Assessment 8: Professional Self-Reflection

a). Description of the Assessment and its Use in the Program

During INTD 302 (Methods and Materials in Secondary Education: Foreign Languages), teacher candidates complete three tasks that address Standard 6; Professionalism. Candidates explore three avenues for ongoing professional development available to reflective practitioners. During the course, the students:

Task #1: Subscribe to FLTEACH listserv, a very active online community of world language educators. After following the posts for several weeks, they select a discussion thread to summarize and evaluate in a concise, two-page paper.

Task #2: Select an article from a recommended list of significant journal articles to read, summarize, critique and apply in a three-page paper.

Task #3: Attend a regional professional conference. During the semester, regional conferences occur in Rochester and Buffalo. Students attend one of these Saturday conferences and report on their findings in a concise two-page paper.

Task #4: Develop an advocacy action plan based on a specific scenario.

These four papers are evaluated based on a standard professional reflection rubric that is distributed during the first session.

b). Alignment of the Assessment with Specific ACTFL Standards

Professionalism Portfolio Tasks	ACTFL Standards/Indicators
Task 1	6a
Task 2	6a
Task 3	6a
Task 4	6b

c). Brief Analysis of Data Findings

Since INTD 302 is only offered in the spring, no new data will be available until the end of the spring '14 semester.

d). Interpretation of How the Findings Provide Evidence for Meeting the ACTFL Standards

The first three tasks directly introduce students to three commonly available avenues that practitioners use for ongoing professional growth. The three activities provide opportunities for developing linguistic, cultural and pedagogical competence and guided experiences of reflective practice (Standard 6a). The 4th task challenges students to solve a problem using strategies for foreign language advocacy (Standard 6b).

<u>**e). Scoring Guide**</u>

INTD 302 – Professionalism Portfolio (NCATE Assessment 8, ACTFL Standard 6)

You will complete four tasks dealing with various facets of professionalism and submit the tasks as a portfolio. The completed portfolio will be uploaded to Taskstream as Assessment 8 – Professionalism.

Formatting Guidelines for All Tasks:

1. Use Times New Roman, Book Antigua or New Century Schoolbook fonts, in 12 point. Double space, except for the article citation at the beginning of Task 1, which you should single space. Use appropriate italic font for journal title.   Use 1" top margin; .75" margins at the bottom and at each side.

2. Use full-justification for the body of your summary.

3. Put your full name in a header at the left margin. Put the task # in the header at the right margin. No footer or pagination is necessary.

4. Submit a hard copy of each task on the due date in the syllabus. In addition, upload all four tasks to Taskstream under Assessment 8 - Professionalism

Task #1 - Subscribe to FLTEACH Listserv throughout the semester. Write a three-page summary and reflection about one recent robust thread.

Task #2 - Read and reflect upon the significance of an article from a juried professional journal.
<u>Procedure</u>:
1. Select an article from the list of suggested articles. You may suggest another article of interest, provided that it comes from a juried professional journal and that you get pre-approval from the instructor.

2. Write a three-page reflection paper addressing the following points:
a. Start your summary with the APA citation for the article. Single-spaced. Double-space the rest of the summary.
a. Briefly summarize the content and findings of the article.
b. Explain the relevance of these findings to the classroom practitioner in shaping classroom practice. In other words, what classroom practices could be implemented or continued that would support the findings of the research. Conversely, what common classroom practices would not be supported by the research and should be discontinued.
c. Conclude your summary with a personal reaction to these finding. (Were these findings surprising or eye-opening? Counterintuitive? Common sense? Reaffirming of prior beliefs?)

Suggestions:
1. Carefully read the evaluation rubric which describes target characteristics of professional writing.

2. In professional writing, you can state a personal opinion without using the first-person. *Avoid using expressions like, "I feel…" or "I think…." or "In my opinion…"* Instead, use the research or the findings as the subject of the sentences.

3. Cite evidence from the article to support assertions.

4. Use APA internal citation formatting for citing quotations from the article.

5. *The key to high marks on this assignment is not just regurgitating back the findings of the study, but rather, in interpreting those findings through the lens of your own experiences and observations to demonstrate that you are developing the ability to apply research findings to your own professional practice.*

Task #3 - Attend a professional foreign language meeting or conference and submit a two-page written summary and reflection of the experience.

