

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

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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

(1) e.g. K-6, 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
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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	2	0
2013	5	1
2014	5	1

(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	Ducate, Lara
Highest Degree, Field, & University ⁽³⁾	PhD in Germanic Studies with specialization in Applied Linguistics, U of Texas, Austin
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty - German and Methods courses, UG/MAT teaching with technology course, Basic courses coordinator, TA supervisor, Director of Teacher Education and Certification
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Co-edited book on computer-assisted language learning Present and Future Promises of 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 ⁽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	Lomicka-Anderson, Lara
Highest Degree, Field, & University ⁽³⁾	PhD in French with a specialization in Applied Linguistics, Penn State
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty - French and Methods courses, MAT technology course, Basic courses coordinator, Assistant Director of Teacher Education and Certification
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	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 ⁽⁹⁾	Conducts workshops and in-service presentations for K-12 teachers

Faculty Member Name	Malovrh, Paul
Highest Degree, Field, & University ⁽³⁾	PhD in Second Language Acquisition / Hispanic Linguistics, Indiana University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty - Spanish, Hispanic Linguistics, Second Language Acquisition, Pedagogy
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	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 ⁽⁹⁾	State of Wisconsin 9-12 Professional Licensure

Faculty Member Name	Moreno, Nina
Highest Degree, Field, & University ⁽³⁾	Ph.D. in Spanish Applied Linguistics, Georgetown University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty - Spanish, Methods and Linguistics courses, TA Supervisor; Spanish Language Program Director; Assistant Director for MAT Program
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	(2014) The place of individual differences in foreign language teaching assistants' education programs. In Sanz, C. & Lado, B. (Eds.). Individual differences, L2 development and language program administration: From theory to application. American Association of University Supervisors and Coordinators (AAUSC) 2013 Annual Volume, Chapter 8, Boston, MA: Heinle, pp. 128-149. (2011) with Ducate, L., & Lomicka, L. "Wading through the world of Wikis: An analysis of three Wiki projects." Foreign Language Annals, 44 (3), 495-524. (2009). The use of wikis in the writing of branching stories in a foreign language class. In m-ICTE 2009 Conference Proceedings, Research, Reflections and Innovations in Integrating ICT in Education, 304-308, Lisbon: Formatex Research Center. (2008) with Taboada, I. Alófonos emergentes de /n/, /r/ y /λ/ entre grupos de diferentes edades en el español quiteño. In I. Olza Moreno, M. Casado Velarde & R. González Ruiz (Eds.), Actas del XXXVII Simposio Internacional d
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	Young, Margaret
Highest Degree, Field, & University ⁽³⁾	MAT- French, University of South Carolina
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Clinical Supervisor
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	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 ⁽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 learning (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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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 opportunities to learn about varieties of the target language on their own.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Cultures, Literatures, Cross-Disciplinary Concepts.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Language Acquisition Theories and Instructional Practices.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Integration of Standards into Curriculum and Instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assessment of Language and Cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Professionalism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Candidates (a) engage in professional development oppourtunities 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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 Substantially 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 interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-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.

(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' abilities 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 samples, 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 participation, 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.