

**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

C O V E R S H E E T

Institution: Southeastern Louisiana University State: Louisiana

Date submitted: 9/15/07

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Program documented in this report:

**Name of institution's program: Bachelor of Arts in Spanish,
Bachelor of Arts in French**

Grade levels for which candidates are being prepared: K-12

Degree or award level: BA

Is this program offered at more than one site? Yes X No

**Title of the state license for which candidates are prepared:
French and Spanish**

Program report status:

- Initial Review**
- Response to a Not Recognized Decision**
- Response to National Recognition With Conditions**
- Response to a Deferred Decision**

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?

X Yes No

SECTION I—CONTEXT

1. Description of any state or institutional policies that may influence the application of SPA standards.

In general, the state of Louisiana and Southeastern Louisiana University support all components of the SPA standards in foreign language. Our programs in French and Spanish are designed to prepare teachers for all-levels of certification (K-12). These programs meet state and national standards as well as University and Regents core requirements; they have been crafted to prepare candidates for the Praxis examinations and to produce highly qualified teachers who are able to create learning environments in which students engage in active processes of language use and learning. Southeastern Louisiana University's teacher education programs are designed to meet the requirements for Louisiana certification. Recent revisions reflect a mandate from the *Louisiana Blue Ribbon Commission on Educational Excellence* to revise existing education programs. The commission was formed by the state Board of Regents and the Board of Elementary and Secondary Education in April of 1999 for the purpose of improving teacher quality in Louisiana. The Commission was composed of thirty-one state, university, district, school, and community leaders. It was given the charge to recommend policies to the Governor, Board of Regents, and Board of Elementary and Secondary Education that would lead to a cohesive PK-16+ system to hold universities and school districts accountable for the aggressive recruitment, preparation, support, and retention of quality teachers who produced higher achieving K-12 students. The commission met from September 1999 to May 2001.

Our teacher education program in Foreign Languages is committed to preparing pre-service and in-service teachers for 21st century classrooms. Southeastern admits students on a self-selected basis, subject to qualification. As a selective admissions institution, Southeastern screens all applicants. Those who qualify are admitted to the University; however, some colleges and programs impose additional requirements that must be met prior to admission to the Upper Division.

The Southeastern Louisiana University College of Education and Human Development requires that potential candidates meet all of the following criteria prior to admission to the Upper Division (Teacher Education Program):

- Satisfactory completion of all courses listed for the freshman curriculum (adjusted grade point average of at least 2.5 on all work completed, and passing grades on all courses; "C" or better required for English 101-102 and all courses in the certification area);
- Passing scores on the PPST (Reading, Writing, and Mathematics);
- Submission to the College of Education of a formal application for admission to the Teacher Education Program no later than the semester in which the candidate will complete 45 hours.

A candidate who fails to complete all requirements must submit it a formal appeal to the COEHD's Selective Admissions Committee. Candidates who are able to complete all requirements within one semester ordinarily receive an extension; those who are denied admission are required to change majors but may be readmitted on subsequently meeting requirements for the Teacher Education Program. Special consideration is given to

minority candidates and others with extenuating circumstances (e.g., persons who return to college in their mature years but whose early efforts produced low grade point averages). Up to 10% of those admitted may be granted provisional admission for one semester to allow them to begin the professional course sequence while completing initial requirements.

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.

Candidates pursuing a degree in the Foreign Language (French and Spanish) Education Program at Southeastern Louisiana University participate in a comprehensive program of structured field experience beginning with observation and class participation in the sophomore year and advancing to a deeper involvement in the senior year for a total of 180 hours before they begin student teaching. Field experience is assigned by the director of Field experience in the College of Education and Human Development in collaboration with faculty in the department of Foreign Languages and Literatures.

Course Numbers and Titles	Listing of Site-Based Performance Activities	Number of Hours Required for Site-Based Experiences
COMM 210 Communicating in the Classroom	Candidates will work with individuals and small groups of students in a variety of options, including tutoring and assisting with extracurricular scholastic activities [debate teams, school newspapers, yearbooks, radio or television stations, and plays].	20 hours
FREN /SPAN 303	Candidates will observe elementary, middle, and high school levels. They will assist with classroom activities, such as conversation, compositions, collecting reading material, songs and videos	10 hours
FLAN 401	Candidates will work in area elementary and secondary classrooms. They will assist teachers through conducting individual tutorials, facilitating small writing groups, responding to student writers' work in progress, and teaching occasional mini-lessons. Students' work will apply prior training in FLAN 401, and their work will feed back into the course as "teacher research" leading to individual and group-based critical reflection.	15 hours

FLAN 403	Candidates will gain direct-contact experience by working in area primary and secondary classrooms. They will assist teachers through conducting individual tutorials in grammar, facilitating small group work, and teaching occasional lessons.	20 hours
EDUC 201 Introduction to Education	Candidates will observe classrooms, assist individual and small groups of students, interview a foreign language, and attend a school board meeting.	10 hours
EDUC 211 Diversity in Education	Candidates will observe classrooms with representative populations of diverse learners for ten hours and participate in ten hours of service-learning experiences that address needs of diverse learners.	5 hours
SPED 210 Characteristics of Individuals with Exceptionalities	Candidates observe teachers of individuals with disabilities, and work with students with disabilities. The candidates also interview a regular classroom teacher, a special education teacher and a student with a disability.	10 hours
EDUC 407 Tests and Measurements	Candidates will observe in regular and special education classrooms to note various assessment measures (including alternative assessments), and will work with the classroom teachers to analyze test scores and other assessments.	10 hours
EPSY 301 Educational Psychology of Children and Adolescents	Candidates will participate in field experiences that focus on the development of students in primary/middle/secondary grades. Projects will include work with individual or small groups of students.	10 hours
EDUC 315 Classroom Management and Motivation for Beginning Teachers	Candidates will observe and interview classroom teachers in diverse teaching situations in order to ascertain how the knowledge and skills acquired in the course are used in the actual classroom setting, and to analyze the impact of effective classroom management strategies on student learning.	15 hours
EDUC 472 Teaching Reading in the Content Areas	Candidates will observe classrooms, and assist individuals and small groups of students with reading strategies, related to their subject content in middle and/or high school settings.	15 hours
EDUC 490 Special Methods in High School Subjects	Candidates teach four weeks in a public setting and observe their mentor teachers.	40 hours
EDUC 486 Student Teaching in the Elementary School	All day, all semester student teaching experiences, including 270 hours of observation, participation, and conferencing with a minimum of 180 actual clock hrs of teaching. A substantial portion of the 180 hours is in full day teaching under supervision of the assigned cooperating teacher. Teacher candidates may request first through fifth grade as their placement for this experience.	270 hours
		Total: 450 hours

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.

A person desiring to become a teacher must maintain academic standards and demonstrate qualifications for successful teaching including satisfactory performance in field experiences. Therefore, the College of Education and Human Development at Southeastern Louisiana University reserves the right to recruit, admit, and retain in the Professional Program in Teacher Education only those students who show evidence of being capable of performing in an acceptable professional manner. Certification requirements are specified by the State Legislature, and/or the Board of Elementary and Secondary Education and coordinated by the State Department of Education. Students are required to submit an application for admission to the Professional Program in Teacher Education. Each candidate's application must be reviewed for compliance with the standards of Selective Admission and Retention in Teacher Education (SARTE) and by the Dean of the College of Education and Human Development. Candidates who make proper application will be screened and placed in one of the three categories described below:

1. *FULL STATUS* indicates that all screening components have been met, and the candidate is eligible to schedule remaining Professional Education Courses (EDUC and EPSY prefix courses). To be admitted to *Full Status*, a candidate must:
 - a) Have a minimum 2.5 cumulative or degree grade point average (based on a minimum of 30 credit hours).
 - b) Maintain a cumulative or degree grade point average of 2.5 or better.
 - c) Achieve a passing score on PRAXIS I PPST-Reading, Writing and Mathematics (refer to the Louisiana Department of Education website for current passing scores) or a 22 Composite on the Enhanced ACT.
 - d) Achieve a grade of C or better in English 102.
 - e) Achieve a grade of B or better in Education 201 and 211.
 - f) Complete a speech and hearing screening.
 - g) Participate in a group interview screening.
 - h) Have never been convicted of a felony.
2. *PROVISIONAL STATUS* may be granted to a student who has a minimum cumulative grade-point average of 2.5 or above and a B or better in Education 201 and 211 or 202 depending upon degree program, but who is deficient in one or more of the remaining screening components. Provisional status students may not schedule any professional education courses beyond EDUC 211; however, they may schedule EPSY 311.
3. Candidates who do not meet criteria for either full or provisional status receive *Ineligible Status*.

Portfolios: Candidates are required to submit a series of performance-based portfolios consisting of reflections, artifacts, and evidence demonstrating knowledge, skills, and dispositions as indicated in the Louisiana Components of Effective Teaching and the Conceptual Framework. The portfolios (1) allow candidates to demonstrate, through reflections, their understanding of how the artifacts contained in the portfolio meet the program outcomes; (2) provide a process by which candidates can become reflective practitioners to foster continuous improvement; and (3) document the candidates' competence as an educator from the Introductory through the Developmental and Competency Levels. Through the portfolio process, evaluators have an

opportunity to identify areas for improvement at each level of assessment and develop a plan for remediation when necessary. By completing and submitting portfolios, candidates gain an understanding that they are ultimately responsible for acquiring the knowledge and skills necessary for being effective classroom teachers. Candidates are required to submit an Introductory Level Portfolio as a prerequisite to their methods class (EDUC 490), a Developing Level Portfolio as a requirement for student teaching, and a Competency Level Portfolio as a requirement for graduation. Candidates must receive passing evaluations on each level before proceeding to the next.

Retention Procedures: To remain in the Foreign Language Education Program, candidates must maintain a 2.5 GPA or better and exhibit professional behaviors. On-going screening utilizing the standards of the Professional Program in Teacher Education will occur each semester. Students are permitted to enroll in an EDUC and EPSY courses only twice. Students are permitted to repeat only two EDUC and EPSY courses. Students demonstrating behaviors or characteristics that make it questionable whether they can succeed in the teaching profession will be referred for review and may result in one of the following:

1. No action being taken but further observations.
2. Recommendation of a Professional Improvement Plan (monitored by the Coordinator of the Teacher Development Program).
3. Referral to SARTE which may recommend probation with specified conditions, temporary suspension from the Teacher Education program with specified conditions, or expulsion for the Teacher Education program.

Appeal Procedures: Students who wish to appeal decisions of the SARTE Committee may do so in writing to the Dean. If students demonstrate behaviors, dispositions, or characteristics that make it questionable whether they can succeed in teaching, they will be referred a review. A review may result in:

1. No action being taken except for further observations.
2. Recommendation of a Professional Improvement Plan, monitored by the Coordinator of the Teacher Development Program.
3. Referral to the SARTE Committee that may recommend probation with conditions, temporary suspension from the program with conditions, or expulsion.

Requirements for Student Teaching: To be eligible for student teaching, Foreign Language Education majors must meet the following requirements:

1. Be seniors (have at least ninety hours of credit).
2. Have been registered in the College of Education and Human Development for at least three semesters.
3. Pass all parts of PRAXIS I PPST in Reading, Writing, and Mathematics or have a 22 Composite score on the Enhanced ACT.
4. Have a cumulative or degree grade point average of 2.5 and a 2.5 cumulative or degree grade point average in work completed at Southeastern.
5. Have completed and earned a grade of “C” or better in all required professional courses (Education and Educational Psychology).
6. Have completed and earned a grade of “C” or better in all required courses in their primary and secondary teaching areas.

