

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

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

## COVER SHEET

### 1. Institution Name

The University of South Carolina

### 2. State

South Carolina

### 3. Date submitted

MM DD YYYY

09 / 15 / 2009

### 4. Report Preparer's Information:

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

BA in French, German, Spanish or Latin with pre-K-12 Teacher Certification Option
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**7. NCATE Category**

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

K-12
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(1) e.g. Early Childhood; Elementary K-6

**9. Program Type**

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

**10. Degree or award level**

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

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

Yes

No

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

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

French, German, Latin, Spanish
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**14. Program report status:**

Initial Review

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

Response to National Recognition With Conditions

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

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

Yes

No

**SECTION I - CONTEXT**

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

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

Requirements in the state for teacher education programs include:

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

For a recommendation for certification:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

To graduate with the MAT degree, candidates must:

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

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

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

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

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

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

Prior to Internship B:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Program of Study - MAT	Program of Study - BA
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See **Attachments** panel below.

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



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

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

See **Attachments** panel below.

### 8. Candidate Information

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

Program: MAT Foreign Language		
Enrollment figures below are based on the fall term of each academic year listed. Program completers are those who finished the degree program in December, May, or August of the AY listed.		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(4)</sup>
2008-2009	11	4
2007-2008	9	4
2006-2007	8	2

Program: BA Foreign Language (certification option)		
Enrollment figures below are based on the fall term of each academic year listed. The BA certification option only began accepting students in Fall 2007. Program completers are those who finished the degree program in December, May, or August of the AY listed.		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(4)</sup>
2008-2009	7	2
2007-2008	2	0
2006-2007	NA	NA

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

### 9. Faculty Information

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

Faculty Member Name	Ducate, Lara
Highest Degree, Field, & University <sup>(5)</sup>	PhD in Germanic Studies with specialization in Applied Linguistics, U of Texas, Austin

Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty - German and Methods courses, UG technology course, Basic courses coordinator, TA supervisor, Director of Teacher Education and Certification
Faculty Rank <sup>(7)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Co-edited book on computer-assisted language learning Calling on CALL: From Theory and Research to New Directions in Foreign Language Teaching Director of Teacher Education and Assessment, Department of Languages, Literatures, and Cultures, USC Secretary-Treasurer, South Carolina American Association of Teachers of German
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	Conducts workshops and in-service presentations for K-12 teachers, taught German in 9-12 for two years, South Carolina 9-12 Teaching Certificate

Faculty Member Name	Lomicka-Anderson, Lara
Highest Degree, Field, & University <sup>(5)</sup>	PhD in French with a specialization in Applied Linguistics, Penn State
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty - French and Methods courses, MAT technology course, Basic courses coordinator, Assistant Director of Teacher Education and Certification
Faculty Rank <sup>(7)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Telematics and New Technology Commission Chair, American Association of Teachers of French Co-edited book on web 2.0 The Next Generation: Social Networking and Online Collaboration in Foreign Language Learning Recipient of ACTFL/CENGAGE Award for Excellence in Foreign Language Instruction Using Technology 2008
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	Conducts workshops and in-service presentations for K-12 teachers

Faculty Member Name	Malovrh, Paul
Highest Degree, Field, & University <sup>(5)</sup>	PhD in Second Language Acquisition / Hispanic Linguistics, Indiana University
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty - Spanish, Hispanic Linguistics, Second Language Acquisition, Pedagogy
Faculty Rank <sup>(7)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Lee, J. F. & P. A. Malovrh (forthcoming, 2009). Linguistic and non-linguistic factors affecting OVS processing of accusative and dative case pronouns by advanced L2 learners of Spanish. In Selected Proceedings of the 11th Hispanic Linguistics Symposium. Somerville, MA: Cascadilla Proceedings Project. Malovrh, P. A. (2008). A Multifaceted Analysis of the Interlanguage Development of Spanish Direct-Object Clitic Pronouns Observed in L2-Learner Production. Unpublished Ph.D. dissertation. Indiana University -Bloomington. Malovrh, P. A. (2006). L2 sentence processing of Spanish OVS word order and direct object pronouns: An analysis of contextual constraints. In N. Sagarra & A. J. Toribio (Eds.) Selected Proceedings of the 9th Hispanic Linguistics Symposium (pp. 169-179). Somerville, MA: Cascadilla Proceedings Project.
Teaching or other	

professional experience in P-12 schools <sup>(11)</sup>	State of Wisconsin 9-12 Professional Licensure
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Faculty Member Name	Moreno, Nina
Highest Degree, Field, & University <sup>(5)</sup>	Ph.D. in Spanish Applied Linguistics, Georgetown University
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty - Spanish, Methods and Linguistics courses, TA Supervisor
Faculty Rank <sup>(7)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> : List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Leow, R. P., Hsieh, H.C. and Moreno, N. (2008). Attention to form and meaning revisited. <i>Language Learning</i> , 58(3), 665-695. Moreno, N. (2008). En una palabra, Sevilla. A software review. <i>CALICO Journal</i> , 26 (1), 220-229.
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	Jan. 2008 Member of the Foreign Language Textbook Adoption Committee for Richland One's Department of Foreign Languages

Faculty Member Name	Young, Margaret
Highest Degree, Field, & University <sup>(5)</sup>	MAT- French, University of SC
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Clinical Supervisor
Faculty Rank <sup>(7)</sup>	Adjunct
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> : List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Director - the South Carolina Foreign Language Assessment Program Executive Director of the South Carolina Foreign Language Teachers Association Member of the Modern and Classics Committee-authors of the 2006 South Carolina Academic Standards for Modern and Classical Languages
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	Presented in-service workshops on the Foreign Language Assessment Program in Orangeburg, Florence and Beaufort, Supervising Teacher for USC French and Spanish teacher candidates, retired K-12 Spanish teacher

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

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

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

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

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

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

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

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

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

Self Assessment Table
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See **Attachments** panel below.

## SECTION II - LIST OF ASSESSMENTS

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

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

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



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

## SECTION IV - EVIDENCE FOR MEETING STANDARDS

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

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

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

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

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

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

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

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

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

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

Assessment 1. State Licensure Assessment
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See **Attachments** panel below.

**2. CONTENT KNOWLEDGE: Assessment of content knowledge<sup>(15)</sup> in the language to be taught. ACTFL standards addressed in this entry could include but are not limited to Standards 1 and 2. Examples of assessments include comprehensive examinations; written 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-disciplinar content; and other portfolio tasks<sup>(16)</sup>. (Answer Required)**

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

Assessment 2. Content Knowledge
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See **Attachments** panel below.



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

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

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

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

Assessment 3. Unit Plan
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See **Attachments** panel below.

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

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

Assessment 4. ADEPT Review
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See **Attachments** panel below.

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

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

Assessment 5. Student Work Sample
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See **Attachments** panel below.

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

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



Assessment 6. Oral Proficiency Interview

See **Attachments** panel below.

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

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

Assessment 7. Linguistics Project

See **Attachments** panel below.

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

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

Assessment 8. Professional Development Log

See **Attachments** panel below.

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

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

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

### Content Knowledge

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

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

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

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

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

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

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

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

#### Student Learning

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

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

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

**Please click "Next"**

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