Task #4 – Develop an advocacy action plan based on a specific "real world" scenario and write a three page action plan including rationale and strategies for addressing the problem described. This assignment is intended to help you develop skills as an advocate for language education, to build your awareness of the range of circumstances that are served by your proactive and reactive advocacy, and to give you tools and resources for carrying out well-informed and effective advocacy efforts.

Process:
1. **Analyze the Scenario:** Analyze your given scenario to identify the issue(s), the audience(s) with whom you need to communicate, and the purpose(s) of your advocacy. Then determine the best advocacy approach for effectively addressing the issues(s) and the audience(s).

2. **Consult Authoritative Sources:** Consult a minimum of three authoritative sources that can inform your advocacy response to the given scenario. One of these must be from a modern language professional organization (i.e., website content, journal article, etc.) You may use methods textbooks as one of your resources.

3. **Develop Advocacy Response:** Develop an original, useable, and reproducible resource that could be used to respond effectively to the given scenario, taking into account what you learned from the authoritative sources you consulted. Your advocacy response may be a letter, a brochure, a booklet, a PowerPoint Presentation, a video, a lesson, an activity, a project, a speech, an infographic or any other product that would be appropriate for addressing the issue(s) and audience(s) effectively. Include a three - five page paper that (a) states the scenario, (b) explains what the issue(s) are, (c) identifies the target audience(s) for your advocacy response, (d) offers a rationale for your position, (e) proposes plausible acceptable solutions and (f) includes a list of sources you consulted, written APA style.

3/12/2014

Scenarios

1. Your school district is considering the elimination of [language], the language you teach.

2. Several of your level 3 [language] students have informed you that they do not plan to study the language you teach after completing their three-year requirement.

3. Several parents in your district have approached you to ask your help in promoting the establishment of a FLES program in the district.

4. Your beginning [language] students regularly question why they need to learn a language other than English.

5. The school where you teach is planning to hold a Career Day.

6. The New York State Board of Regents is reviewing its mandates across all curricular areas.

7. Several parents have communicated with you to make you aware that they do not believe their child should have to study a language other than English.

8. The Board of Education has called into question whether they should permit school-sponsored trips to target language countries.

9. You have discovered that some of the guidance counselors in your building are discouraging students from continuing the study of a language other than English beyond the required number of courses.

10. Students with Individualized Education Plans (IEPs) in your school are routinely excluded from studying a language other than English.

INTD 302 Professional Journal Article Recommendations

Adair-Hauck, B. & Troyan, F., (2013). A Descriptive and co-Constructive Approach to Integrated Performance Assessment Feedback. *Foreign Language Annals*, 36, 23-44.

Altstaedter, L. L., & Jones, B. (2009). Motivating Students' Foreign Language and Culture Acquisition Through Web-Based Inquiry. *Foreign Language Annals*, 42, 640–657.

Armstrong, K.M. (2010). Fluency, Accuracy, and Complexity in Graded and Ungraded Writing. *Foreign Language Annals,* 43, 690-702.

Bärenfänger, O., & Tschirner, E. (2008). Language Educational Policy and Language Learning Quality Management; The *Common European Framework of Reference*. *Foreign Language Annals,* 41, 81-97.

Barnes-Karol, G., & Broner, M.A. (2010). Using Images as Springboards to Teach Cultural Perspectives in Light of the Ideals of the MLA Report. *Foreign Language Annals*, 43, 422–445.

Bateman, B.E. (2008). Student Teachers' Attitudes and Beliefs About Using the Target Language in the Classroom. *Foreign Language Annals,* 41, 11-28.

Boyson, B., Semmer, M., Thompson, L., & Rosenbusch, M. (2013). Does Beginning Foreign Language in Kindergarten Make a Difference? Results of One District's Study. *Foreign Language Annals*, 46, 246-263.

Burd, D., Cummings Hlas, A., Watzke, J., & Montes Valencia, M. F. (2011). An Examination of Culture Knowledge: A Study of L2 Teachers' and Teacher Educators' Beliefs and Practices. *Foreign Language Annals,* 44, 4-39.