7. Pass the following PRAXIS II examinations with the respective qualifying scores:
 - Principles of Learning and Teaching, 161
 - French/Spanish: Content Knowledge, 160
8. Have completed Education 201 and 211 with a grade of “B” or better.
9. Have completed the final methods course (EDUC 490) at Southeastern with a grade of “C” or better.
10. Have completed an approved Developing Level portfolio.
11. Apply for student teaching one semester prior to the semester during which they plan to do their student teaching. The Director of Student Teaching will assign the grade or subject and the supervising teachers under whom the students will work.
12. Have approval of the Director of Student Teaching.
13. Have a statement from their Department Head certifying that they are competent in the subject matter in which they are seeking certification.

Requirements for Graduation: To graduate, Foreign Language Education candidates must:

1. Pass courses (with required grades) in the core curriculum and specialized education courses (see attachment).
2. Earn a cumulative or degree G.P.A. of 2.5 and a 2.5 cumulative or degree G.P.A. in all Southeastern work.
3. Have no grade lower than a B in Education 201 and 211 and have no grade lower than a C in other professional courses (EDUC and EPSY).
4. Complete 270 hours in all-day, all-semester student teaching (180 hours of actual teaching).
5. Demonstrate computer literacy in the following ways: a) use computers to aid in learning, solving problems, and managing information; and b) have knowledge of function, applications, capabilities, limitations and related technology.
6. Have completed an approved Competency Level Portfolio.

4. Description of the relationship¹ of the program to the unit’s conceptual framework.

The Department of Foreign Languages and Literatures supports the University's educational, economic, and cultural mission by nurturing the life-changing experience of contact with foreign cultures. Fundamental to this mission is the belief that language and communication skills are essential to students' success in an increasingly global society. The Department of Foreign Languages and Literatures is aligned with the Conceptual Framework of the College of Education and Human Development at Southeastern Louisiana University:

Knowledge of the Learner (KL): The faculty of the Department of Foreign Languages and Literatures believe that candidates’ understanding of the learner is necessary to provide effective and equitable instruction. Our faculty prepares candidates to demonstrate sensitivity to the needs of all learners, teachers, and students. Candidates acquire an understanding of learners as individuals and incorporate this knowledge through the progression of their educational experiences at Southeastern Louisiana University. As effective professionals, they continue this practice throughout their careers. Diversity is an integral part of the program as candidates are assigned to diverse educational settings with diverse ethnicity, culture, and economics to participate in field experiences. Each candidate is expected to work to ensure that all members of

¹ This response should describe the program’s conceptual framework and indicate how it reflects the unit’s conceptual framework.

the learning community treat one another with respect and dignity. We strive to create a school culture that promotes respect and success for all students. Candidates also engage in activities that emphasize the diversity of learners and learners' needs, developing a variety of instructional practices.

Strategies and Methods (SM): The effective professional demonstrates best leadership practices through inquiry, creative, and reflective thinking. Strategies and methods of adult learning are used to teach candidates to apply these strategies and methods throughout the program. The instructors engage candidates in building on personal reservoirs of classroom experiences in the processes of analysis and decision-making. Diversity is an integral part of the strategies and methods used in the university classroom and exhibited by candidates as they observe and participate within the learning community. In the classroom and in field-based activities candidates acquire sensitivity to and respect for diverse cultures, their traditions and celebrations.

Content Knowledge (CK): Candidates exhibit depth of knowledge in the linguistic, artistic, and cultural traditions of the speakers of their target language as well as knowledge of effective teaching and learning skills and strategies. Candidates learn about diverse cultures and the relationship of these cultures to teaching and learning and communication with families. To work with all elements of the community, candidates recognize, value, and communicate effectively with various cultural, ethnic, racial, and special interest groups. Technology applications for school and instructional management are taught as basic content knowledge. Other software applications are presented and used throughout the program.

Professional Standards (PS): Candidates in the Foreign Language Education program incorporate appropriate professional standards at the grade, state, and national level as they progress through their coursework. Learner outcomes in each professional education course are aligned with the Louisiana Components of Effective Teaching (LCET), Interstate New Teachers Assessment and Support Consortium (INTASC), the American Council of Teachers of Foreign Languages (ACTFL), and the Conceptual Framework of the College of Education and Human Development (COEHD).

The Department of Foreign Languages and Literatures has redesigned its program to better reflect ACTFL standards and further develop our candidates' knowledge, skills, and dispositions. The Department's faculty is our principal strength, having native speakers in every language we teach. Our faculty takes a caring and personal interest in their students, striving to provide an overall positive learning experience. Our faculty are well-trained, highly qualified, recognized both nationally and internationally, and represent a variety of disciplines ranging from technological and educational areas of expertise to literary research and linguistic fields in foreign languages. Our goals are to provide:

- High-quality instruction;
- Authentic cultural interaction through short-term and long-term (semester and year-long) study abroad programs, internships in local companies of local educational facilities and international reach, and other cultural opportunities on- and off-campus;
- Linguistic and cultural expertise in support of the university as a whole: local and regional schools, and the wider community;

- A broad range of scholarly work.

5. Indication of whether the program has a unique set of program assessments and the relationship of the program's assessments to the unit's assessment system.

The Department of Foreign Languages and Literatures submits an annual major field assessment to the University's Internal Review Board which includes students' responses to the exit survey. Other assessments specific to foreign languages are required within the framework of ACTFL/NCATE standards and are implemented by way of the methods course, content course work which requires oral and written assessments at all levels of instruction, student teaching and field experiences.

Candidates' performance will be assessed through examinations of content knowledge, portfolios that will include personal philosophies, lesson plans/evaluations, self-reflections, and teaching evaluations by professors and mentor teachers, portfolios of students' work, standardized test scores, exit exam, and state certifications exams (i.e. PRAXIS tests). In addition to coursework, candidates must meet other requirements for admission to the Professional Teacher Education Program as contained in SARTE procedures. The requirements are a 2.5 cumulative GPA, a speech/hearing screening, a group interview, successful completion of the Pre-professional Skills Test of the PRAXIS, and a minimum of C in the Introduction to Education course and C or better in English Composition. Assessments that are unique to Foreign Language Education include the ACTFL OPI and the Professional Development Log included in their portfolio.

The Foreign Language Education Program develops candidates' French and Spanish proficiency in all areas of communication, with a primary emphasis on oral proficiency. All upper-level courses are taught entirely in Spanish. The program has language, linguistics, culture, and literature components (see Program of Study attachment). Candidates experience technology in all of their courses, and in the past two years, all classrooms have been "fully wired." Candidates are expected to integrate technology into their teaching. The Department has two state-of-the-art language laboratories, equipped with all the latest in technology and software. All French and Spanish majors are highly encouraged to complete a structured study abroad experience. The majority of French and Spanish Education candidates participate in Southeastern programs in France and Belgium and Hispanic countries. Past experiences included Mexico, Costa Rica and Ecuador. In summer 2008 a new intensive program in Spain will be added.

The impact of candidates on PK-12 student achievement will be measured by Assessment Plan, methods, and student Teaching Instrument. Both formative and summative evaluations of class work, projects, and field experiences are administered at each level of the candidates' program. Components of Effective Teaching form the basis of instruments used to assess candidates' impact on students' learning. Observation instruments in each methods course are also aligned with ACTFL, LaTAAP and student teaching. Examples of instruments used to assess student learning are checklists and rubrics, journal reflections, anecdotal records of observations and interactions, criterion-referenced tests, and alternative assessment measures to fulfill the needs of diverse learners.

Section I
Program of Study

CURRICULUM IN FRENCH EDUCATION
LEADING TO THE DEGREE OF BACHELOR OF ARTS
2006-2007

COURSE DEPARTMENT AND NUMBER	COURSE NAME
FRENCH (36 credits) ²	
FREN 101 (3 cr.)	Elementary French I
FREN 102 (3 cr.)	Elementary French II
FREN 201 (3 cr.)	Intermediate French I
FREN 202 (3 cr.)	Intermediate French II
FREN 303 (3 cr.)	French Textual Commentary
FREN 311 (3 cr.)	Advanced French Grammar
FREN 312 (3 cr.) ³	Advanced French Composition and Syntax.
FREN 314 or 324 (3 cr.)	French Culture and Civilization. Francophone Culture and Civilization
FREN 319 (3 cr.)	Advanced French Phonetics
FREN 320 (3 cr.)	Introduction to Literature in French
FREN 423 (3 cr.)	Special Topics in French and Francophone Studies
FLAN 401 (3 cr.)	Applied Linguistics and Methodology
FLAN 403 (3 cr.) ⁴	Service-Learning Internship
EDUCATION (33 credits) ⁵	
EDUC 201 (1 cr. – must be taken concurrently with EDUC 211)	Introduction to Education
EDUC 211 (2 cr.)	Diversity in Education
SPED 210 (2 cr.)	Characteristics of Individuals with Exceptionalities
EPSY 311 (3 cr.)	Adolescent Psychology
EPSY 315 (3 cr.)	Classroom Management and Motivation for Beginning Teachers
EDUC 407 (3 cr.)	Tests and Measurements
EDUC 472 (3 cr.)	Teaching Reading in the Content Areas
EDUC 475 (1 cr.)	Current Issues in Elementary/Secondary Education
EDUC 490 (6 cr.)	Special Methods in High School Subjects
EDUC 486 (9 cr.)	Student teaching in the Secondary Schools
ENGLISH (9 credits)	
ENGL 101 (3 cr.)	Freshman Composition
ENGL 102 ⁶ (3 cr.)	Critical Reading and Writing
ENGL 230, 231 or 232	World Literature OR English Literature OR American Literature
COMMUNICATION (3 Credits)	
COMM 210 (3 cr.)	Communicating in the Classroom

² A grade of C or better is required in these courses.

³ This course fulfills the computer literacy requirement.

⁴ FLAN 403 is not mandatory in the present curriculum, but students are highly recommended to take the course.

⁵ A grade of C or better is required in these courses.

⁶ A grade of C or better is required in these courses.

MATHEMATICS (6 credits) ⁷	
MATH 160 or 161 (3 cr.)	Explorations in College Algebra OR College Algebra
MATH 162, 163, 165, 185, or 241 (3 cr.)	Plane Trigonometry OR Calculus for the Biological, Business and Social Sciences OR Pre-calculus with Trigonometry OR Contemporary Mathematics OR Elementary Statistics.
SCIENCE (9 credits) ⁸	6 hours in a two-semester sequence of a biological science plus a physical science OR a two-semester sequence of a physical science plus a biological science.
HISTORY (3 credits)	
HISTORY ELECTIVE (3 cr.)	May include any History course
SOCIAL STUDIES (6 Credits)	
SOCIAL SCI ELECTIVE (6 cr.)	May include any course in Anthropology, Political Science, Economics, Geography, Psychology or Sociology
ELECTIVES & OTHERS (4-5 Credits)	
ORIENTATION 101 ⁹ (0-1 cr.)	Freshman Orientation
LS 102 (1 cr.)	Bibliography
ART 105 or 106, MUS 151, THEA 131 or DNC 302 (3 cr.)	Survey of World Art History I or II OR Introduction to Music OR Introduction to the Theatre OR History and Survey of Dance
SECONDARY TEACHING AREA (19-21 Credits)	Secondary teaching area requires at least 19 hours, although some secondary teaching areas may require additional hours.

⁷ Students who have credit for Math 161 may take any of these courses; students having credit for Math 160 may take only Math 162, 185, or 241.)

⁸ See the General Education Requirements in the University Policies chapter of the catalog for the approved sequenced courses.

⁹ Orientation 101 is not required of transfer or readmitted Southeastern students with 30 hours or more.

