)

I.   Description

This test is designed to measure the knowledge, skills, and abilities of examinees who have had preparation in a program for teaching Spanish in grades K–12. Because programs in teaching Spanish are offered at both the undergraduate and graduate levels, this test is appropriate for examinees at either level. All sections of this test are at the Advanced-Low level, as described in the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL). This test integrates listening, reading, writing, and speaking skills, as well as linguistic and cultural knowledge, through active participation in a variety of questions in the interpretive modes (in the Listening and Reading sections), and in the interpersonal and presentational modes (in the Writing and Speaking sections). The Listening and Reading sections of the test are composed of selected-response questions, whereas the Writing and Speaking sections are composed of constructed-response tasks. All questions and answer choices are in Spanish and are based on various genres of authentic material, whether written or in audio format, from various Spanish-speaking regions of the world.

This is a computer-based test with sections of various lengths and time constraints. All sections of the test are separately timed. While the time allotted in the Reading and Writing sections is managed by the candidate, timing is computer controlled throughout the Listening and Speaking sections. Prior to beginning the Listening section, the candidate will participate in a practice exercise reflecting the type of questions in the Listening section. Similarly, there is a writing practice exercise prior to the Writing section to acquaint candidates with a special character toolbar that they will be using to type their individual responses in Spanish.

Content categories I, II, IV and V (as indicated above) encapsulate competencies in language, linguistics, and comparisons, and represent 88% of the test. Students are expected to demonstrate language proficiency in the target language (at the Advanced Low level, as described in the ACTFL Proficiency Guidelines), and are expected to understand the linguistic structure of the target language. Content category III encapsulates culture, literature, and cross-disciplinary concepts, and represents 12% of the test. Students are expected to demonstrate cultural understanding by connecting perspectives of the target culture with its practices and products.

II.   Format

- Listening with Cultural Knowledge Practice (not scored); 6 selected-response questions (10 minutes)

- Section 1. Listening with Cultural Knowledge Practice; 36 selected-response questions (50 minutes)
- Section 2. Reading with Cultural Knowledge; 39 selected-response questions (50 minutes)
- Writing Practice (not scored); one optional practice constructed-response exercise using the built-in character toolbar (5 minutes)
- Section 3. Writing, with 3 constructed-response tasks (50 minutes)
- Section 4. Speaking, with 3 constructed-response tasks (15 minutes)

ATTACHMENT B: Scoring Guide for Assessment 1

PRAXIS II World Language Content Knowledge Test (French, Spanish, German)
Source: http://www.ets.org/s/praxis/pdf/5195.pdf
(Example for Spanish)
Number of Questions: 81
Format: Computer-based test

Content Categories (Knowledge & Competencies Tested)	Approximate Number of Questions	Approximate Percentage of Examination
I. Interpretive Mode: Listening	30	26
II. Interpretive Mode: Reading	30	26
III. Cultural Knowledge	15	12
IV. Interpersonal and Presentational: Writing	3	18
V. Presentational and Interpersonal Modes: Speaking	3	18

ATTACHMENT C: Candidate Data for Assessment 1

Praxis II Exam Results: MAT Students

	Spring 2013 Graduates (n=)	Fall 2013 Graduates (n=)	Spring 2014 Graduates (n=)
Praxis II World Languages: French Test 5174 Passing Score: 162	Range: 191-195 193 avg. score 100% passed N=		Range: 187-190 188.5 avg. score 100% pass rate n=

	Spring 2013 Graduates (n=)	Fall 2013 Graduates (n=)	Spring 2014 Graduates (n=)
Praxis II World Languages: Spanish Test 5195 Passing Score: 168	Score: 177 100% passed N=	Score: 171 100% pass rate n=	

Praxis II Exam Results: UG Students

	Fall 2011 Graduates (n=)	Spring 2013 Graduates (n=)	Spring 2014 Graduates (n=)
Praxis II World Languages: French Test 5174 Passing Score: 162			Score: 182 100% passed (n=
Praxis II World Languages: Spanish Test 5195 Passing Score: 168	Score: 169 100% passed (n=	Score: 170 100% passed (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 has traditionally been GERM 500--Survey of German Culture, in French it has traditionally been FREN 501 -- La France Contemporaine, and in Spanish, candidates have had a choice depending on whether they are interested in peninsular or Latin American Spanish culture. MAT candidates have chosen between SPAN 500, Contemporary Spain, and SPAN 501, Contemporary Spanish America. Spanish candidates in the undergraduate program choose between SPAN 400, Spanish Civilization, or SPAN 401, Spanish American Civilization, depending on their interest.

Beginning in the spring of 2014, changes were made in the teacher licensure program's course offering so that both undergraduate and MAT candidates would be able to satisfy their cultural-analysis requirement by enrolling in FORL 472, Introduction to Technology in Language Education, for undergraduate students, or FORL 772, Technology in Foreign Language Education, for MAT students. This modification provides candidates with more flexibility in meeting program requirements and also streamlines assessment so that students from each of the language programs may conduct the analysis in the same course, but with a focus on their respective foreign language.

For the academic years prior to the spring of 2014, instructors of the required graduate and/or undergraduate culture course in each language were 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. (Note: the rubric reflects the modification described in the previous paragraph using italics, which consisted of the addition of two new categories of assessment.) 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
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 providing strong analyses of cultural products, practices and perspectives. One area of improvement may be the essay mechanics with which our students communicate their analysis, which were rated as "Acceptable Weak" for 5 of the 15 candidates evaluated (i.e. 33%). All candidates, nonetheless, were rated as acceptable in this area.

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, and all candidates did so with an acceptable rating.

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.

** As of spring of 2014, the additional task was added to the assignment:
After the discussion of the cultural topic, candidates will conclude with a description of how they might teach these 3 P's in a lesson using technology. They do not need to

include a detailed lesson plan, but a description of what they might do in a 1-2 page plan, including:

- the objectives for the culture lesson;
- how they will encourage critical thinking through the discussion of the 3 Ps;
- which text(s) they will use;
- how the students will be encouraged to interact with each other and the teacher to explore the cultural topics;
- which technological tool(s) they will use and why;
- how the students will be assessed on their cultural knowledge

ATTACHMENT B: Scoring Guide for Assessment 2

Grading rubric for the paper
Recent modifications can be found in italics.

Criteria	4=Target	ACCEPTABLE		1=Unacceptable
		Strong 3	**weak** 2	
Quality of thesis **statement** **[ACTFL 1a]**	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.
Originality and quality of **ideas** **[ACTFL 1a]**	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.
Cultural analysis (3 Ps) **[ACTFL 2a, 2b]**	Thorough and accurate analysis of cultural products, practices, perspectives as they	Good discussion of products, practices, perspectives, but paper needs to relate the three	Some discussion of products, practices, perspectives; may focus on only one of	Little discussion of cultural products, practices, perspectives, OR analysis is faulty.

