

Chronicle of Professional Involvement

Responses to reviewer conditions are highlighted in yellow.

Brief Description of the Assessment:

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

Alignment:

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

2013 – Present Alignment:

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

Analysis of Data Findings:

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

Interpretation:

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

Assessment Documentation

2013 – Present

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

Reading Resources:

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

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

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

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

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

1. Professional listservs' current discussions:

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

2. Participation in Professional Organization:

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

3. Advocacy:

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

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

4. Professional and Ethical Practices:

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

Part 2: Participating in professional development – Spring Semester (EDT 454/545)

5. Participation in Professional Development:

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

Scoring guide:
2013 – Present

Chronicle of Professional Involvement (CPI) Evaluation Rubric

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

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

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

	stakeholders.	colleagues and other stakeholders.		
Part 2: Participating in professional development – Spring Semester (EDT 454/545)				
Criterion	Exemplary (4)	Accomplished (3)	Emerging (2)	Not Met (1)
Participation Artifact	Summary is easy to follow, is well organized. Summary demonstrates succinctly that the candidate identified and attended a professional development opportunity in the field.	Summary is easy to follow, is somewhat well organized. Summary demonstrates that the candidate identified and attended a professional development opportunity in the field.	Summary may need some editing. Summary demonstrates that the candidate identified and attended a professional development opportunity in the field.	Summary needs some editing and it is hard to know for certain if the candidate identified and attended a professional development opportunity in the field.
Participation Reflection ACTFL/NCATE Standard 6a	Reflection demonstrates critical thinking, creativity, is well- organized and succinct in discussing in discussing how participating in in professional development informs teaching and/or strengthens your own linguistic, cultural, and pedagogical competence and promotes reflection on practice.	Reflection demonstrates some characteristics of critical thinking, creativity, organization, and succinctness when discussing how participating in in professional development informs teaching and/or strengthens your own linguistic, cultural, and pedagogical competence and promotes reflection on practice.	Reflection demonstrates basic understanding of how participating in in professional development informs teaching and/or strengthens your own linguistic, cultural, and pedagogical competence and promotes reflection on practice.	Reflection demonstrates lack of understanding of how participating in in professional development informs teaching and/or strengthens your own linguistic, cultural, and pedagogical competence and promotes reflection on practice.

Data Charts:

EDP 444: CPI Part 1; n=2 CHINESE	
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Assessment #7: Chronicle of Professional Involvement - Chinese

Student Name	Program	Listservs: Current Discussions Summary and Documentation	Listservs: Current Discussions Reflection	Participation in Organization Documentation	Participation in Organization Reflection	Advocacy	Professional and Ethical Practice	Mean
Student 1	Chinese	4	4	4	4	4	4	4
Student 2	Chinese	4	4	4	4	4	4	4
Total	Chinese	4	4	4	4	4	4	4

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