CURRICULUM IN SPANISH EDUCATION
LEADING TO THE DEGREE OF BACHELOR OF ARTS
2006-2007

COURSE DEPARTMENT AND NUMBER	COURSE NAME
SPANISH (36 credits)¹⁰	
SPAN 101 (3 cr.)	Elementary Spanish I
SPAN 102 (3 cr.)	Elementary Spanish II
SPAN 201 (3 cr.)	Intermediate Spanish I
SPAN 202 (3 cr.)	Intermediate Spanish II
SPAN 303 (3 cr.)	Spanish Textual Commentary
SPAN 311 (3 cr.)	Advanced Spanish Grammar
SPAN 312 (3 cr.) ¹¹	Advanced Spanish Composition and Syntax.
SPAN 314 or 324 (3 cr.)	Hispanic Civilization OR Latin American Culture and Civilization
SPAN 319 (3 cr.)	Advanced Spanish Phonetics
SPAN 320 (3 cr.)	Introduction to Literature in Spanish
SPAN 423 (3 cr.)	Special Topics in Hispanic Studies
FLAN 401 (3 cr.)	Applied Linguistics and Methodology
FLAN 403 ¹² (3 cr.)	Service-Learning Internship
EDUCATION (33 credits)¹³	
EDUC 201 (1 cr. – must be taken concurrently with EDUC 211)	Introduction to Education
EDUC 211 (2 cr.)	Diversity in Education
SPEL 210 (2 cr.)	Characteristics of Individuals with Exceptionalities
EPSY 311 (3 cr.)	Adolescent Psychology
EPSY 315 (3 cr.)	Classroom Management and Motivation for Beginning Teachers
EDUC 407 (3 cr.)	Tests and Measurements
EDUC 472 (3 cr.)	Teaching Reading in the Content Areas
EDUC 475 (1 cr.)	Current Issues in Elementary/Secondary Education
EDUC 490 (6 cr.)	Special Methods in High School Subjects
EDUC 486 (9 cr.)	Student teaching in the Secondary Schools
ENGLISH (9 credits)	
ENGL 101 (3 cr.)	Freshman Composition
ENGL 102 ¹⁴ (3 cr.)	Critical Reading and Writing
ENGL 230, 231 or 232	World Literature OR English Literature OR American Literature
COMMUNICATION (3 Credits)	
COMM 210 (3 cr.)	Communicating in the Classroom
MATHEMATICS (6 credits)¹⁵	
MATH 160 or 161 (3 cr.)	Explorations in College Algebra OR College Algebra
MATH 162, 163, 165, 185, or 241 (3 cr.)	Plane Trigonometry OR Calculus for the Biological, Business and

¹⁰ A grade of C or better is required in these courses.

¹¹ This course fulfills the computer literacy requirement.

¹² FLAN 403 is not mandatory in the present curriculum, but students are highly recommended to take the course.

¹³ A grade of C or better is required in these courses.

¹⁴ A grade of C or better is required in these courses.

¹⁵ Students who have credit for Math 161 may take any of these courses; students having credit for Math 160 may take only Math 162, 185, or 241.)

	Social Sciences OR Pre-calculus with Trigonometry OR Contemporary Mathematics OR Elementary Statistics.
SCIENCE (9 credits) ¹⁶	6 hours in a two-semester sequence of a biological science plus a physical science OR a two-semester sequence of a physical science plus a biological science.
HISTORY (3 credits)	
HISTORY ELECTIVE (3 cr.)	May include any History course
SOCIAL STUDIES (6 Credits)	
SOCIAL SCI ELECTIVE (6 cr.)	May include any course in Anthropology, Political Science, Economics, Geography, Psychology or Sociology
ELECTIVES & OTHERS (4-5 Credits)	
ORIENTATION 101 ¹⁷ (0-1 cr.)	Freshman Orientation
LS 102 (1 cr.)	Bibliography
ART 105 or 106, MUS 151, THEA 131 or DNC 302 (3 cr.)	Survey of World Art History I or II OR Introduction to Music OR Introduction to the Theatre OR History and Survey of Dance
SECONDARY TEACHING AREA (19-21 Credits)	Secondary teaching area requires at least 19 hours, although some secondary teaching areas may require additional hours.

¹⁶ See the General Education Requirements in the University Policies chapter of the catalog for the approved sequenced courses.

¹⁷ Orientation 101 is not required of transfer or readmitted Southeastern students with 30 hours or more.

ATTACHMENT A
Candidate Information

Program: BA French Education		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers¹⁸
Fall 2006	1	
2005-2006	2	
2004-2005	4	1
Spring 2004	1	

Program: BA Spanish Education		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
Fall 2006	19	
2005-2006	13	2
2004-2005	8	1
Spring 2004	4	

¹⁸ 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.

ATTACHMENT B
Faculty Information

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

Faculty Member Name	Highest Degree, Field, & University ¹⁹	Assignment: Indicate the role of the faculty member ²⁰	Faculty Rank ²¹	Tenure Track (Yes/No)	Scholarship, ²² Leadership in Professional Associations, and Service: ²³ List up to 3 major contributions in the past 3 years ²⁴	Teaching or other professional experience in P-12 schools ²⁵
Bornier, Evelyne	PhD French Louisiana State University	Assoc. Professor of French and Francophone Lang., Lit. and Culture; Supervisor practicum and internship French candidates	Associate Prof.	Yes	President of CODOFIL Consortium (Council for the Development of French in Louisiana) <u>Publications:</u> "Entretien avec Alek Baylee." <i>Le Maghreb Littéraire</i> (Toronto), Printemps 2007. <u>Conferences:</u> • "T'as Rien compris à Fouad Laraoui : Les dents de l'écrivain". 60 th Annual Kentucky Foreign Language Conference. Panel organizer and co-presenter. "Basic Principles and Benefits of Service Learning". Co-presenters: Ms. Marta Gumpert, Dr. Cheryll Javaherian, Dr. Katherine Kolb, Dr. Margaret Marshall, and Ms. Mariela Sánchez. Lafayette, LA, March 30-31, 2007. <u>Grants:</u> • \$2,500 Student Government Association grant to organize French Parisian style cabaret concert with Chicago artist Claudia Hommel.	Service Learning Coordinator for French. Collaborative work with Midway Elementary in Natalbany, Albany high School, and Martha Vinyard Elementary in Ponchatoula. 2003-2007

¹⁹ e.g., PhD in Curriculum & Instruction, University of Nebraska

²⁰ e.g., faculty, clinical supervisor, department chair, administrator

²¹ e.g., professor, associate professor, assistant professor, adjunct professor, instructor

²² *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.

²³ *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.

²⁴ e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

²⁵ 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.

Day, Rebecca	<i>Ed. D.</i> Home Economics Education, Oklahoma State University	Director of Student Teachers	Associate Professor	Yes	Chair of the Council of Teacher Education, MAT Review Committee Member	Certification: PK-12 Teaching Experience: 1 yr. Other: University Supervisor
Gumpert, Marta	<i>MSE</i> French and Spanish <i>Southeastern Louisiana Univ.</i>	OPI Spanish interviewer/ Instructor of French and Spanish/ Supervisor of Early Student teaching and Internship	Instructor	No	Southeastern Head Start Program, Southeastern Lab School, Oral Proficiency Tester, "Early Childhood Foreign Language Acquisition: Activities Created and Implemented in a Pedagogical Partnership"- Presented at The Twelfth International Conference on Language Learning in Granada, Spain, 11-14 July, 2005 Director Study Abroad in Ecuador	Southeastern Head Start, Southeastern Lab School, Taught at Montessori School for 4 years.
Harrison, Lucia	<i>PhD, Spanish, University of Kentucky</i>	Department Head of Foreign Languages & Lit.	Associate Professor	Yes	Study Abroad Program in Italy, President's Award for Teaching Excellence; Advisor; Redesigned Curriculum; Faculty development grants; Students technology grants; Conference: Issues Impacting Foreign Language Education in Louisiana. LFLTA ; Articulating Foreign Language Study from High School through University. LFLTA	Spanish and Italian k-1 (2 years exp.); Facilitator for introducing Spanish at lab school.
Javaherian, Cheryll	<i>PhD in Spanish Louisiana State University BSE Henderson State University</i>	Supervisor of Early Student teaching; Advisor of French and Spanish, Supervisor of Internship	Assoc. Professor	Yes	University Representative for the Board of LFTL, Southeastern Head Start Program, Southeastern Lab School, Southeastern Spanish Summer Camp, "Service Learning in Early Childhood Foreign Language Acquisition: Rationale, Methodology, and Results Achieved in an Ongoing Pedagogical Study"- presented at The Twelfth International Conference on Language Learning in Granada, Spain, 11-14 July, 2005	Head Start, Lab School, Taught High School English and Spanish for 2 years.
Kolb, Kathy	<i>PhD French, Yale University</i>	Professor of French and German; French table coordinator;	Professor	Yes	Coedited a journal issue L'Esprit créateur, 47.2 (Ouvertures musicales). Ed. Katherine Kolb and Jean-Louis Pautrot. Summer 2007; see pp. 101-114 "Music and the Feminine in Pascal Quignard". Published "Berlioz's Othello." The Musical Voyager. Ed. David Charlton and Katharine Ellis (Frankfurt am Main: Peter Lang, 2007): 241-262 Published "The Tenor of 'Sarrasine'". Publications of the Modern Language Association of America [PMLA] 120.5 (October 2005): 1560-1575. Appointed Distinguished Professor in the Humanities	Supervising French majors at Natalbany middle school

Marshall, Meg	<i>PhD in French Pennsylvania State University</i>	Professor of French and Methods courses (including French Phonetics) OPI French Interviews	Professor	Yes	Oral Proficiency Tester, TEC Committee, Southeastern Study Abroad Program in France, Chevalier dans l'Ordre des Palmes Académiques Award	Taught French P-5 for four years
Salcedo, Claudia	<i>PhD Curriculum and Instruction Louisiana State University</i>	Assist. Professor of Spanish and Meth. Placement tests administrator	Assist. Professor	Yes	Director of the Southeastern Foreign Language Resource Center, Southeastern Study Abroad Program in Mexico and Costa Rica. Member of Council Teacher Education	Taught Spanish 1 & 11 – High School for 2 years. Involved in Distance learning
Sanchez , Mariela	<i>MA Architecture 18+ hrs in Graduate studies in Spanish</i>	Supervisor Service learning/ instructor 8th ⁿ grade, University Lab. School and Head Start	Instructor	No	Co-presenter. "Basic Principles and Benefits of Service Learning", annual conference of the LFLTA, Lafayette, LA (March 2007)	Teaching Spanish grade 7-8 University Lab. School Supervising candidates P-12th Taught at Trafton , Christian Academy, St. Thomas Aquinas. Taught elementary level for 10 years
Wood, Francis	M.Ed, Secondary Teaching B.A. Education, English/French Ph.D Educational Leadership, UNO	Faculty-Teaching and Learning	Associate Professor	Yes	Wood, Frances B. & Denel, Tamara. (2006). Using a SWOT analysis in the classroom. <i>Journal of Counseling</i> , XII, 12-21. Wood, Frances B. & Budden, C. (2006). Strategically addressing stress in the academic environment. <i>Journal of College Teaching and Learning</i> , 3(2), 13-17. <i>Bush E., Budden, C., & Wood, Frances B. (2006). Positively influencing the dysfunctional career thoughts of undecided college students. Journal of College Teaching and Learning</i> , 3(3), 81-85. Presentations: Wood, Frances B. (2005). <i>Revolutionizing the First-Year Experience Electronically</i> . International Conference on the First-Year Experience. Southampton, England.	15 years experience PK-12 National Certified Counselor, Qualified Firo Element B Trainer; Specialized Myers-Briggs training; Type A LA Teaching Certificate