Criteria	4=Target	ACCEPTABLE		1=Unacceptable
		Strong 3	**weak** 2	
	relate to one another.	to one another more closely.	these areas.	
Organization and expression of ideas [ACTFL 1a]	All ideas support the thesis statement. Ideas are consistently organized in a logical order. Paper avoids verbatim repetition or inappropriate copying of material.	Most ideas support the thesis statement. Ideas are mostly organized in a logical order. There is very little verbatim repetition or inappropriate copying.	Ideas often do not support the thesis statement. In several instances, the ideas are not logically organized, OR in several instances, there is verbatim repetition or inappropriate copying.	Very few of the ideas support the thesis statement. Ideas often are not organized in a logical order, OR paper relies too much on verbatim repetition or inappropriate copying.
Use of sources & appropriate format	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. Paper consistently adheres to formatting rules for page numbering, citations, footnotes/endnotes, and bibliography/ list of works cited.	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. Paper deviates in a few areas from the formatting rules for page numbering, citations, footnotes/endnotes, and/or bibliography/list of works cited.	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. Paper often deviates from formatting rules for page numbering, citations, footnotes/endnotes, and/or bibliography/list of works cited.	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. Paper shows little evidence that student consulted formatting rules for writing of research papers.
Mechanics of the essay [ACTFL 1a]	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.	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.	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.	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.

Criteria	4=Target	ACCEPTABLE Strong 3	weak 2	1=Unacceptable
Suggestions for teaching topic (as of spring, 2014)	*All of the suggested teaching points addressed in a detailed manner and clearly encourages critical thinking.*	*All of the suggested teaching points addressed, but lesson does not seem to flow well or does not encourage critical thinking.*	*One or two teaching point left out or unclear*	*More than two teaching points left out or unclear*
Technology component of lesson (as of spring, 2014)	*Technological too(s) included in the lesson with a clear justification of why those tools were chosen and how students should employ them to learn about the 3 Ps.*	*Technological too(s) included in the lesson, but justification of why those tools were chosen or how students should employ them to learn about the 3 Ps unclear.*	*Technological too(s) included in the lesson, but both justification of why those tools were chosen and how students should employ them to learn about the 3 Ps unclear.*	*Unclear if or how technological tools included in lesson.*

SCORING AND CONVERSION TO NCATE CATEGORIES:

Rubric Formula: ((Total Points x 52)/32+ 48=_____ %

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

ATTACHMENT C: Candidate Data for Assessment 2

Culture/Literature Analysis: MAT Students

	Spring 2012 n=▮				Spring 2013 n=▮				Spring 2014 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 [ACTFL 1a]	0	0	▮	3	0	0	▮	4	0	▮	▮	3.7
Originality and quality of ideas [ACTFL 1a]	0	0	▮	3.5	0	0	▮	3.5	0	▮	▮	3.7
Cultural analysis (3 Ps) [ACTFL 2a, 2b]	0	0	▮	3.5	0	0	▮	3.5	0	▮	▮	3.25
Organization and expression of ideas [ACTFL 1a]	0	0	▮	3.5	0	0	▮	3.5	0	▮	▮	3.7
Use of sources & appropriate format	0	0	▮	4	0	0	▮	4	0	▮	▮	3.4
Mechanics of the essay [ACTFL 1a]	0	▮	▮	2.5	0	0	▮	3	0	▮	▮	3.3
Suggestions for Teaching Topic									0	0	▮	3.6
Technology component of lesson									0	0	▮	3.4

[1] As of Spring 2014, the additional areas of "Suggestions for Teaching Topic" and "Technology Component of Lesson" were added.

[2] One student was missing scores for the Cultural Analysis section.

Culture/Literature Analysis: UG Students

	Spring 2013 n=▮				Fall 2013 n=▮				Spring 2014 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 [ACTFL 1a]	0	0	▮	4	0	▮	▮	3.33	0	▮	▮	3.5
Originality and quality of ideas [ACTFL 1a]	0	▮	0	3	0	▮	▮	3	0	▮	▮	3.5
Cultural analysis (3 Ps) [ACTFL 2a, 2b]	0	▮	0	3	0	▮	0	2.67	0	▮	0	3
Organization and expression of ideas [ACTFL 1a]	0	▮	0	3	0	▮	0	3	0	▮	▮	3.5
Use of sources & appropriate format	0	0	▮	4	0	0	▮	4	▮	▮	0	2
Mechanics of the essay [ACTFL 1a]	0	▮	0	2	0	▮	0	2.33	0	▮	0	3
Suggestions for Teaching Topic									0	0	▮	3.5
Technology Component of Lesson									0	0	▮	3

[1] As of Spring 2014, the additional areas of "Suggestions for Teaching Topic" and "Technology Component of Lesson" were added.

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 undergraduate program and takes place in the required foreign language teaching methods course, FORL 511, Teaching Foreign Languages in K-12 Schools, that MAT and undergradaute 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 (17 out of 22) exceed or meet expectations in all of the categories for the unit plan, which addressed Standards 3.a., b., 4.a., c., and 5.a. Three candidates did not meet the expectation for the written commentary (3.a.) because they 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 in both the undergraduate and MAT programs combined (17 out of 22) were able to meet 5 of the CAEP/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**

	TARGET 4	**ACCEPTABLE**		**UNACCEPTABLE 1**
		HIGH 3	**LOW 2**	
Topic & Thematic Web [ACTFL 3b, 4c]	Topic is appropriate, interesting, and challenging, includes a wealth of details. *Topic shows that student consistently used information about their prospective students' backgrounds, levels, learning styles, and interests as they plan for instruction.*	Topic is appropriate and interesting. Thematic web includes many details. *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.*	Topic is either appropriate or interesting, but not both. Some parts of thematic web may not be detailed enough. *Topic shows that students are minimally aware of the importance of knowing about their prospective students' backgrounds,*	Topic is neither appropriate nor interesting. Thematic web is not sufficiently developed. *Topic shows that student recognizes that their students have a wide range of levels, learning styles, and interests as they plan for instruction.*

	TARGET 4	ACCEPTABLE HIGH 3	LOW 2	UNACCEPTABLE 1
			levels, learning styles, and interests as they plan for instruction.	
Planning for Instruction: Thematic Unit Plan [ACTFL 3b, 4a]	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.	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.	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.	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.
Planning for Instruction: Selected Lesson Plans [ACTFL 4a, 4c]	Lesson plans reflect all required elements and include additional elements. Lesson plans follow 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	Lesson plans reflect all required elements. Lesson plans follow required format and address 2 goal 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.	Lesson plans reflect all required elements. Lesson plans follow required format 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	Lesson plans may not reflect all required elements. Lesson plans do not follow required format and may address fewer than 2 goal areas. 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.

	TARGET 4	ACCEPTABLE HIGH 3 LOW 2		UNACCEPTABLE 1
	self-created, other than authentic texts used.		design.	
Unit Assessment [ACTFL 5a]	Assessments are standards-based and effectively assess targeted objectives. All assessments are contextualized, meaningful, and elicit functional student performance *and use authentic texts and documents.* 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 *and use authentic texts or documents.* 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 *and may use authentic texts or documents.* 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 *and do not use authentic texts or documents.* Little culture and/or interdisciplinary content integrated. Rubrics are either not included or are ineffective. Grading system may be unsatisfactory.
Written Commentary [ACTFL 3a]	Commentary fully addresses all required components and includes additional comments.. Commentary addresses SLA theories and how they relate to and inform classroom practice. Detailed	Commentary adequately addresses all required components. Commentary addresses SLA theories and how they relate to and inform classroom practice. Discussion of changes made to earlier lessons and teaching materials.	Commentary addresses majority of required components or addresses all components but not fully. Commentary addresses SLA theories but discussion of how they relate to and inform classroom	Commentary does not address all required components or addresses all components but in a general and/or inaccurate manner. 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

| | TARGET 4 | ACCEPTABLE | | UNACCEPTABLE 1 |
		HIGH 3	LOW 2	
	description of changes made to earlier lessons and teaching materials. Detailed description of what was learned in this project.	Discussion of what was learned in this project.	practice is weak. Mention of changes made to earlier lessons and teaching materials, but may lack details. Discussion of what was learned in this project, but may lack details.	project or discussion is superficial.