Byram, K. (2011). Using the Concept of Perspective to Integrate Cultural, Communicative, and Form Focused Language Instruction. *Foreign Language Annals*, 44, 525–543.

Cochran, J. L., McCallum, R.S., & Mee Bell, S. (2010). Three A's: How Do Attributions, Attitudes and Aptitude Contribute to Foreign Language Learning? *Foreign Language Annals,* 43, 566-582.

Cooper, T.C., Yanosky, D.J. & Wisenbacker, J.M. et. al. (2008). Foreign Language Learning and SAT Verbal Scores Revisited. *Foreign Language Annals,* 41, 200-217.

Davin, K., Troyan, F., Donato, R., & Hellman, A. (2011). Research on the Integrated Performance Assessment in an Early Foreign Language Learning Program. *Foreign Language Annals*, 44, 605-625.

de la Campa, J. C., & Nassaji, H. (2009). The Amount, Purpose, and Reasons for Using L1 in L2 Classrooms. *Foreign Language Annals,* 42, 742–759.

Gladwin, R.F., & Stepp-Greany, J. (2008). An Interactive, Instructor-Supported Reading Approach vs. Traditional Reading Instruction in Spanish. *Foreign Language Annals,* 41, 687-701.

Grim, F. (2008). Integrating Focus on Form in L2 Content-Enriched Instruction Lessons. *Foreign Language Annals,* 41, 321-346.

Jean, G., & Simard, D. (2011). Grammar Teaching and Learning in L2: Necessary, but Boring? *Foreign Language Annals,* 44, 467–494.

Kissau, S., Quach Kolano, L., & Wang, C. (2010). Perceptions of Gender Differences in High School Students' Motivation to Learn Spanish. *Foreign Language Annals,* 43, 703-721.

LeLoup, J., Ponterio, R., & Warford, M. (2013). Overcoming Resistence to 90% Target Language Use: Rationale, Challenges and Suggestions. *NECTFL Review,* 72, 45-60.

Leons, E., Herbert, C., & Gobbo, K. (2009). Students With Learning Disabilities and AD/HD in the Foreign Language Classroom: Supporting Students and Instructors. *Foreign Language Annals,* 42, 42-54

Miao, P., & Heining-Boynton, A. L. (2011). Initiation/Response/Follow-Up, and Response to Intervention: Combining Two Models to Improve Teacher and Student Performance. *Foreign Language Annals,* 44, 65-79.

Pufahl, I., & Rhodes, N. (2011). Foreign Language Instruction in U.S. Schools: Results of a National Survey of Elementary and Secondary Schools. *Foreign Language Annals,* 44, 258-288.

Rivers, W., Robinson, J., Harwood, P., & Brecht, R. Language Votes: Attitudes toward Foreign Language Policies. *Foreign Language Annals,* 46, 329-338.

Russel, V. (2012). Learning Complex Grammar in the Virtual Classroom: A Comparison of Processing Instruction, Structured Input, Computerized Visual Input Enhancement and Traditional Instruction. *Foreign Language Annals,* 45, 42-71.

Weber-Fever, S. (2009). Integrating Language and Literature: Teaching Textual Analysis with Input and Output Activities and an Input-to-Output Approach. *Foreign Language Annals,* 42, 453-467.

INTD 302 • *Professionalism Portfolio Rubric (NCATE Standard 6)*

Task #1. Students will select a recent article from an approved professional journal related to second language instruction. The article should be published within the past 2 years and should treat a topic that has relevance to secondary LOTE instruction. A three-page summary and reflection on the findings of the article will be submitted.

Task #2. Students will subscribe to FLTEACH Listserv throughout the semester. A two-page summary and reflection upon a recent robust thread will be submitted.

Task #3. Students will attend a professional foreign language meeting or conference and will submit a two-page written summary and reflection of the experience.

Task #4 Students will select from a list of advocacy scenarios and develop a three to five-page advocacy action plan to address the problem presented in the selected scenario.