ATTACHMENT C: ACTFL/NCATE Program Self-Assessment Table

Required Program Components	YES	NO
1. a. We develop candidates' foreign language proficiency in all areas of communication, with special emphasis on oral proficiency.	<input checked="" type="checkbox"/> Describe briefly in Context narrative.	<input type="checkbox"/> Explain in Context narrative.
b. Our upper-level courses are taught in the foreign language.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Explain in Context narrative.
2. We currently test our candidates' oral proficiency with the OPI or TOPT on an ongoing basis and provide diagnostic feedback to candidates.	Check one: <input checked="" type="checkbox"/> OPI <input type="checkbox"/> TOPT If OPI, check one: <input checked="" type="checkbox"/> Official OPI <input type="checkbox"/> Official Academic Institutional Upgrade <input type="checkbox"/> Official Advanced Level Check	Check one (explain in Context narrative): <input type="checkbox"/> Current plan in place for requiring the OPI. <input type="checkbox"/> No plan for requiring the OPI at this time.
3. Our program has language, linguistics, culture, and literature components.	<input checked="" type="checkbox"/> Describe briefly in Context narrative.	<input type="checkbox"/> Explain in Context narrative.
4. a. Our candidates are required to take a methods course that deals specifically with the teaching of foreign languages.	Check one (describe briefly in Context narrative): <input checked="" type="checkbox"/> Candidates take this course as an offering in our program. <input type="checkbox"/> Candidates take this course at another institution. <input type="checkbox"/> Candidates take an online or distance education foreign language methods course. <input type="checkbox"/> Other	<input type="checkbox"/> Explain in Context narrative.
b. The methods course that candidates take is taught by a qualified faculty member whose expertise is foreign language education and who is knowledgeable about current instructional approaches and issues.	<input checked="" type="checkbox"/> Describe briefly in Context narrative.	<input type="checkbox"/> Explain in Context narrative.
5. Our candidates complete field experiences prior to student teaching that include experiences in foreign language classrooms.	<input checked="" type="checkbox"/> Describe briefly in Context narrative.	<input type="checkbox"/> Explain in Context narrative.
6. Our field experiences, including student teaching, are supervised by a qualified foreign language educator who is knowledgeable about current instructional approaches and issues in the field of foreign language education.	<input checked="" type="checkbox"/> Describe briefly in Context narrative.	<input type="checkbox"/> Explain in Context narrative.
7. We provide opportunities for our candidates to experience technology-enhanced instruction and to use technology in their own teaching.	<input checked="" type="checkbox"/> Describe briefly in Context narrative.	<input type="checkbox"/> Explain in Context narrative.
8. We provide opportunities for our candidates to participate in a structured study abroad program and/or intensive immersion experience in a target language community.	<input checked="" type="checkbox"/> Describe briefly in Context narrative.	<input type="checkbox"/> Explain in Context narrative.

SECTION II— LIST OF ASSESSMENTS

	Name of Assessment ²⁶	Type or Form of Assessment ²⁷	When the Assessment Is Administered ²⁸
1	[Licensure assessment, or other content-based assessment] ²⁹ Praxis II, Content Knowledge test	State Licensure Test	During the senior year, prior to student teaching
2	[Assessment of content knowledge in language to be taught] Cultural investigation	Oral and written presentations on Hispanic culture and/or literary works Oral and written presentations on French and Francophone culture	SPAN 314 or 324 (Hispanic-Latin American Culture) FREN 314 or 324 (French or Francophone Culture) Taken upon achieving 300-level course status, during the junior year of language study.
3	[Assessment of candidate ability to plan instruction] Work sample	Portfolio with lesson plan samples, student-made teaching materials, documents for self-assessment and instructor-assessment	End of Methods class, prior to student teaching
4	[Assessment of student teaching] Student teaching final report	Summative assessment of teaching	End of student teaching
5	[Assessment of candidate effect on student learning] Evaluation of Pedagogical Internship Performance and Assessment Plan	Descriptive, analytical, and reflective journal essays on service-learning/practicum and pedagogy formal assessments of overall teaching experience in the classroom, including lesson plan preparation, creation of lesson materials, implementation of lesson plans, and assessment of outcomes: checklist assessment for youngest learners (pre-k); written unit exams, with an oral component for learners above pre-k level	Plan 403, Internship, upon achieving 300-level or above
6	[Assessment of candidate oral proficiency] ACTFL Oral Proficiency Interview	Official OPI (French and Spanish)	Semester prior to student teaching
7	Additional assessment that addresses ACTFL standards (required)] Special projects	Oral interviews with native speakers	End of FREN/SPAN 202, Intermediate French/Spanish
8	Additional assessment that addresses ACTFL standards (optional)] Professional Development	List included in portfolio. Professional involvement with department initiatives to promote the study of foreign languages. Paper presentation at LFLTA or other professional meetings.	End of Methods class

¹Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

²⁷ Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

²⁸ Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specific title and number], or completion of the program).

²⁹ If licensure test data is submitted as Assessment #1, the assessment and scoring guide attachments are not required. If the state does not require a licensure test, another content based assessment must be submitted (including the assessment and scoring guide)

SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each ACTFL standard on the chart below, identify the assessment(s) in Section II that address each standard. One assessment may apply to multiple ACTFL standards.

ACTFL STANDARD ³⁰	APPLICABLE ASSESSMENTS FROM SECTION II
<p>1. Language, Linguistics, Comparisons. Candidates (a) demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency (See the following 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.</p>	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
<p>2. Cultures, Literatures, Cross-Disciplinary Concepts. Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and its 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 perspectives 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.</p>	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8
<p>3. Language Acquisition Theories and Instructional Practices. Candidates (a) demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction and (b) develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p>4. Integration of Standards into Curriculum and Instruction. Candidates (a) demonstrate an understanding of the goal areas and standards of the <i>Standards for Foreign Language Learning</i> and their state standards, and they integrate these frameworks into curricular planning; (b) integrate the <i>Standards for Foreign Language Learning</i> and their state standards into language instruction; and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources.</p>	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

³⁰ NCATE will provide a link to the full set of SPA standards, including rubrics and supporting explanations.

ACTFL STANDARD³⁰	APPLICABLE ASSESSMENTS FROM SECTION II
<p>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.</p>	<p><input checked="" type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input checked="" type="checkbox"/>#4 <input checked="" type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>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.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input checked="" type="checkbox"/>#3 <input checked="" type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input checked="" type="checkbox"/>#8</p>

SECTION IV—EVIDENCE FOR MEETING STANDARDS

Assessment 1. Licensure assessment

State Licensure Exam in French and Spanish: PRAXIS II Content Knowledge Test

Brief Description of the Assessment

Teacher candidates in foreign languages (French/Spanish) are required to take the ETS Praxis II Content Knowledge Test as a requirement for state teacher licensure. The form of PRAXIS II that Louisiana candidates take in French/Spanish consists of:

- listening comprehension;
- structure of the language;
- reading comprehension;
- culture.

Alignment of the Assessment with the ACTFL/NCATE Standards

This assessment addresses in partial form the following standards:

Standard 1.a.: The test includes interpretive listening and reading.

Standard 1.b.: “Candidates know the linguistic system; recognize the changing nature of language...” The exam includes a “structure of the language” section that addresses grammar, morphology, syntax, semantics, and phonology.

Standard 2.a.: The test includes a series of culture questions.

Standard 2.b.: The test presents a series of literary texts with comprehension questions to assess candidates’ ability to interpret literary texts.

A brief analysis of the data findings

Since all Education candidates at Southeastern must pass PRAXIS II tests in order to qualify for Student Teaching, we have met the state requirement and have a 100% pass rate among program completers. There is currently no data available for the French Praxis since we have no candidate in French for the period considered.

Through an analysis of the data collected during the testing period from September of 2005 through August 2006, we have found the following:

- Southeastern students who took Praxis II, Spanish Content Test, scored above state average in Listening Comprehension and Structure of the Language.
- Candidates scored state average in Reading Comprehension.
- Candidates scored above national average in Culture.
- The majority of our candidates fall within the 2nd and 3rd quartiles of each section of the test.

Interpretation of Data

Our program meets the NCATE required passing rate of 80% or higher for program completers on the state licensure exam for Spanish, since teacher candidates must pass the test prior to Student Teaching. The report reflects all students who took the test during the time period, which might include students who are attempting the test as a secondary area of

certification or even post baccalaureate candidates from other programs. The data also includes all students who took the test rather than solely the program completers for a given year. We do not receive specific data for each candidate, so we find very difficult to match our program participants with the data results.

We are generally satisfied with the results, but in our constant effort to improve our program and our students' test scores, our department has begun to conduct a review session for teacher candidates to help them to prepare for the exam. We hope that our pass rate on PRAXIS II improves after conducting review sessions each semester.

ATTACHMENT A: ASSESSMENT DESCRIPTION
Description of the PRAXIS II Spanish Content Knowledge Test
Source: <http://www.ets.org/Media/Tests/PRAXIS/pdf/0191.pdf>

I. Interpretive Listening

- Test takers listen to: audio recordings of native Spanish speakers that consist of short conversations, followed by one or more questions; short narrations, followed by one or more questions; and long narrations and dialogues, followed by several questions.
- From the four choices in the test book, the test taker selects the best response.
- Questions are designed to test, correct, or describe phonemic discrimination, understanding of idiomatic expressions, familiarity with vocabulary and structures typical of conversational Spanish, and comprehension of relevant cultural information contained in the spoken material.
- All spoken and written questions in this section are in Spanish.

**II. Structure of the Language
(Grammatical Accuracy)**

- Focus is on the test takers' ability to recognize errors and error patterns in spoken and written Spanish and to analyze the structural components of the language, including speech analysis, writing analysis, language analysis, and grammar analysis.
- Speech Analysis: Test takers listen to audio recordings of spoken Spanish and identify, correct, or describe the type of errors and error patterns they hear, such as basic grammatical errors, pronunciation errors, register, false cognates, and use of slang.
- Writing Analysis: Test takers identify, correct, or describe errors and error patterns in grammar, mechanics, including punctuation, spelling, and capitalization, word choice, and register in passages printed in the test book.
- Language Analysis: Test takers demonstrate knowledge of the structure of the Spanish language, including morphology, word analysis, and vocabulary.
- Grammar Analysis: Test takers select the most appropriate completions for sentences and short paragraphs in which words or phrases have been omitted.

III. Interpretive Reading

- Reading selections are on a variety of topics at various levels of difficulty, from print and non-print sources such as periodicals, the Internet, advertisements, and literature.
- Questions focus on content and organization, implied content, and use of language.
- Test takers answer questions in Spanish based on what has been stated or implied in the selections.

IV. Cultural Perspectives

- Questions focus on: history, contemporary issues, geography, literature and the arts, lifestyles and societies of the Spanish-speaking world, and sociolinguistic elements of Spanish.
- The Culture questions are in Spanish.

ATTACHMENT B: SCORING GUIDE
PRAXIS II Spanish Content Knowledge Test
Source: <http://www.ets.org/Media/Tests/PRAXIS/pdf/0191.pdf>

Number of Questions: 120

Format: Multiple-choice questions based on recorded and printed materials in Spanish.