ATTACHMENT C: Candidate Data for Assessment 3

Unit Plan: MAT Students

	Spring 2012 n=▮				Spring 2013 n=▮				Spring 2014 n=▮			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score	# Does Not Meet	# Meets	# Exceeds	Avg. Score	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Topic & Thematic Web [ACTFL 3b, 4c]	0	0	▮	4	0	0	▮	4	0	▮	▮	3.8
Planning for Instruction: Thematic Unit Plan [ACTFL 3b]	0	0	▮	3.8	0	0	▮	4	0	▮	▮	3.4
Planning for Instruction: Selected Lesson Plans [ACTFL 4a]	0	0	▮	3.6	0	0	▮	4	0	▮	▮	3.4
Unit Assessment [ACTFL 5a]	0	▮	▮	3	0	0	▮	4	0	▮	▮	3.8
Written Commentary [ACTFL 3a]	▮	0	▮	3.2	0	▮	0	2.83	0	▮	▮	3.4

Unit Plan: UG Students

	Spring 2012 n=				Spring 2013 n=				Spring 2014 n=			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score	# Does Not Meet	# Meets	# Exceeds	Avg. Score	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Topic & Thematic Web [ACTFL 3b, 4c]	0	▮	▮	3.5	0	0	▮	4	0	▮	▮	3.25
Planning for Instruction: Thematic Unit Plan [ACTFL 3b]	0	▮	▮	3.5	0	0	▮	4	0	▮	0	2.75
Planning for Instruction: Selected Lesson Plans [ACTFL 4a]	0	▮	▮	3.5	0	0	▮	4	0	▮	▮	3

	Spring 2012 n=				Spring 2013 n=				Spring 2014 n=			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score	# Does Not Meet	# Meets	# Exceeds	Avg. Score	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Unit Assessment [ACTFL 5a]	■	0	■	2.5	0	0	■	4	■	■	0	2.25
Written Commentary [ACTFL 3a]	■	■	0	1.5	0	■	■	3.17	■	■	■	2.25

ASSESSMENT 4: ADEPT Review

Description of Assessment
This assessment is designed to address 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 undergraduate/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/CAEP 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.
Standards 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.
Standards 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=14) meet or exceed the standards (2a, b, c, 3a, b, 4a, b, 5a, b, and 6a). There was one case where an undergraduate candidate failed to meet "Providing Content for Learners," which indicates this candidate limited his/her students' exposure to the target culture to mere fragments of cultural artifacts, without relating them to a larger synthesis of products, practices and perspectives.

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, all but one candidate 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
1-2. Long and Short Range Planning [ACTFL Standards 3b, 4a]	Candidates plan for instruction according to the physical, cognitive, emotional, and social developmental needs of K-12 students.	Candidates describe the physical, cognitive, emotional, and social developmental characteristics of K-12 students.	Candidates can describe some of the physical, cognitive, emotional, and social developmental characteristics of K-12 students.	Candidates recognize that K-12 students have different physical, cognitive, emotional, and social developmental characteristics.
	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.	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.	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.	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.
	Candidates use the goal areas and standards of *Standards for Foreign Language Learning*, as as their state standards, design curriculum and unit/lesson plans.	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.	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.	Candidates apply goal areas and standards (both national and state) to their planning to the extent that their instructional materials do so.

3. Planning Assessments and Using Data [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.
4. Establishing and Maintaining High Expectations for Learners [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.

	The principal role of the candidate is as facilitator of learning in the language classroom. Candidates value opportunities to learn with their students.	Candidates often assume the role of facilitator in classroom activities. Some activities provide opportunities for them to learn with their students.	Candidates sometimes assume the role of facilitator in classroom activities. Occasionally, activities provide opportunities for them to learn with their students.	Candidates assume a traditional role of teacher director of learning.
	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.	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.	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.	The feedback that candidates offer students is primarily evaluative in nature and focuses on the accuracy of their language.
5. Using Instructional Strategies to Facilitate Learning [ACTFL Standards 3a, 3b]	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.	Candidates exhibit an understanding of language acquisition theories as they apply to K-12 learners at various developmental levels to facilitate language acquisition.	Candidates exhibit an understanding of some language acquisition theories as they apply to K-12 learners at various developmental levels to facilitate language acquisition.	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.

	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.	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.	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.	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.
	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.	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.	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.	Candidates teach primarily with large-group instruction. Pair- and small group activities generally consist of students grouped together but working individually.

6. Providing Content for Learners [ACTFL Standards 2a, b, c, 4b]	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.	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.	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.	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.
	Candidates implement a content-based approach to language instruction that is based on the integration of language and subject-area content.	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.	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.	Candidates integrate discrete pieces of information from other subject areas, usually as they appear in instructional materials.
7. Monitoring, Assessing, and Enhancing Learning [ACTFL Standards 5a, b]	Candidates use assessment results as they work with students individually to help them identify the gaps in their knowledge and skills.	Candidates use insights gained from assessing student performances to adapt, change, and reinforce instruction.	Candidates attempt to use insights gained from assessing student performances to adapt, change, and reinforce instruction.	Candidates use assessment results to conduct whole group remediation or review.

	Candidates design assessments and use results to improve teaching and track student learning. These assessments drive planning and instruction.	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.	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.	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.
8. Maintaining an Environment that Promotes Learning [ACTFL Standard 3a]	Candidates use an approach in which personalized, creative language use is central to all activities. Risk taking is rewarded.	Candidates employ exercises and activities that require students to provide open-ended, personalized responses. Risk taking is encouraged.	Candidates employ exercises and activities that encourage students to provide open-ended, personalized responses. Risk taking neither encouraged or discouraged.	Candidates employ exercises and activities that require students to provide predictable and/or correct answers. Risk taking is discouraged
	The principal role of the candidate is as facilitator of learning in the language classroom. Candidates value opportunities to learn with their students.	Candidates often assume the role of facilitator in classroom activities. Some activities provide opportunities for them to learn with their students.	Candidates attempt to facilitate classroom activities. Some activities provide opportunities for them to learn with their students.	Candidates assume a traditional role of teacher as director of learning.

	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.	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 provide some feedback to students that focuses less on meaning and more on linguistic accuracy. Errors are acceptable.	The feedback that candidates offer students is primarily evaluative in nature and focuses on the accuracy of their language.
9. Managing the Classroom [ACTFL Standard 3b]	Candidates plan for and implement a variety of instructional models and strategies that accommodate different ways of learning.	Candidates identify multiple ways in which students learn when engaged in language classroom activities.	Candidates identify a few ways in which students learn when engaged in language classroom activities.	Candidates recognize that students approach language learning in a variety of ways. They identify how individual students learn.
	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.	Candidates implement a variety of instructional models and techniques that address specific special needs of their students.	Candidates implement a few of instructional models and techniques that address specific special needs of their students.	Candidates anticipate their students' special needs by planning for alternative classroom activities as necessary.