Submit a hard copy of each on the due date. In addition, upload all four tasks to Taskstream

Dimensions	4 - (Exceeds Standard)	3 – (Meets Standard)	2 – (Developing)	1 - (Deficient)
Task Completion	The assignment conforms to *all requirements*, instructions and deadlines. Topic selected (article, thread, workshops) shows *careful selection* and consideration based on *timeliness, relevance and interest*.	The assignment conforms to *all requirements*, instructions and deadlines. Topic selected satisfies the parameters of the assignment.	The assignment does not address all required elements OR is longer than the page limit	The paper is too brief to sufficiently address the task. OR Topic poorly selected or does not satisfy the parameters of the assignment.
Professional Communication	Paper shows *skillful composition*, organization, editing and incorporates accurate use of professional vocabulary including a concise introduction and conclusion. Writing contains no errors of grammar, spelling or usage.	Paper conforms to the conventions of acceptable academic writing including paragraphing, proofreading, organization. Writing contains no errors of grammar, spelling or usage.	Paper attempts basic organization but may lack an effective introduction or conclusion. Minor errors or grammar, spelling and usage suggest a need for additional proofreading and editing.	Paper contains errors that reflect a lack of proofreading, effort or understanding of the conventions of academic writing. Errors impede effective professional communication.
Scholarship	Paper contains *accurate* and appropriate citation and documentation. Examples and sources cited clearly and directly support a controlling idea.	Paper contains *accurate* and appropriate citation and documentation. Support for controlling idea is implied through citation and examples.	Evidence and examples cited may only tangentially relate to conclusions reached OR illustrative examples and citation may be lacking.	Paper contains significant inaccuracies or misinterpretations of available data.. Professional terminology is used incorrectly.
Reflection (Task 1, 2 & 3) *Standard 6a*	Reflection shows *insight and depth* and *follows logically* from evidence presented. Paper clearly articulates the value of professional development experiences to improve efficacy as a teacher and/or as an advocate for language programs.	Reflection cites evidence and examples to support observations. Paper suggests an understanding of the value of professional development experiences to improve efficacy as a teacher and/or as an advocate for language programs.	Reflection is attempted, but lacks sufficient depth. Reflection lacks evidence or examples to support perceptions. No connection is made to the value of the type of activity with improving professional practices.	The reflection consists of a simple summary of experience, observations or content with little or no interpretation or reflection. Commentary may suggest resistance to professional growth.
Reflection (Task 4) *Standard 6b*	Paper and resource offer a compellingly persuasive and coherent rationale backed with research and data as appropriate to advocate for the world language program. *(Why?)* **Multiple** concrete, detailed proposals are offered to address the problem . *(How?)*	Paper and resource offer a coherent rationale to advocate for the world language program. *(Why?)* At least one concrete proposal is offered to address the problem that logically follows from the stated rationale. *(How?)*	Paper and resource offer a coherent rationale to advocate for the world language program. While a solution is suggested, the means for achieving the solution may be vague or impractical. OR resource may contain inaccuracies or inconsistencies.	Paper and resource fail to make the case in favor of the world language program, contain inaccurate information, suggest unworkable, unrealistic solutions or inappropriately address the target audience.

Rubric Score	% Score
20	100
19	96
18	92
17	88
16	84
15	80
14	76
13	72
12	68
11	64
10	60
9	56
8	52
7	48
6	44
5	40
4	30
3	20
2	10
1	5
0	0

Exceeds Standard:
Rubric Score
≥18

Meets Standard:
Rubric Score
≥ 14

Developing:
Rubric Score
≥ 10

Deficient
 Rubric Score <10

Professionalism Portfolio Self-evaluation

Student: _____

Please evaluate your portfolio according to the following Professionalism Rubric:

Dimensions	Student Self-Evaluation	Instructor Evaluation
1. Task Completion	_____	_____
2. Professional Communication	_____	_____
3. Scholarship	_____	_____
4. Reflection (Tasks 1, 2 & 3)	_____	_____
5. Reflection (Task 4)	_____	_____
TOTAL	_____	_____
GRADE	_____	_____

Comments:

_____

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Rubric Score	% Score	
20	100	Exceeds Standard: Rubric Score ≥18
19	96	
18	92	Meets Standard: Rubric Score ≥ 14
17	88	
16	84	
15	80	Developing: Rubric Score ≥ 10
14	76	
13	72	
12	68	Deficient: Rubric Score < 10
11	64	
10	60	
9	56	
8	52	
7	48	
6	44	
5	40	
4	30	
3	20	
2	10	
1	5	
0	0	