Content Categories (Knowledge & Competencies Tested)	Approximate Number of Questions	Approximate Percentage of Examination	Points Available in Range
I. Interpretive Listening <i>Actfl/Ncate 1.a</i>	32	27%	30-33
II. Structure of the Language <i>Actfl/Ncate 1.b</i>	34	28%	35-37
III. Interpretive Reading <i>Actfl/Ncate 1a, 2b</i>	31	26%	28-32
IV. Cultural Perspectives <i>Actfl/Ncate 2.a,2b</i>	23	19%	15-22

**ATTACHMENT C: ASSESSMENT DATA
 PRAXIS II SPANISH CONTENT KNOWLEDGE TEST
 160 = Minimum Passing Score
 Testing Period: 09/01/2005 through 08/31/2006**

Test Category	Points Available Range	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct
I. Interpretive Listening <i>Actfl/Ncate 1.a</i>	30-34	77%	72%	78%
II. Structure of the Language <i>Actfl/Ncate 1.b</i>	35-37	71%	66%	74%
III. Interpretive Reading <i>Actfl/Ncate 1a, 2b</i>	28-32	77%	77%	83%
IV. Cultural Perspectives <i>Actfl/Ncate 2.a,2b</i>	18-22	74%	67%	69%

**QUARTILE REPORT: PRAXIS II SPANISH CONTENT KNOWLEDGE TEST
 Testing Period: 09/01/2005 through 08/31/2006**

Test Category	1st Quartile	2nd Quartile	3rd Quartile	4th Quartile	Total
I. Interpretive Listening <i>Actfl/Ncate 1.a</i>	1 20%	2 40%	2 40%	0 0%	5 100%
II. Structure of the Language <i>Actfl/Ncate 1.b</i>	1 20%	2 40%	2 40%	0 0%	5 100%
III. Interpretive Reading <i>Actfl/Ncate 1a, 2b</i>	3 60%	1 20%	0 0%	1 20%	5 100%
IV. Cultural Perspectives <i>Actfl/Ncate 2.a,2b</i>	0 0%	2 40%	2 40%	1 20%	5 100%

**SCORE DISTRIBUTION
 Testing Period: 09/01/2005 through 08/31/2006**

Number of Examinees: 5
 Highest Observed Score 189
 Lowest Observed Score 158
 Median 168
 Average performance Range 161-176

SECTION IV: EVIDENCE FOR MEETING STANDARDS
ASSESSMENT 2:
ASSESSMENT OF CONTENT KNOWLEDGE IN LANGUAGE TO BE TAUGHT
Cultural Investigation

Brief Description of the Assessment

The purpose of this assessment is to acquaint students with the most salient aspects of French/Spanish history and culture, providing a broad discussion of the essential characteristics of these aspects and their contributions to Western civilization, encouraging further exploration of these aspects by the students themselves. Many cultural and literature courses taught in the department of Foreign Languages and Literatures assess the content knowledge. For purposes of this report, I have selected assignments in FREN 314, French Culture and Civilization and SPAN 314, Hispanic Civilization. Both courses are required by French and Spanish Education majors. They are usually completed as first-semester juniors. The courses are offered on campus every three semesters, or in the summer during our study abroad programs. One of the key assessments for the course is a final project in which candidates select a cultural topic that is related to what was studied in the course and investigate it by reading cultural texts in French/Spanish and developing a cultural analysis based on products, practices, and perspectives. Candidates complete the investigation by (1) writing a research paper on the topic in French/Spanish and (2) presenting an individual oral presentation to the class. See Attachment A below for a fuller description of the assignment as given to students and Attachment B below presents two sets of rubrics, one that is used to assess the written paper and the other that is used to assess the oral presentation. Candidates are given the rubrics along with the assignment.

Alignment of the Assessment with the ACTFL/NCATE Standards

Specific ACTFL/NCATE standards addressed in this assessment are outlined as follows: through the delivery of individual and group cultural presentations in our classes, together with the production of an investigative research document, set up according to MLA guidelines, our education candidates address directly the first two standards and Standard 4. Under Standard 1., “Language, Linguistics, Comparisons,” we note that candidates “demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency” as they develop and implement their target-language oral presentations and their written reports (Standard 1. a.). Moreover, the very fact that candidates must engage in research to produce presentational material demonstrates that they “are able to accommodate for gaps in their own knowledge of the target language system by learning on their own.” (Standard 1.b.). Because of the scope of their studies (collectively the entire mother countries of both target languages, which include different dialects, as well as—in the case of Spain—other languages), candidates must also show that they “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.” (Standard 1.c.). Under Standard 2., “Cultures, Literatures, Cross-Disciplinary Concepts,” candidates demonstrate via the very nature of their presentational material, which incorporates multi-disciplinary areas such as music, art, architecture, literature, philosophy, politics, history, social customs, and cuisine, that they are adhering to the concepts incorporated in the first part of Standard 2.a.; more specifically, they “understand the connections among the perspectives of a culture and its practices, and products...” and the entire concepts of 2.b., and 2.c., respectively: “...they recognize the value and role of literary and cultural texts and use them to interpret and reflect

upon the perspectives of the target cultures over time”; and “they integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.” Standard 4, “Integration of Standards into Curriculum and Instruction” is addressed through the development of audio visual materials to aid the oral production and the salient fact that highlights important features of the content of the cultural production for the audience (Standard 4 c.)

A brief analysis of the data findings

Attachment C below presents data results for performance on this assessment from 2004-2006. The Charts illustrate the overall performance (Target, Acceptable, and Unacceptable) of Spanish/French Education majors on the research paper and the individual oral presentation. The grades for overall performance are calculated by adding the total number of points earned for each task and then converting these to a percentage scale based on 10%. Data indicate that all Spanish Education candidates performed in the Target range on both parts of the assessment in the spring semester of 2005. All students in the class performed exceptionally well on this assignment, placing within the Target range or above. Students in the class ranged from Target to Unacceptable, but Spanish/French Education candidates scored well within the Target range on both assignments. The data indicate that on the cultural research paper, candidates were able to develop, discuss cultural phenomena in terms of products, practices and perspectives, organize and express their ideas in a clear fashion, and use the MLA format for citing sources. For the individual and group oral presentations, candidates worked together cooperatively, equitably divided their respective parts, and used effective audio-visual materials and technology, mostly power point, but also including dramatizations with original dialogues, dance demonstrations accompanied by live music, original poetry written and recited in the target language, and culinary demonstrations of specialties from different areas of the target-language country. Their presentations and reports were highly comprehensible. Candidates could improve in the area “Use of Sources.” More specifically, they could learn to use more sources than the minimum number required for these papers and could exhibit more analytical skill with regard to web-based investigative materials. Additionally, mechanics were faulty in the papers of many, probably due to some interference from native language punctuation rules that differ from target language requisites. The majority of the students, with the exception of two native speakers, could improve in their pronunciation skills, especially sounds they highlighted in their presentations, taken from other languages spoken in Spain, and in the case of the non-native candidates, they could also work on grammatical accuracy and fluency.

Interpretation of Data.

Charts in Attachment C below illustrate the performance of French/Spanish Education candidates on each criterion of the rubrics. The assessment data show that all education candidates were able to effectively interpret cultural texts in the target language, use presentational writing to create a written research document on a cultural topic, and use presentational speaking to offer the findings of their investigation to an audience of their peers (Standard 1.a.). Data confirm that candidates demonstrated an understanding of the connections among the perspectives of French/Hispanic cultures and their products and practices, as illustrated through investigation of a cultural topic (Standard 2.a.). Finally, the data analysis illustrates that candidates were able to interpret cultural texts and reflect upon the perspectives of French/Hispanic cultures over time, to incorporate cross-disciplinary fields of study into foreign language instruction, directed to a group of peers, in these cases, and to identify different points of view obtainable solely through the target language (Standard 2.c.).

ATTACHMENT A: ASSESSMENT DESCRIPTION
SPANISH 314: Hispanic Civilization
FRENCH 314: French Culture and Civilization
Cultural Investigation

The cultural investigation project for SPANISH 314 consists of the following:

- 1) A special report, which focuses on a major Spanish city, its historical and political importance, renowned historical persons, artists, writers, musicians, customs, special cuisine, sites of interest to tourists, and the like;
- 2) An oral presentation, presented in class, which include audio-visual props. A guide, with a rubric explaining points, is given to the student to help him/her organize his/her report;
- 3) One portfolio to be turned in for checking at mid-term and at the semester's close. The portfolio includes:
 - a) An essay (half a page, typewritten, double-spaced) in Spanish, describing pre-conceptions about Spain's people and her culture possessed before taking this course. This essay should be finished during the first or second week of classes. ((*Standards 1.a., b., c.; 2.a., b., c.*)
 - b) Answers to all homework questions from the assigned chapters of the text and to all supplementary questions given by the teacher; these should be typewritten (double-spaced) in Spanish. (*Standards 1.a., b., c.; 2.a., b., c.*)
 - c) Three items of interest on different topics (related to Spain) that the student has researched on the Web. A summary of this material (a paragraph for each) should be provided, as well as an assessment as to how useful (or true) the material seems to be, given what the student already knows about the subject, if anything; additionally, the web site address should be given. (*Standards 1.a., b.; 2.a., b.*)
 - d) A follow-up essay (one full typewritten page, double-spaced) in Spanish which takes into consideration the pre-course essay and which explains how the pre-conceptions or misconceptions about Hispanic culture or her people as reflected in that essay have been modified as a result of having further investigated this subject matter during this course. (*Standards 1.c; 2.a., b.*)

The cultural investigation project for FRENCH 314 consists of the following:

- 1) A research paper on the cultural topic of their choice chosen from a list including famous people, monuments, historical events, places of interest, etc.
- 2) A power point oral presentation, including rubrics explaining major points with pictures and other audio-visual support material;
- 3) A portfolio including:
 - a) film reviews of 5 cultural films; a journal based on the presentations of the other students and how these presentations enriched their cultural knowledge. (*Standards 1.a, b; 2.a. b.*)
 - b) homework from each of the chapters covered (*Standards 1.a., b.; 2.a., b.*)
 - c) website research on 5 small items of cultural significance (*Standards 1.a., b.; 2.a.,b.*)
 - d) a self-assessment of what they learned from the course, how it changed their perspective on French culture in general and specifically. (*Standards 1.a.,c.; 2.a., b, .c.*)

ATTACHMENT B: SCORING GUIDE

SPANISH 314: Hispanic Civilization FRENCH 314: French Culture and Civilization Cultural Investigation

Attachment B1: Part A. Oral Presentation

Note: Each Student Receives a Separate Grade on This Part, Although Some Parts Are Scored Together for the Group.

* = individualized score rather than group score

Note 2: French 314 does not do this as a group project but as an individual project so there is no group score and adjustments to the final scoring are indicated below.