	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.	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.	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.	Candidates teach primarily with large-group instruction. Pair- and small group activities generally consist of students grouped together but working individually.
10. Fulfilling Professional Responsibilities [ACTFL Standard 6a]	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.	Candidates frame their own reflection and research questions and show evidence of engaging in a reflective process to improve teaching and learning.	Candidates attempt to frame their own reflection and research questions and reflect on their teaching to improve learning.	Candidates recognize the potential of reflection and research as essential tools for becoming an effective practitioner. They rely on others' questions to frame reflection.

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 2012 n=■				Spring 2013 n=■				Spring 2014 n=			
		# Does Not Meet	# Meets	# Exceeds	Avg. Score	# Does Not Meet	# Meets	# Exceeds	Avg. Score	# Does Not Meet	# Meets	# Exceeds	Avg. Score
1-2. Long and Short Range Planning [ACTFL Standards 3b, 4a]	Pt 1	0	0	■	3.33	0	0	■	3.25	0	0	■	3.33
	Pt 2	0	■	■	3	0	0	■	3.5	0	0	■	3
	Pt 3	0	0	■	4	0	0	■	3.75	0	0	■	3
3. Planning Assessments and Using Data [ACTFL Standards 5a]	Pt 1	0	■	■	2.67	0	0	■	3.75	0	0	■	3.67
	Pt 2	0	0	■	3.33	0	0	■	3.5	0	0	■	3
4. Establishing and Maintaining High Expectations for Learners [ACTFL Standard 3b	Pt 1	0	0	■	3.33	0	0	■	3.25	0	0	■	4
	Pt 2[1]	0	0	■	3.33	0	0	■	3	0	0	■	3
	Pt 3	0	■	■	3.33	0	0	■	3.25	0	0	■	4
5. Using Instructional Strategies to Facilitate Learning [ACTFL Standards 3a, 3b]	Pt 1	0	0	■	3.33	0	0	■	4	0	0	■	3.67
	Pt 2	0	■	■	3	0	0	■	3.75	0	0	■	4
	Pt 3	0	0	■	3.67	0	0	■	3.25	0	0	■	3
6. Providing Content for Learners [ACTFL Standards 2a, b, c, 4b]	Pt 1	0	0	■	3.33	0	■	■	2.75	0	■	■	2.67
	Pt 2	0	0	■	3.33	0	0	■	3.25	0	0	■	4
7. Monitoring, ...g, and Enhancing Learning [ACTFL Standards 5a, b]	Pt 1	0	0	■	3.33	0	0	■	3.25	0	0	■	3.33
	Pt 2	0	0	■	3.33	0	0	■	3.75	0	0	■	3
8. Maintaining an Environment that Promotes	Pt 1	0	0	■	3.67	0	0	■	3.5	0	0	■	4
	Pt 2	0	■	■	2.67	0	0	■	3	0	0	■	3

		Spring 2012 n=				Spring 2013 n=				Spring 2014 n=			
		# Does Not Meet	# Meets	# Exceeds	Avg. Score	# Does Not Meet	# Meets	# Exceeds	Avg. Score	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Learning [ACTFL Standard 3a]	Pt 3	0	0	▉	3.67	0	0	▉	3	0	0	▉	3.33
9. Managing the Classroom [ACTFL Standard 3b]	Pt 1	0	0	▉	3.67	0	0	▉	4	0	0	▉	4
	Pt 2	0	▉	▉	3	0	0	▉	3.75	0	0	▉	4
	Pt 3	0	0	▉	3.67	0	0	▉	3.25	0	0	▉	3.33
10. Fulfilling Professional Responsibilities [ACTFL Standard 6a]		0	0	▉	3	0	0	▉	4	0	0	▉	4

[1] *One student did not have a score for this assessment area.*

ADEPT Review: UG Students

		Spring 2012 n=				Spring 2013 n=				Spring 2014 n=			
		# Does Not Meet	# Meets	# Exceeds	Avg. Score	# Does Not Meet	# Meets	# Exceeds	Avg. Score	# Does Not Meet	# Meets	# Excceds	Avg. Score
1-2. Long and Short Range Planning [ACTFL Standards 3b, 4a]	Pt 1	0	▉	▉	2.5	0	0	▉	3	0	0	▉	4
	Pt 2	0	▉	▉	2.5	0	0	▉	4	0	0	▉	3
	Pt 3	0	▉	▉	2.5	0	0	▉	4	0	0	▉	3
3. Planning Assessments and Using Data [ACTFL Standards 5a]	Pt 1	0	▉	▉	2.5	0	0	▉	3	0	0	▉	3
	Pt 2	0	▉	0	2	0	0	▉	3	0	0	▉	3
4. Establishing and Maintaining High Expectations for Learners [ACTFL Standard 3b	Pt 1	0	0	▉	3	0	0	▉	3	0	0	▉	4
	Pt 2	0	▉	▉	2.5	0	0	▉	3	0	0	▉	3
	Pt 3	0	0	▉	3	0	0	▉	3	0	0	▉	4
5. Using Instructional Strategies to Facilitate	Pt 1	0	0	▉	3	0	0	▉	3	0	0	▉	3
	Pt 2	0	▉	0	2	0	0	▉	4	0	0	▉	4
		0	0	▉	3	0	0	▉	3	0	0	▉	3

		Spring 2012 n=				Spring 2013 n=				Spring 2014 n=			
		# Does Not Meet	# Meets	# Exceeds	Avg. Score	# Does Not Meet	# Meets	# Exceeds	Avg. Score	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Learning [ACTFL Standards 3a, 3b]	Pt 3												
6. Providing Content for Learners [ACTFL Standards 2a, b, c, 4b]	Pt 1	▮	0	▮	2	0	0	▮	3	0	▮	0	2
	Pt 2	0	▮	0	2	0	0	▮	3	0	0	▮	4
7. Monitoring, ...g, and Enhancing Learning [ACTFL Standards 5a, b]	Pt 1	0	0	▮	3	0	0	▮	3	0	0	▮	4
	Pt 2	0	▮	▮	2.5	0	0	▮	4	0	0	▮	3
8. Maintaining an Environment that Promotes Learning [ACTFL Standard 3a]	Pt 1	0	▮	▮	2.5	0	0	▮	3	0	0	▮	4
	Pt 2	0	0	▮	3	0	0	▮	3	0	0	▮	3
	Pt 3	0	▮	▮	2.5	0	0	▮	3	0	0	▮	4
9. Managing the Classroom [ACTFL Standard 3b]	Pt 1	0	▮	▮	2.5	0	0	▮	4	0	0	▮	4
	Pt 2	0	▮	▮	2.5	0	0	▮	4	0	0	▮	4
	Pt 3	0	0	▮	3	0	0	▮	3	0	0	▮	4
10. Fulfilling Professional Responsibilities [ACTFL Standard 6a]		0	0	▮	3	0	0	▮	4	0	0	▮	4

ASSESSMENT 5: Student Work Sample

Description of Assessment
During their semester of student teaching, both MAT and undergraduate 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, which is then used to assess the assignment. Attachment C includes the data that has been collected for the past four years (2009-2013) 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
Out of a total of 20 candidates (6 in the BA program, 14 in the MAT program), all but five candidates exceeded or met the Standards in every category (2a, b, c, 3a, b, 5a, b, c, 6a). Two candidates failed to meet "Description of Learning Environment" in that they did not provide a thorough account of the school and its student population in their report; one candidate prepared a Unit Plan that was deemed unacceptable; another 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; finally, one candidate did not meet "Assessment of Learning: Analysis of Data" which means that her analysis of the data gathered from the assessment instruments lacked details, were not adequately presented or reflected a poor design of the assessment instruments.