Score	Target = 4	Acceptable High = 3	Acceptable Low = 2	Unacceptable = 1
<p>Originality and Quality of Ideas (cultural products, practices, perspectives)</p> <p><i>(ACTFL/NCATE 2.a.,b., c.)</i></p>	<p>Thorough and accurate analysis of cultural products, practices, perspectives as they relate to one another. Ideas throughout the presentation (from beginning to end) show evidence of original, creative, and critical thinking (such as analysis, interpretation, comparison, synthesis, and evaluation). Sound conclusions are given.</p>	<p>Good discussion of products, practices, perspectives, but presentation needs to relate the three to one another more closely. Most of the ideas show evidence of original, creative, and critical thinking. Most of the conclusions are sound.</p>	<p>Some discussion of products, practices, perspectives; may focus on only one of these areas. Some of the ideas show evidence of original, creative, and critical thinking. Some of the conclusions are sound.</p>	<p>Little discussion of cultural products, practices, perspectives, OR analysis is faulty. Very few of the ideas show evidence of original, creative, or critical thinking. Few of the conclusions are sound.</p>
<p>Organization and Expression of Ideas in the Target Language. <i>(ACTFL/NCATE 1.a., b., c.)</i></p>	<p>Most ideas support the main topic and are consistently organized in a logical order. There is avoidance of verbatim repetition. Time limits of 20 minutes strictly adhered to.</p>	<p>Most ideas support the main theme. Ideas are mostly organized in a logical order. There is very little verbatim repetition. Time limits of 20 minutes observed well.</p>	<p>Ideas often do not support the main idea. In several instances, the ideas are not logically organized, OR in several instances, there is verbatim repetition. Time limits (20 minutes) not adhered to at all times: either too much material given for time allowed, or not enough.</p>	<p>Very few of the ideas support the thesis statement. Ideas often are not organized in a logical order, OR paper relies too much on verbatim repetition or it's inappropriate. ; time limits not observed at all; too much material given or too little.</p>

Delivery Performance in the Target Language Section. (ACTFL) <i>(ACTFL/NCATE 1 a., b., c.)</i>	Superior use of language with few errors, no communication breakdown; excellent ability to field all audience questions	Very good use of language with few errors, no communication breakdown; above average ability to answer audience questions.	Good use of language with few errors; very little communication breakdown; some difficulty in fielding answers	Unacceptable use of language with several errors; some communication breakdown is the norm; inability to answer audience questions
Use of Audio-Visual Material. (may include maps, drawings, photos, slides, transparencies,). <i>(ACTFL/NCATE 4.c.)</i>	Use of 3-4 well-selected materials; time limits observed strictly.	Use of 2 well-selected materials; time limits carefully observed.	Use of 1 well-selected material; time limits may or may not be adhered to attentively.	Use of 1 poorly selected audio-visual material; time limits may or may not be strictly observed.
Special Handout for Class: Prepared in Spanish/French. <i>(ACTFL/NCATE 4.c.)</i>	required length adhered to 2 pages max, (excluding maps photos); excellent selection and organization of data; virtually no typographical or grammatical errors; neat in appearance	required length adhered to 2 pages max, (excluding maps photos); above-average selection and organization of data; few typographical or grammatical errors; neat in appearance	may or may not adhere to length requirement; average in selection and organization of data; may have several typographical or grammatical errors; neatness may be lacking	required length not observed; poor selection of data; poor organization of data; typographical and grammatical errors are the norm; neatness is lacking.

**ATTACHMENT B2:
PART B. WRITTEN FORM OF PROJECT.**

	Target = 4	Acceptable High = 3	Acceptable Low = 2	Unacceptable = 1
<p>Originality and quality of Ideas (cultural products, practices, perspectives) :</p> <p><i>ACTFL/NCATE 2.a., b., c.</i></p>	<p>Thorough and accurate analysis of cultural products, practices, perspectives as they relate to one another. Ideas throughout the paper (from title through conclusion) show evidence of original, creative, and critical thinking (such as analysis, interpretation, comparison, synthesis, and evaluation). The paper arrives at sound conclusions.</p>	<p>Good discussion of products, practices, perspectives, but paper needs to relate the three to one another more closely. Most of the ideas in the paper show evidence of original, creative, and critical thinking. Most of the conclusions are sound.</p>	<p>Some discussion of products, practices, perspectives; may focus on only one of these areas. Some of the ideas in the paper show evidence of original, creative, and critical thinking. Some of the conclusions are sound.</p>	<p>Little discussion of cultural products, practices, perspectives, OR analysis is faulty. Very few of the ideas in the paper show evidence of original, creative, or critical thinking. Few of the conclusions are sound.</p>
<p>Organization and expression of ideas</p> <p><i>ACTFL/NCATE 1.a., b., c.</i></p>	<p>All ideas support the thesis statement. Ideas are consistently organized in a logical order. Paper avoids verbatim repetition or inappropriate copying of material.</p>	<p>Most ideas support the thesis statement. Ideas are mostly organized in a logical order. There is very little verbatim repetition or inappropriate copying.</p>	<p>Ideas often do not support the thesis statement. In several instances, the ideas are not logically organized, OR in several instances, there is verbatim repetition or inappropriate copying.</p>	<p>Very few of the ideas support the thesis statement. Ideas often are not organized in a logical order, OR paper relies too much on verbatim repetition or inappropriate copying.</p>
<p>Use of sources</p> <p><i>ACTFL/NCATE 2.b., c.</i></p>	<p>Paper shows evidence of the students' having considered appropriate types and numbers of sources. Students carefully distinguish between their own ideas and those of others. Paper provides the target reader with appropriate amount of background and contextual information.</p>	<p>Paper shows evidence of the students' having considered appropriate types and numbers of sources. Student carefully distinguishes between his/her own ideas and those of others, BUT paper provides in inappropriate amount of background and contextual information.</p>	<p>Paper shows evidence of students' having considered appropriate types and quantities of sources. Paper is inconsistent in distinguishing between students' ideas and those of others, OR is inconsistent in providing appropriate amounts of background information.</p>	<p>Paper shows NO evidence of students' having considered appropriate types and quantities of sources, OR paper does not distinguish between student's ideas and those of others, OR paper gives too much or too little background information.</p>
<p>Mechanics of the essay</p> <p><i>ACTFL/NCATE 1.a., b., c.</i></p>	<p>Paper consistently uses correct grammatical structures and vocabulary, as well as correct spelling, capitalization, accentuation, underlining, and punctuation. Sentence structure is varied. Essay is fully comprehensible and easy to read.</p>	<p>Paper has a few errors in grammatical structures, vocabulary, spelling, capitalization, accentuation, underlining, and/or punctuation. Sentence structure is generally varied, and essay is mostly comprehensible and easy to read.</p>	<p>Paper has many errors in spelling, capitalization, underlining, accentuation, and/or punctuation. BUT paper has FEW errors in grammatical structures or vocabulary; sentence structure is generally varied, and essay is generally comprehensible.</p>	<p>Paper has many errors in grammatical structures and/or in vocabulary. Paper is often difficult to comprehend because of these errors. Paper also has many errors in spelling, capitalization, underlining, accentuation, and/or punctuation.</p>
<p>Mechanics of MLA format</p> <p><i>ACTFL/NCATE 1.a., b.</i></p>	<p>Paper consistently adheres to MLA rules for format, page numbering, citations, footnotes/endnotes, and bibliography/ list of works cited.</p>	<p>Paper deviates in a few areas from the MLA rules for format, page numbering, citations, footnotes/endnotes, and/or bibliography/list of works cited.</p>	<p>Paper often deviates from MLA rules for format, page numbering, citations, footnotes/endnotes, and/or bibliography/list of works cited.</p>	<p>Paper shows little evidence that student consulted MLA rules for writing of research papers.</p>

ATTACHMENT C: ASSESSMENT DATA

CULTURAL INVESTIGATION

2004-2006

Data for Education Candidates Only

FRENCH 314: French Culture & Civilization

Score	Target = 4	Acceptable High = 3	Acceptable Low = 2	Unacceptable = 1
Oral presentation	4	3	3	1
Written Project	5	2	3	1

SPAN 314: Hispanic Civilization

Score	Target = 4	Acceptable High = 3	Acceptable Low = 2	Unacceptable = 1
Oral presentation	3	2	1	
Written Project	4	1	1	

ACTFL/NCATE 1.a., b., c.; 2.a, b., c.; 4c

SECTION IV: EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 3: ASSESSMENT OF CANDIDATE ABILITY TO PLAN INSTRUCTION

FLAN 401: WORK SAMPLE

Brief Description of the Assessment

The purpose of this assessment is to prepare students to teach foreign languages by familiarizing them with current foreign language teaching theory and practice. FLAN 401 is the only education course that focuses on the techniques specific to the teaching of foreign languages, including making lesson plans, designing activities and assessment materials. The course is offered once a year on campus. During the course of the semester, the students build a portfolio of support materials directly usable in their future career in foreign language teaching. This is one of the key assessments for the course. See Attachment A below for a fuller description of the assignment as given to students and Attachment B for the rubric used to assess the portfolios. Candidates are given the rubric along with the assignment.

Alignment of the Assessment with the ACTFL/NCATE Standards

This assessment addresses all the standards. Students must “demonstrate a high level of proficiency in the target language... demonstrate an understanding of the linguistic elements of the target language system... and know the similarities and differences between the target language and other languages” [1.a,b and c]. Comparisons are directly addressed in the teaching of foreign languages where the focus is on effectively making these comparisons in teaching demonstrations, class discussions, testing techniques, listening comprehension activities and cultural presentations. This is also necessary in order to create communicative activities to teach common topics, to perform well in the teaching demonstration and to function well in a teaching environment.

The standard pertaining to culture is handled in the portfolio section on strategies for teaching culture [2.a] and for incorporating music [2.c] and must also be addressed in the teaching demonstration [2.b]. Since the foreign language classroom connects naturally with other disciplines such as music, art, history, literature and politics in the discussion of the language and as an illustration of the language in real life situations, this class directly addresses cross disciplinary concepts. Students demonstrate their knowledge of language acquisition theories and instructional practices [3. a, b and c] in 3 tests, the portfolio (summary of foreign language teaching methods with examples, teaching observation reports, pair work activities, strategies for teaching culture, sample test, using technology in the classroom and making lesson plans) and through their teaching demonstration.

Students integrate the standards into curriculum and instruction [4. a, b and c] through class discussions, the teaching preparation and demonstration, the group work project, and the teaching observations. They are using instructional frameworks for incorporating the standards in their lesson plans, in their evaluations of textbooks and in discussions of teaching practices. Overall, the course requires mastery of the subject matter (language, culture, language acquisition theories and the standards) and demonstration of that mastery in the effective completion of all assignments.

A brief analysis of the data findings

See Attachment B below for the rubric used to assess the portfolio. Students were given the assignment and the rubric in advance. Attachment C below presents data results for performance on this assessment for 2007. Most of the students in the class were French/Spanish Education majors or those planning on doing Alternate Certification. The grades for the portfolio were based on weighted percentages for each part of the project. The data indicate that all the students performed in the Target or Acceptable range, except for one who changed his major from Foreign Language Education to Spanish.

Interpretation of Data

The data indicate that

- Students could present information, concepts and ideas on a variety of topics in the target language [1]
- They understood the relationship between the practices and products of the culture studied [2]. They could improve in the quality of their innovative practices and in their command of the linguistic concepts.
- The French/Spanish education majors demonstrated understanding of the connections of culture through comparisons of American and Hispanic / Francophone cultures and their own [2] and that they had acquired viewpoints of contrastive cultures [2].
- Students demonstrated knowledge of language acquisition theories and practices and knowledge of the standards by incorporating them into their teaching demonstration and into their portfolio activities [3 and 4].

Overall, they could improve in the quality of their innovative practices (a matter of experience in the classroom), in their command of the linguistic concepts (an extended stay in a country where the target language is spoken would be extremely beneficial) and they especially needed to work on pace in a lesson so that all of the concepts were presented in a time efficient manner (also a matter of experience in the classroom).

ATTACHMENT A: ASSESSMENT DESCRIPTION

FLAN 401: APPLIED LINGUISTICS AND METHODOLOGY

WORK SAMPLE

In this course, students take three tests; do one teaching preparation and demonstration, one group work project, homework assignments and a portfolio consisting of the following parts:

1. A summary of foreign language teaching methods with examples ;(*ACTFL/NCATE: 4.a.*)
2. A vocabulary list with definitions of 25 current terms used in foreign language methods such as communicative competence, project based learning, TPR, etc.; (*ACTFL/NCATE: 4.a.*)
3. A summary of “how to” techniques for teaching listening comprehension, reading, writing, and oral proficiency; (*ACTFL/NCATE: 4.a., b., c.*)
4. Three observation report forms (to be distributed) -at public and private schools and a summary evaluation of best practices from these observations; (*ACTFL/NCATE 3.a.; 4.a.*)
5. Ten folders of creative, communicative activities to teach common topics (such as the alphabet, family members, dates, food, leisure activities, the seasons, daily routine activities, travel plans, health, professions, emotions, geography, fine arts and music) with a minimum of 3 ideas each; (*ACTFL/NCATE: 1.a, b., c; 2. a., b., c; 3.a, b., c.; 4. a., b., c.*)
6. Pair work ideas – different ideas for organizing pair work and group work – present the theory and specific ideas related to the curriculum; (*ACTFL/NCATE: 2a., b.; 4.a., b., c.*)
7. A section on strategies for teaching culture – big C and little c culture; (*ACTFL/NCATE: 2.a., b., c.; 3.a., b., 4.a., b., c.*)
8. A summary of what makes a good test and how to grade it with one sample test; (*ACTFL/NCATE: 3.a., b., 4.a.,b., c., 5.a., b., c.*)
9. A summary of the Standards and how to incorporate them into lesson plans; (*ACTFL/NCATE: 3.a., b., c.; 4.a., b., c.*)
10. A list of ways to incorporate technology into classroom activities; (*ACTFL/NCATE: 4.c.*)
11. A summary of the ways music can be used in the classroom to enhance learning; (*ACTFL/NCATE: 4.c.*)
12. An explanation of what an ideal lesson should contain and how to strategies for making lesson plans. Include two sample lesson plans as detailed as possible. (*ACTFL/NCATE: 3.a., b., c.; 4.a., b., c.*)
13. An explanation sheet on the purpose of each of the main professional associations in the field, benefits to members and web addresses: the Louisiana Foreign Language Teachers’ Association (LFLTA), the American Council on the Teaching of Foreign Languages (ACTFL), the American Association of Teachers of French (AATF) and the American Association of Teachers of Spanish and Portuguese. (*ACTFL/NCATE: 6.a., b.*)

**ATTACHMENT B: SCORING GUIDE
FLAN 401: FOREIGN LANGUAGE TEACHING METHODS**

PORTFOLIO

Score	4 Target	3 Meet Exp. High	2 Meet Exp. Low	1 Non Meet Exp.
Summary of FL teaching methods: FL vocabulary with definitions; Techniques for the 4 language skills; Three observation reports <i>(ACTFL/NCATE 4a,b,c; 3 a)</i>	Thorough and accurate analysis of teaching practices observed. Ideas presented in the observations show evidence of creative and critical thinking (such as analysis, interpretation, comparison, synthesis, and evaluation). Sound conclusions are given.	Good discussion of teaching practices observed but evaluation needs to relate more closely to the language acquisition theories studied. Most of the ideas show evidence of original, creative, and critical thinking. Most of the conclusions are sound.	Some discussion of teaching practices observed; may focus on only one of these areas or on superficial details. Some of the ideas show evidence of original, creative, and critical thinking. Some of the conclusions are sound.	Little discussion of teaching practices observed, OR analysis is faulty. Very few of the ideas show evidence of original, creative, or critical thinking. Few of the conclusions are sound.
Originality <i>ACTFL/NCATE: 3.a., b., c.; 4.a., b., c.</i>	Activity shows use of imagination in creative use of language strategies and techniques. Culturally appropriate and high-level of student appeal. Uses technology.	Activity is interesting & culturally appropriate and has student appeal.	Activity is average in creativity or has been used in textbooks or discussed in class.	Activity lacks creativity and does not make use of effective techniques and strategies.
Feasibility <i>ACTFL/NCATE: 2.a., b., c.</i>	Activity is very doable & effective in promoting linguistic competence and connections between disciplines	Activity is useful for language practice but does not sustain connections between disciplines.	Activity is limited in its effectiveness to promote linguistic competence.	Activity is poorly structured and not likely to work well in the classroom
Language appropriate <i>ACTFL/NCATE: 1.a., b., c.; 3.a., b., c.</i>	Activity is grammatically and lexically appropriate for the level of the students.	Activity is appropriate most of the time.	Activity lacks grammatical and lexical cohesion for the level of practice.	Activity is flawed with linguistic and lexical errors.
Level appropriate <i>ACTFL/NCATE: 3.a., b., c.</i>	Activity is designed so that student success is most likely.	Activity is designed so that student can complete it with a reasonable margin of success.	Activity requires grammar & lexicon not appropriate for the level: too hard or too easy. Student success is less likely.	Activity will bring about language breakdown and student success is not possible.
Clarity of ideas <i>ACTFL/NCATE: 1.a., b., c.; 2.a., b., c.</i>	Ideas are explained very clearly. They show evidence of original, creative and critical thinking.	Ideas are explained with some questions remaining. General evidence of critical thinking but lacking complete cohesion.	Ideas are not always explained very clearly and are difficult to follow. Some critical thinking evident.	Ideas are jumbled or poorly explained and the ideas are not clear at all. Little evidence of critical thinking or originality.

<p>Effective use of class time</p> <p><i>ACTFL/NCATE: 4.a., b., c.</i></p>	<p>The activity compliments instruction and allows for critical thinking skills to encourage linguistic and cultural skills. Clear goals.</p>	<p>The activity provides useful practice of grammatical or cultural principles and would enhance learning. Purpose is less clearly defined.</p>	<p>The activity is not clearly related to the subject and provides limited useful practice.</p>	<p>The activity seems irrelevant to the subject and would not clearly enhance learning.</p>
<p>Use of standards</p> <p><i>ACTFL/NCATE: 4.a., b., c.</i></p>	<p>Standards practiced are clearly illustrated.</p>	<p>Standards practiced are not always stated or obvious.</p>	<p>Standards practiced are limited.</p>	<p>Standards are not adhered to strictly and/or are not at all listed.</p>
<p>Pair work ideas Culture teaching strategies Testing/Assessment</p> <p><i>(ACTFL/NCATE: 2.a., b., c; 3. a, b; 4.a, b., c; 5. a, b, c.)</i></p>	<p>Assessments are standards-based and effectively assess targeted objectives. Both written and oral assessments are included. All assessments are contextualized, meaningful, and elicit functional student performance. Culture and/or interdisciplinary content play a key role. Highly effective grading system and design of rubrics.</p>	<p>Assessments effectively assess targeted objectives. Both written and oral assessments are included. Assessments are mostly contextualized, meaningful, and elicit functional student performance. Culture and/or interdisciplinary content are integrated. Grading system satisfactory and rubrics are effective.</p>	<p>Assessments effectively assess the majority, but not all, of targeted objectives. Both written and oral assessments are included. Some assessments are not contextualized, meaningful, and/or do not elicit functional student performance. Some evidence of integration of culture and/or interdisciplinary content. Grading system and/or rubrics generally satisfactory.</p>	<p>Assessments fail to assess targeted objectives and/or are not contextualized or meaningful. May be missing either oral or written components. Much of the assessments are discrete-point and mechanical and do not elicit student performance. Little culture and/or interdisciplinary content integrated. Rubrics are either not included or are ineffective.</p>
<p>Technology in the classroom <i>(ACTFL/NCATE: 4.c.)</i></p> <p>Music in the classroom <i>(ACTFL/NCATE: 4.c.)</i></p> <p>Professional associations <i>(ACTFL/NCATE: 6.a., b.; 8.)</i></p>	<p>A large variety and appropriate selection of technological and musical resources are used to enhance topics /themes in the curriculum. Participation in three or more professional associations</p>	<p>A sufficient number of technological and musical resources are used to enhance topics /themes in the curriculum. Participation in two or more professional associations</p>	<p>Technology and music are scarcely used to enhance topics /themes in the curriculum. Participation in at least one professional associations</p>	<p>No use of technology or music to enhance topics /themes in the curriculum. No evidence of participation in professional associations</p>

ATTACHMENT C: ASSESSMENT DATA

2005-007

Sample 19 students

Number of students/F (French)

Number of students/S (Spanish)

Score	Target 4	Meet Exp. High 3	Meet Exp. Low 2	Non Meet Exp. 1
Summary of FL teaching methods: FL vocabulary with definitions; Techniques for the 4 language skills; Observation reports <i>(ACTFL/NCATE 4a,b,c; 3 a)</i>	7 S 3 F	3 S 2 F	3 S	1 S
Originality <i>ACTFL/NCATE: 3.a., b., c.; 4.a., b., c.</i>	7 S 3 F	3 S 2 F	3 S	1 S
Feasibility <i>ACTFL/NCATE: 2.a., b., c.</i>	7 S 3 F	3 S 2 F	3 S	1 S
Language appropriate <i>ACTFL/NCATE: 1.a., b., c.; 3.a., b., c</i>	7 S 3 F	3 S 2 F	3 S	1 S
Level appropriate <i>ACTFL/NCATE: 3.a., b., c.</i>	7 S 3 F	3 S 2 F	3 S	1 S
Clarity of ideas <i>ACTFL/NCATE: 1.a., b., c.; 2.a., b., c.</i>	7 S 3 F	3 S 2 F	3 S	1 S
Effective use of class time <i>ACTFL/NCATE: 4.a., b., c.</i>	7 S 3 F	3 S 2 F	3 S	1 S
Use of standards <i>ACTFL/NCATE: 4.a., b., c.</i>	7 S 3 F	3 S 2 F	3 S	1 S
Pair work ideas Culture teaching strategies Testing/Assessment <i>(ACTFL/NCATE: 2.a., b., c; 3. a, b; 4.a, b., c; 5. a, b, c.)</i>	7 S 3 F	3 S 2 F	3 S	1 S
Technology in the classroom (<i>ACTFL/NCATE: 4.c.)</i> Music in the classroom (<i>ACTFL/NCATE: 4.c.)</i> Professional associations (<i>ACTFL/NCATE: 6.a., b.; 8.)</i>	7 S 3 F	3 S 2 F	3 S	1 S

SECTION IV: EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 4: ASSESSMENT OF STUDENT TEACHING

Final Report on Student Teaching

Brief Description of the Assessment

The State of Louisiana requires one semester of student teaching in order to obtain a teaching certificate. Candidates must have passed PRAXIS II, the content exam, and the Principle of Learning and Teaching prior to student teaching. They must also have completed all methods courses and portfolio requirements. Student teaching is an all-day (approximately eight hours), all-semester activity. The student teacher will be required to spend the full public school day, plus any additional conference or seminar time, in this experience. Candidates are responsible for all planning, instruction, and assessment for the full day. Our candidates are also responsible for meeting with administrators, other faculty, and parents as needed during this time. Candidates are observed and assessed by personnel assigned through the College of Education and Human Development. The Final Report on Student Teaching/Internship/Practicum contains 50 four-point scaled items in five domains – Planning, Instruction, Management, Assessment, and Other. The Other Category includes broad-based skills such as establishing professional relationships and showing awareness of professional organizations. In addition to these five domains, the form includes the Professional Attributes and Characteristics Scale, which addresses 21 characteristics such as attendance, punctuality, and response to feedback on performance along with one rating titled “Potential As a Teacher”

Alignment Between Assessment and ACTFL/NCATE Standards

The Final Reports on Student Teaching rubrics address best practices in teaching in a broader way. Candidates must have proper attitude, content knowledge (Standard 1a), and pedagogical skills (Standard 4) in order to be successful in the student teaching experience. Candidates are assessed on Planning (Standards 3b, 4a, 4c, 5a); Management (Standards 4a, 4c); Instruction (Standards 2c, 3b, 4c); and Assessment (Standards 5) in their final evaluation. We also use an additional component, the “Professional Attributes and Characteristics Scale” to help candidates meet the standards of the Louisiana Components of Effective Teaching which is in alignment with Standard 6. In lesson plan development, candidates must demonstrate an ability to select different resources for instruction and technology (Standard 3b). They must also demonstrate an ability to organize the classroom for a variety of learning experiences including group activities and individualized instruction (Standard 3b). An addendum is being added to the evaluation process which will address specifically the ACTFL/NCATE program standards. This addendum will begin being used in the assessment process in the fall semester of 2007. The assessment rubric and data table include a notation of those standards. The new instrument is perfectly aligned with ACTFL/NCATE Program Standards, and facilitates evaluation of all the elements of Program Standards 3.a (Understanding Language Acquisition and Creating a Supportive Classroom), 3.b. (Developing Instructional Practices That Reflect Language

Outcomes), 4.b.(Integrating Standards in Instruction, and 4.c.(Selecting and Designing Instructional Materials).