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 21st 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

	Exceeds 4	**Meets Strong - 3**	**Meets Weak - 2**	**Unacceptable 1**
Description of Learning Environment	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.
Planning for Instruction: Unit Plan [ACTFL 2c, 3b]	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.
Planning for Instruction: Selected Lesson Plans [ACTFL 3b]	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	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.	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	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

	acquisition and address individual learner progress. The majority of materials are self-created.	Majority of lesson activities are learner-centered and promote language acquisition. Creativity in material design evident.	acquisition. Some creativity in material design evident. Some commercially prepared materials are used.	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.
Implementing Instruction: Evaluation by supervisors	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).
Implementing Instruction: Self-Evaluations on Lesson Plans [ACTFL 3a, 5b]	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.
Implementing Instruction: Student Survey	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.
Assessment of Student Learning: Pre- and Post Tests & Analysis of Data	Highly effective design of pre- and post-tests. A thorough, detailed analysis of data. Comparison of pre- and post-unit performance is	Design of pre- and post-tests is satisfactory. Analysis of data is complete and effectively presented. Compares pre-	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	Ineffective design of pre- and/or post-test. Analysis of data may lack details and/or may not be effectively presented.

[ACTFL 5c]	detailed and reflection on student performance is thorough and insightful.	and post-unit performance and offers a rationale for the quality of student performance.	of pre- and post-unit performance is done and a rationale for the quality of student performance is offered.	Comparison of pre- and post-unit performance may be incomplete. Reflection may fail to justify the quality of student performance.
Assessment of Student Learning: Formative and Summative Assessments [ACTFL 5b]	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.
Reflecting on Assessment: Teaching Effectiveness & Improvement of Student Performance [ACTFL 5a]	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 may not be based on the results of the project.
Reflecting on Assessment: Planning for Professional Growth [ACTFL 6a]	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 2011 n=				Spring 2013 n=			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Description of Learning Environment	0	▮	▮	3.83	0	0	▮	4.0
Planning for Instruction: Unit Plan [ACTFL 2c, 3b]	0	▮	▮	2.83	0	0	▮	4.0
Planning for Instruction: Selected Lesson Plans [ACTFL 3b]	0	▮	▮	2.83	0	0	▮	4.0
Implementing Instruction: Evaluation by supervisors	0	▮	0	2.5	0	▮	▮	3.25
Implementing Instruction: Self-Evaluations on Lesson Plans [ACTFL 3a, 5b]	0	▮	0	2.83	0	▮	▮	3.5
Implementing Instruction: Student Survey	0	▮	0	3.0	0	▮	▮	3.75
Assessment of Student Learning: Pre- and Post Tests & Analysis of Data [ACTFL 5c]	▮	▮	0	2.17	0	▮	▮	3.5
Assessment of Student Learning: Formative and Summative Assessments [ACTFL 5a]	0	▮	▮	2.67	0	0	▮	4.0
Reflecting on								

	Spring 2011 n=				Spring 2013 n=			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Assessment: Teaching Effectiveness & Improvement of Student Performance [ACTFL 5b]	0		0	2.83	0			3.5
Reflecting on Assessment: Planning for Professional Growth [ACTFL 6a]	0		0	2.17	0	0		4.0

Student Work Sample: UG Students

	Spring 2010 n			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Description of Learning Environment	0	0		4.0
Planning for Instruction: Unit Plan [ACTFL 2c, 3b]	0			3.5
Planning for Instruction: Selected Lesson Plans [ACTFL 3b]	0			3.5
Implementing Instruction: Evaluation by supervisors	0		0	3.0
Implementing Instruction: Self-Evaluations on Lesson Plans [ACTFL 3a, 5b]	0		0	3.0
Implementing Instruction: Student Survey	0			3.5
Assessment of Student Learning: Pre- and Post Tests & Analysis of Data [[ACTFL 5c]	0		0	3.0
Assessment of Student Learning: Formative and Summative Assessments [ACTFL 5a]	0	0		4.0
Reflecting on Assessment:	0		0	3.0

	Spring 2010 n=			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Teaching Effectiveness & Improvement of Student Performance [ACTFL 5b]				
Reflecting on Assessment: Planning for Professional Growth [ACTFL 6a]	0	█	0	3.0

	Spring 2011 n=			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Description of Learning Environment	0	█	0	3.0
Planning for Instruction: Unit Plan [ACTFL 2c, 3b]	█	█	0	1.5
Planning for Instruction: Selected Lesson Plans [ACTFL 3b]	0	█	█	2.5
Implementing Instruction: Evaluation by supervisors	0	█	0	2.5
Implementing Instruction: Self-Evaluations on Lesson Plans [ACTFL 3a, 5b]	0	█	0	2.5
Implementing Instruction: Student Survey	█	█	0	2.0
Assessment of Student Learning: Pre- and Post Tests & Analysis of Data [[ACTFL 5c]	0	█	0	2.5
Assessment of Student Learning: Formative and Summative Assessments [ACTFL 5a]	0	█	0	2.0
Reflecting on Assessment: Teaching Effectiveness & Improvement of Student Performance [ACTFL 5b]	0	█	0	2.5
Reflecting on Assessment: Planning for Professional Growth [ACTFL 6a]	0	█	0	2.0

	Spring 2013 n=			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Description of Learning Environment	▌	0	0	1.0
Planning for Instruction: Unit Plan [ACTFL 2c, 3b]	0	0	▌	4.0
Planning for Instruction: Selected Lesson Plans [ACTFL 3b]	0	0	▌	4.0
Implementing Instruction: Evaluation by supervisors	0	▌	0	3.0
Implementing Instruction: Self-Evaluations on Lesson Plans [ACTFL 3a, 5b]	0	0	▌	4.0
Implementing Instruction: Student Survey	0	▌	0	3.0
Assessment of Student Learning: Pre- and Post Tests & Analysis of Data [[ACTFL 5c]	0	0	▌	4.0
Assessment of Student Learning: Formative and Summative Assessments [ACTFL 5a]	0	0	▌	4.0
Reflecting on Assessment: Teaching Effectiveness & Improvement of Student Performance [ACTFL 5b]	0	▌	0	3.0
Reflecting on Assessment: Planning for Professional Growth [ACTFL 6a]	0	0	▌	4.0

	Spring 2014 n=			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Description of Learning Environment	▌	0	0	1.0
Planning for Instruction: Unit Plan [ACTFL 2c, 3b]	0	0	▌	4.0
Planning for Instruction: Selected Lesson Plans [ACTFL 3b]	0	0	▌	4.0
Implementing Instruction: Evaluation by supervisors	0	0	▌	4.0

	Spring 2014 n=			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Implementing Instruction: Self-Evaluations on Lesson Plans [ACTFL 3a, 5b]	0	▌	0	3.0
Implementing Instruction: Student Survey	-	-	-	--
Assessment of Student Learning: Pre- and Post Tests & Analysis of Data [[ACTFL 5c]	-	-	-	--
Assessment of Student Learning: Formative and Summative Assessments [ACTFL 5a]	0	0	▌	4.0
Reflecting on Assessment: Teaching Effectiveness & Improvement of Student Performance [ACTFL 5b]	0	▌	0	3.0
Reflecting on Assessment: Planning for Professional Growth [ACTFL 6a]	0	▌	0	3.0

ASSESSMENT 6: Oral Proficiency Interview

Description of the Assessment
The Department of Languages, Literatures, and Cultures began requiring teacher licensure 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, Language Testing International.

Candidates in all languages complete the OPI via phone interviews with official testers at LTI or through a computerized version of the interview, called OPIc.

We also strongly advise taking a mid-point OPI to all candidates, but it is not compulsory. For MAT candidates this would be done in the second semester of the program. For Undergraduate candidates the advisory OPI would take place in the fall of their third year in the program. 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, and two received formal training by ACTFL in 2010 and 2011. These two faculty members created a Maymester course, *Oral Proficiency in Spanish* (SPAN 398M). This course was designed with the objective to raise the teaching licensure candidates' awareness of where they are in the ACTFL Speaking Guidelines, and what they need to work on in order to reach the target Advanced-Low level; this course, however, does not guarantee that candidates pass the OPI interview successfully nor was it meant to stand in for the fulfillment of the official interview. See Attachment A for the syllabus of SPAN 398M.

We inform candidates of the Advanced-Low OPI requirement when they enter the program. As of summer of 2014, new MAT students are strongly advised to take the OPI before the start of the academic year. This should help the students and the MAT advisor devise a plan of action if the results show that the candidate is at a level lower than Advanced-Low. While all candidates are encouraged to study abroad, we do not require it. Other opportunities are available for candidates to practice the language including conversation partners, language houses, language clubs, service learning, and intensive language instruction programs (e.g., Middlebury College). Attachment B provides a brief overview of the OPI and Attachment C provides the rating criteria for performance at the Advanced-Low level. Attachment D includes the data that have been collected for the past four years for this assessment.

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=12) have met or exceeded a level of Advanced-Low or above, thereby fulfilling the requirements of this assessment. More specifically, eight students (3 Undergraduate program; 5 MAT program) have reached the Advanced-Low level for the OPI; one MAT candidate reached the Advanced-Mid, and three Undergraduate candidates scored at a level of Advanced-High.

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: Syllabus for Oral Proficiency in Spanish (SPAN 398M)
SPAN 398 M – Oral Proficiency in Spanish
Maymester 2014
M - F, 1:15 pm – 3:45 pm
Classroom: Language Lab Lounge (HuCl 101B)

Instru ██████████   Of   ██████
                                   Office Hours:
Email: ████████████   Tues, 4:00-6:00 pm,
                                   or by appointment

Synopsis of the course:
This course focuses on the development of oral proficiency in Spanish and is designed
specifically for students in the teacher certification program who are preparing to take the
ACTFL OPI. The course raises students' awareness of the skills needed to reach the advanced-
low level as per the ACTFL requirements.

Objectives of the course:
By the end of the semester, students will be able to:
• Identify the differences between the different proficiency levels of an Oral Profiency
  Interview (OPI)
• Identify their strengths and weaknesses in the oral modality of Spanish
• Identify their errors and their gaps in order to reach Advanced-Low as per ACTFL guidelines
• To perform at one higher level than the one they placed into at the beginning of the semester

Materials:
• Laughlin, L., Spicer-Escalante, M., Hamlyn, H. (2009). <u>A mi manera</u>. Boston: Heinle
• *Various articles, text/audio/video excerpts distributed in class or made available via*
  Blackboard
• ACTFL Guidelines materials, accesible online

Academic Integrity:
This course adheres to The University of South Carolina Honor Code, which prohibits cheating,
plagiarizing, and all other forms of academic dishonesty. The Honor Code details the procedures
the University uses to resolve academic dishonesty cases. You can read the full text of the Code
by clicking here.

Student Responsibilities:
• Students must come prepared to class. That is, s/he must have read and completed the
  readings or homework assigned on the syllabus before coming to class.
• No late assignments will be accepted without a doctor's note or a letter from the
  student's advisor or Dean, justifying the inability to complete the homework or
  assignment.

- Missed OPIs, dialogues or monologues cannot be made up unless it was due to an excused absence. If the excuse cannot be excused (via proper documentation), students' final grade will be affected considerably [see Grade Distribution below]

Grade Distribution:

OPI #1 and transcript	15%
Monologues #1 and #2, and transcripts	30%
Dialogues #1 and #2, and transcripts	30%
OPI #2 and transcript	15%
Reflection papers	5%
Expected progress made in class	5%
TOTAL	**100%**

Grade Scale:

Grade	%	Grade	%	Grade	%	Grade	%
A	92-100	**B+**	88-91	**C+**	79-82	**D+**	69-72
		B	83-87	**C**	73-78	**D**	63-68
						F	< 62

Important Dates and Holidays:

- Monday, May 12, 2014 --> Classes begin
- Thursday, May 29, 2012 --> Last day of classes
- Friday, May 30, 2012 --> Final examination day

OPI #1 and transcript:

The syllabus will let you know when you have a written assignment to do (AH:….). You need to go to Bb > Assignments per week > Week _, complete the assignment and bring it to class. Be prepared to turn it in and/or discuss the contents of the assignment in class.

Monologues #1 and #2, and transcripts:

Students are required to record themselves talking about a pre-determined topic chosen by the instructor. This will be done in the language laboratory. After recording their narratives, students need to transcribe their speaking sample.

Dialogues #1 and #2, and transcripts:

- Approximately every week, 2 groups (of 2-3 students) will present on a certain topic – given by your professor -- that is related to the theme that is being studied in class that week. The presentation should be from 10-15 minutes long, followed by questions the presenters will pose to their peers. The use of PowerpPoint presentations or other audiovisual aids is encouraged.
- Part of the "audience" will fill out a peer evaluation form for each group and turn it in to the instructor at the end of the presentation. If the designated evaluator is not present to do this, it will count against his/her participation grade.

• The contents of the presentations will be included in the quizzes.

OPI #2 and transcript:
>   Last two days of the semester. Follows the same procedure as with OPI 1. How you do in OPI2 will help your professor determine if there has been any improvement since OPI 1.

Reflection papers:

- The first Reflection papers will be based on your first and final OPI recording/transcriptions. The first one will be turned in on Day 3 of the semester. The second paper will constitute your final project, and must be turned in on the day of the final exam. Use English.
- Each reflection paper should be 3-5 pages long and contain: 1. Your general impressions on /assessment of your current proficiency in Spanish; 2. the errors you have noticed in your recording (if you do not know what grammar part you have trouble with, give me an example); 3. what grammar structures you avoid because you are unsure about; and, 4. questions or doubts you would like to have clarified.

Final Exam: You will required to write your second Reflection Paper and turn it in on the date of the Final (scheduled for **Friday, May 30th, 2014**).

CONTENTS

Week 1 Monday 12	In Class (IC): -Introductions and survey -Overview of objectives of the course and syllabus -Blackboard -General introduction to ACTFL and OPI
Tuesday 13	At Home (AH): Assignment 1 IC: CLASS WILL BE HELD IN ROOM HUC 101A -OPI #1 -Transcription of OPI #1
Wednesday 14	AH: Assignment 2 IC: -Compare transcription and comments of OPI #1 with those by instructor -Characteristics of Novice and Intermediate OPI proficiency levels
Thursday 15	AH: Assignment 3 IC: -Dialogue #1

Friday 16	AH: Assignment 4 IC: - Compare transcription and comments of Dialogue #1 with those by instructor -General characteristics of Advanced OPI proficiency levels
Week 2 Monday 19	AH: Assignment 5 IC: -Monologue #1
Tuesday 20	AH: Assignment 6 IC: -Advanced OPI level: 3 time frames -Practice
Wednesday 21	AH: Assignment 7 IC: -More on 3 time frames
Thursday 22	AH: Assignment 8 IC: -Dialogue #2 -Advanced OPI level: discourse markers
Friday 23	AH: Assignment 9 IC: -Exercises on discourse markers
Week 3 Monday 26	AH: Assignment 10 IC: -Monologue #2
Tuesday 27	AH: Assignment 11 IC: -Advanced OPI level: Expressing and supporting an opinion

Wednesday 28	AH: Assignment 12 IC: OPI#2
Thursday 29	AH: Assignment 13 IC: -Revision of transcriptions of OPI #2 -Wrap up and Q&A session

FINAL EXAM: Friday, May 30th, at 1:15 pm

ATTACHMENT B: 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 that can be done in one of two forms: it can be a tape-recorded conversation between a trained and certified interviewer and the person whose proficiency is being assessed, and the candidate also has the option of doing the interview in its computerized version in which the candidate is presented with prompts by an avatar that appears on the computer screen, to which the candidate has a specified amount of time to reply by speaking into a microphone and recording his speech sample. 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. In the computerized version, there is no interaction for obvious reasons, but the computer program is set up in such a way that the questions that are presented to the candidate make references to topics that were mentioned by him as themes of interest.

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.

ATTACHMENT C: 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 D: Candidate Data for Assessment 6

Oral Proficiency Interview: MAT Students

	Spring 2012 n=				Fall 2012 n=			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Oral Proficiency Interview	0	▮	0	--	0	0	▮	--

	Spring 2014 n=			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Oral Proficiency Interview	0	▮	0	--

Oral Proficiency Interview: UG Students

	Fall 2010 n=			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Oral Proficiency Interview	0	▮	▮	--

	Spring 2011 n=			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Oral Proficiency Interview	0	0	▮	--

	Fall 2011 n=			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Oral Proficiency Interview	0	▮	0	--

	Spring 2013 n=			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Oral Proficiency Interview	0	▮	0	--

	Spring 2014 n			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Oral Proficiency Interview	0	0	▮	--

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 the realization of different 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 undergraduate students in each language, GERM 515, Introduction to German Linguistics, FREN 517, French Linguistics, and SPAN 515, Introduction to Spanish 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 from among the 12 Undergraduate candidates, one of them failed to meet expectations in all of the items of the rubric (Fall 2011), and another student did not meet expectations for "Description of phonemes/allophones" showing that his/her understanding of the sound system of the target language was not complete. All other Undergraduate candidates (n███) met or exceeded all of the Standards in the Linguistics Project (1.a., b., c.). From among the five MAT candidates, the data show three instances in which a student failed to meet expectations; one did not include proper citations in his/her paper ("Citations in the Paper"); another candidate was unable to provide a thorough account of the sound system phenomena ("Description of Phonemes/Allophones) s/he observed, while a third one failed to describe the morpho-syntactic patterns from his/her informant ("Description of Morphosyntactic Patterns"). All other MAT students met or exceeded all of the Standards in the Linguistics Project rubric.

How Data Provide Evidence for Meeting Standards
After completing the linguistics project, candidates demonstrated that 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 also 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., dialectical 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

Linguistics: ASSESSMENT INSTRUMENT				
	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 standard dialect and to English.	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.
Language appropriateness – register, mechanics, grammar, spelling [ACTFL 1a]	May have a few minor errors.	May be some errors but no major patterns of errors to interfere with comprehensibility.	Some errors and there may be a few minor patterns of errors to interfere with comprehensibility.	Errors are so serious as to make paper difficult to follow.
Citations in the paper	Citations included and adhere to proper format.	Citations included and mostly follow proper format.	Citations included and mostly follow proper format.	And/or no citations and/or citations do not follow proper format.

ATTACHMENT C: Candidate Data for Assessment 7

Linguistics Project: MAT Students

	Fall 2012 n=				Spring 2013 n=				Fall 2013 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	▮	4.0	0	▮	0	3.0	0	▮	0	3.0
Description of phonemes/allophones [ACTFL 1b, 1c]	0	0	▮	4.0	▮	0	0	1.0	0	0	▮	4.0
Description of morpho-syntactic patterns [ACTFL 1b, 1c]	0	0	▮	4.0	▮	0	0	1.0	0	▮	0	2.0
Description of lexical/semantic features [ACTFL 1b, 1c]	0	0	▮	4.0	0	▮	0	2.0	0	▮	0	2.0
Description of additional features [ACTFL 1b, 1c]	0	0	▮	4.0	0	▮	0	3.0	0	▮	0	2.0
Language appropriateness – register, mechanics, grammar, spelling	▮	0	0	1.0	0	▮	0	3.0	0	▮	0	3.0

[1] Scores are reported for ▮ out of a total of ▮ students. ▮ student has not yet taken the course in which this assessment appears.

	Fall 2012 n=■				Spring 2013 n=■				Fall 2013 n=■			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score	# Does Not Meet	# Meets	# Exceeds	Avg. Score	# Does Not Meet	# Meets	# Exceeds	Avg. Score
[ACTFL 1a]												
Citations in the paper	0	■	■	2.5	0	0	■	4.0	0	■	0	3.0

	Srping 2014 n=■			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Description of dialect features [ACTFL 1b]	0	■	■	3.5
Description of phonemes/allophones [ACTFL 1b, 1c]	0	■	0	2.5
Description of morpho-syntactic patterns [ACTFL 1b, 1c]	0	■	0	2.5
Description of lexical/semantic features [ACTFL 1b, 1c]	0	■	■	3.5
Description of additional features [ACTFL 1b, 1c]	0	■	■	3.5
Language appropriateness – register, mechanics, grammar, spelling [ACTFL 1a]	0	■	■	3.5
Citations in the paper	0	■	■	3.5

Linguistics Project: UG Students

	Fall 2009 n=■			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Description of dialect features [ACTFL 1b]	0	0	■	4.0
Description of phonemes/allophones [ACTFL 1b, 1c]	0	■	■	3.5
Description of morpho-syntactic patterns [ACTFL 1b, 1c]	0	■	■	3.5
Description of lexical/semantic features [ACTFL 1b, 1c]	0	■	■	3.75

	Fall 2009 n=			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Description of additional features [ACTFL 1b, 1c]	0	▮	▮	3.5
Language appropriateness – register, mechanics, grammar, spelling [ACTFL 1a]	0	▮	▮	3.5
Citations in the paper	0	▮	▮	3.75

	Fall 2010 n=			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Description of dialect features [ACTFL 1b]	0	0	▮	4.0
Description of phonemes/allophones [ACTFL 1b, 1c]	0	▮	▮	3.67
Description of morpho-syntactic patterns [ACTFL 1b, 1c]	0	0	▮	4.0
Description of lexical/semantic features [ACTFL 1b, 1c]	0	0	▮	4.0
Description of additional features [ACTFL 1b, 1c]	0	0	▮	4.0
Language appropriateness – register, mechanics, grammar, spelling [ACTFL 1a]	0	0	▮	4.0
Citations in the paper	0	▮	▮	3.33

	Fall 2011 n=			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Description of dialect features [ACTFL 1b]	▮	0	▮	2.5
Description of phonemes/allophones [ACTFL 1b, 1c]	▮	▮	0	1.5
Description of morpho-syntactic patterns [ACTFL 1b, 1c]	▮	▮	0	1.5
Description of lexical/semantic features [ACTFL 1b, 1c]	▮	▮	0	2.0
Description of additional features [ACTFL 1b, 1c]	▮	0	▮	2.5
Language appropriateness – register, mechanics, grammar, spelling [ACTFL 1a]	▮	▮	0	1.5
Citations in the paper	▮	▮	0	1.5

	Fall 2013 n=			
	# Does Not Meet	**# Meets**	**# Exceeds**	**Avg. Score**
Description of dialect features [ACTFL 1b]	0	▮	▮	3.33
Description of phonemes/allophones [ACTFL 1b, 1c]	▮	▮	▮	2.33
Description of morpho-syntactic patterns [ACTFL 1b, 1c]	0	▮	▮	3.33
Description of lexical/semantic features [ACTFL 1b, 1c]	0	0	▮	4.0
Description of additional features [ACTFL 1b, 1c]	0	0	▮	4.0
Language appropriateness – register, mechanics, grammar, spelling [ACTFL 1a]	0	▮	▮	2.67
Citations in the paper	0	▮	▮	3.0

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 undergraduate 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 rational for language teaching and make a case for advocacy.

Analysis of Findings
Out of a total of 16 candidates (6 Undergraduate program; 10 MAT program), four failed to meet expectations in the section that read "Future Plans for Professional Involvement." An Undergraduate candidate did not meet the expectation of the "Creation of Artifacts" category. In all other cases, students met or exceeded the standards in their Professional Development Logs (1,a, 6a, b).

How Data Provide Evidence for Meeting Standards
The data illustrate that most teacher licensure candidates were able to meet all 3 of the CAEP/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 progress to improve teaching and learning. Candidates design an advocacy letter and newsletter to help demonstrate they 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.

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

Membership & Involvement in Professional Organizations				

*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

<div align="center">

SCORING RUBRIC

</div>

	Target 4	**Acceptable Strong - 3**	**Acceptable Weak - 2**	**Unacceptable 1**
Efforts to Improve Language Outside of Class (e.g., club activities, conversational partners, language house, tutoring, study abroad, etc.)	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.
Attendance at Professional Development Events (e.g., conferences, workshops; speakers, etc.)	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.

Creation of artifacts to broaden professional outlook and knowledge base (Advocacy Letter, Advocacy Newsletter, Teaching Philosophy, Professional Development Agenda, etc.)	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.
Advancement of knowledge of profession through readings from Professional Journals	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.
Membership & Involvement in Professional Organizations	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.
Future Plans for Professional Involvement	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 2012 n				Spring 2013 n			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Efforts to Improve Language Outside of Class [ACTFL 1a]	0	■	0	3.33	0	■	■	3.25
Attendance at Professional Development Events [ACTFL 6a]	0	0	■	4.0	0	0	■	4.0
Creation of artifacts to broaden professional outlook and knowledge base [ACTFL 6b]	0	0	■	4.0	0	0	■	4.0
Advancement of knowledge of profession through readings from Professional Journals [ACTFL 6a]	0	0	■	4.0	0	0	■	4.0
Membership/ Involvement in Professional Organizations [ACTFL 6a]	■	■	0	2.33	0	0	■	4.0
Future Plans for Professional Involvement [ACTFL 6a]	■	0	■	2	0	■	■	3.25

	Spring 2014 n		
	# Does Not Meet	# Meets	# Exceeds	Avg. Score
---	---	---	---	---
Efforts to Improve Language Outside of Class [ACTFL 1a]	0	▮	▮	3.33
Attendance at Professional Development Events [ACTFL 6a]	0	▮	▮	3.33
Creation of artifacts to broaden professional outlook and knowledge base [ACTFL 6b]	0	0	▮	4.0
Advancement of knowledge of profession through readings from Professional Journals [ACTFL 6a]	0	▮	0	3.0
Membership/ Involvement in Professional Organizations [ACTFL 6a]	0	▮	▮	3.33
Future Plans for Professional Involvement [ACTFL 6a]	▮	▮	0	2.33

Professional Development Log: UG Students

	Spring 2010 n=			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Efforts to Improve Language Outside of Class [ACTFL 1a]	0		0	2.5
Attendance at Professional Development Events [ACTFL 6a]	0			3.5
Creation of artifacts to broaden professional outlook and knowledge base [ACTFL 6b]	0			3.5
Advancement of knowledge of profession through readings from Professional Journals [ACTFL 6a]	0		0	2.5
Membership/ Involvement in Professional Organizations [ACTFL 6a]	0		0	2.5
Future Plans for Professional Involvement [ACTFL 6a]	0			3.5

	Spring 2011 n=			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Efforts to Improve Language Outside of Class [ACTFL 1a]	0		0	2.5
Attendance at Professional Development Events [ACTFL 6a]	0		0	2.5
Creation of artifacts to broaden professional outlook and knowledge base [ACTFL 6b]	0		0	3.0
Advancement of knowledge of profession through readings from Professional Journals [ACTFL 6a]	0		0	2.0
Membership/ Involvement in Professional Organizations [ACTFL 6a]	0			3.0
Future Plans for Professional Involvement [ACTFL 6a]		0	0	1.0

Spring 2013 n=■			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Efforts to Improve Language Outside of Class [ACTFL 1a]	0	0	■	4.0
Attendance at Professional Development Events [ACTFL 6a]	0	0	■	4.0
Creation of artifacts to broaden professional outlook and knowledge base [ACTFL 6b]	■	■	■	1.0
Advancement of knowledge of profession through readings from Professional Journals [ACTFL 6a]	0	0	■	4.0
Membership/ Involvement in Professional Organizations [ACTFL 6a]	0	0	■	4.0
Future Plans for Professional Involvement [ACTFL 6a]	0	■	0	2.0

Spring 2014 n=■			
	# Does Not Meet	# Meets	# Exceeds	Avg. Score
Efforts to Improve Language Outside of Class [ACTFL 1a]	0	0	■	4.0
Attendance at Professional Development Events [ACTFL 6a]	0	0	■	4.0
Creation of artifacts to broaden professional outlook and knowledge base [ACTFL 6b]	0	0	■	4.0
Advancement of knowledge of profession through readings from Professional Journals [ACTFL 6a]	0	■	0	3.0
Membership/ Involvement in Professional Organizations [ACTFL 6a]	0	■	0	3.0
Future Plans for Professional Involvement [ACTFL 6a]	0	0	■	4.0