A brief analysis of the data findings

An analysis of the final evaluation scores for the criteria (See data chart, Attachment C) shows that the candidates met expectations on all the items listed in the rubric. They averaged perfect 4.0 scores in all components of the assessment but two. The lowest score appeared in one of the Assessment area, “Interprets and utilizes standardized/non-standardized test results”. Further work in this area has already being incorporated into our revised methods courses, FLAN 401. Performance on the summative evaluation indicates that candidates are able to develop multiple assessments, interpret and report assessment results, and reflect on the results of these assessments (Standards 5.a., 5.b., 5.c). Finally, data verify that candidates know the value of K-12 language study and that they are beginning to function as professionals in terms of taking responsibility for their own learning and becoming involved in professional activities (Standards 6.a., 6.b). In conclusion, data results indicate outstanding performances in the student teaching experience.

Interpretation of Data

The data show that the candidates met expectations for each of the indicators included in the assessment. (See attachment C). This signifies that candidates in the Southeastern Foreign Language Education program are demonstrating a target level of instruction by program completion. Overall it appears that the candidates can use best practices in foreign language instruction and meet standards as outlined in section II. At this time we do not have collected data for the addendum to the final report on student teaching (Attachment A2). We believe that the new component will clearly illustrate that candidates understand the Standards for Foreign Language Learning in the 21st Century, are able to implement them into instruction, and use them as the basis for evaluating, selecting, adapting, and creating instructional resources (Standards 4.a., 4.b., 4.c).

ATTACHMENT A1: ASSESSMENT TOOL

Southeastern Louisiana University



Final Report on Student Teaching/Internship/Practicum

Directions: Please evaluate the student teacher/intern in each of the areas listed below. This evaluation should be completed jointly by the supervising/mentor teacher and the student teacher/intern. Please use the comments section under each major category to explain your ratings and/or add additional information. Documentation must be provided for any ratings and/or add additional informational. Documentation must be provided for any rating of 1.

The scale is:

- 1 – Has not developed or used this skill
- 2 – Is beginning to incorporate this skill
- 3 – Uses this skill appropriately and competently
- 4 – Uses this skill consistently with a high degree of competence and confidence

PLANNING: The teacher plans effectively for instruction. (Standards 3b, 4a, 4c, 5a)				
1. Specifies learner outcomes in clear, concise objectives (ACTFL/NCATE: 4.a.)	1	2	3	4
2. Includes activity/activities that develop(s) objectives (ACTFL/NCATE: 3.a., b.,;4.a.)	1	2	3	4
3. Identifies and plans for individual differences (ACTFL/NCATE: 3.b.)	1	2	3	4
4. Identifies materials, other than standard materials, as needed for lesson (ACTFL/NCATE: 3.b.;4.c.)	1	2	3	4
5. States method(s) of evaluation to measure learner outcomes (ACTFL/NCATE: 5.a.)	1	2	3	4
6. Develops short term and long term instructional plans based on state standards, benchmarks, and/or GLEs (ACTFL/NCATE: 4.a.)	1	2	3	4
7. Plans for the use of technology (ACTFL/NCATE: 4c.)	1	2	3	4

Comments:

MANAGEMENT: The teacher maintains an environment conducive to learning, maximizes the amount of time available for instruction, and manages learner behavior to provide productive learning opportunities. (ACTFL/NCATE: 3.b., 4.a., 4.c.)				
1. Organizes available space, materials, and/or equipment to facilitate learning (ACTFL/NCATE: 4.c.)	1	2	3	4
2. Promotes a positive learning climate (ACTFL/NCATE: 4.a.)	1	2	3	4
3. Manages routines and transitions in a timely manner (ACTFL/NCATE: 4.a.)	1	2	3	4
4. Manages and/or adjusts allotted time for activities planned (ACTFL/NCATE: 4.c.)	1	2	3	4
5. Establishes expectations for learner behavior (ACTFL/NCATE: 3.b.; 4.a.)	1	2	3	4
6. Uses monitoring techniques to facilitate learning (ACTFL/NCATE: 4.a., c.)	1	2	3	4
Comments:				

INSTRUCTION: The teacher delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process. (ACTFL/NCATE: 2.c., 3.b., 4.c.)				
1. Initiates lesson effectively (ACTFL/NCATE: 2.c; 3.b., 4.c.)	1	2	3	4
2. Uses technique(s) which develop(s) lesson objective(s) (ACTFL/NCATE: 2.c., 3.b., 4.c.)	1	2	3	4
3. Sequences lesson to promote learning (ACTFL/NCATE: 3.b.; 4.c.)	1	2	3	4
4. Uses available teaching material(s) to achieve lesson objective(s) (ACTFL/NCATE: 4.c.)	1	2	3	4
5. Adjusts lesson when appropriate (ACTFL/NCATE: 3.b.)	1	2	3	4
6. Integrates technology into instruction (ACTFL/NCATE: 4.c.)	1	2	3	4
7. Presents content at a developmentally appropriate level (ACTFL/NCATE: 3.b.)	1	2	3	4
8. Presents accurate subject matter (ACTFL/NCATE: 2.c.)	1	2	3	4
9. Relates examples, unexpected situations, or current events to the content (ACTFL/NCATE: 2.c.)	1	2	3	4
10. Integrates content across the curriculum (ACTFL/NCATE: 2.c.)	1	2	3	4
11. Accommodates individual differences (ACTFL/NCATE: 3.b.)	1	2	3	4
12. Demonstrates ability to communicate effectively with students (ACTFL/NCATE: 3.b.; 4.c.)	1	2	3	4
13. Stimulates and encourages higher order thinking at the appropriate developmental levels (ACTFL/NCATE: 2.c., 3.b., 4.c.)	1	2	3	4
14. Encourages student participation (ACTFL/NCATE: 3.a., 3.b.)	1	2	3	4
15. Exhibits enthusiasm toward the subject content (ACTFL/NCATE: 2.c., 3.b., 4.c.)	1	2	3	4
16. Uses wait time (ACTFL/NCATE: 3.a., b.)	1	2	3	4
17. Uses effective questioning techniques (ACTFL/NCATE: 3.b., 4.c.)	1	2	3	4
18. Utilizes appropriate motivational techniques (ACTFL/NCATE: 3.b., 4.c.)	1	2	3	4
19. Utilizes an effective lesson closure (ACTFL/NCATE: 3.b., 4.c.)	1	2	3	4

Comments:

ASSESSMENT: The student teacher/intern demonstrates ability to assess and facilitate student academic growth. (ACTFL/NCATE: 5.a., b., c.)				
1. Consistently monitors ongoing performance of students (ACTFL/NCATE: 5.a., b.)	1	2	3	4
2. Uses appropriate and effective assessment technique(s) (ACTFL/NCATE: 5.a., b.)	1	2	3	4
3. Provides timely feedback to students regarding progress (ACTFL/NCATE: 5.c.)	1	2	3	4
4. Produces evidence of student academic growth under his/her instruction (ACTFL/NCATE: 5.c.)	1	2	3	4
5. Develops well constructed assessment instruments/procedures/performances (ACTFL/NCATE: 5.a.)	1	2	3	4
6. Utilizes a variety of formal and informal assessment techniques to monitor student learning (ACTFL/NCATE: 5.a.)	1	2	3	4
7. Interprets and utilizes standardized/non-standardized test results (ACTFL/NCATE: 5.b.)	1	2	3	4

Comments:

OTHER: The student teacher/intern (ACTFL/NCATE: 3.b., 5.a.,b.,c.; 6, b.)				
1. Participates in grade level and subject area curriculum planning and evaluation (ACTFL/NCATE: 3.b.)	1	2	3	4
2. Establishes cooperative relationships with the supervising teacher, paraprofessionals, parents, students, and other school personnel (ACTFL/NCATE: 5.c., 6. b.)	1	2	3	4
3. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning (ACTFL/NCATE: 5.c., 6.,b.)	1	2	3	4
4. Has read the School Improvement Plan for the school and discussed it with the supervising/mentor teacher (ACTFL/NCATE: 5.c., 6.a., b.)	1	2	3	4
5. Has planned lessons to address the School Improvement Plan (ACTFL/NCATE: 3.b., 4.a., b., c.)	1	2	3	4
6. Exhibits sensitivity to diverse community and cultural norms (ACTFL/NCATE: 2.a., 5. c., 6. b.)	1	2	3	4
7. Shows awareness of the purposes of professional organizations (ACTFL/NCATE: 6, b.)	1	2	3	4
8. Observes and/or participates in team evaluations (IEP's, etc.) (ACTFL/NCATE: 5.c., 6. b.)	1	2	3	4

ATTACHMENT A2: ASSESSMENT TOOL
ADDENDUM TO STUDENT TEACHING
Indicators Specific to the Foreign Language Education Program

Area of Certification _____

Check All That Apply Below

- Undergraduate Student
 Alternate Certification Student
 MAT Student
 Student Teacher
 Intern

Please evaluate the student teacher/intern in each of the areas listed below. This evaluation should be completed jointly by the supervising/mentor teacher and the student teacher/intern. Please use the comments section to explain your ratings and/or add additional information. Documentation must be provided for any rating of 1.

- The scale is:**
- 1 – Has not developed or used this skill**
 - 2 – Is beginning to incorporate this skill**
 - 3 – Uses this skill appropriately and competently**
 - 4 – Uses this skill consistently with a high degree of competence and confidence**

The student teacher/intern:

1.	Creates a classroom environment that supports language learning and acquisition <i>Standards 3.a., 3.b.</i>	1	2	3	4
2.	Demonstrates a satisfactory level of proficiency in the target language. <i>Standards 1.a., 1.b., 1.c.</i>	1	2	3	4
3.	Provides maximum opportunities for students to communicate meaningfully in the target language using the interpersonal and presentational modes. <i>Standards 1.a., 3.a., 4.b., 4.c.</i>	1	2	3	4
4.	Introduces and practices vocabulary in context. <i>Standards 1.a., 3.a., 4.b., 4.c.</i>	1	2	3	4
5.	Teaches grammar as the vehicle for using the target language to communicate in real-world contexts. <i>Standards 1.a., 3.a., 4.b., 4.c.</i>	1	2	3	4
6.	Provides opportunities for students to practice oral interpersonal communication in pairs and in small groups. <i>Standards 1.a., 3.a., 4.b., 4.c.</i>	1	2	3	4
7.	Provides opportunities for students to interpret authentic oral and printed texts. <i>Standards 1.a., 3.a., 4.b., 4.c.</i>	1	2	3	4
8.	Integrates culture into instruction by engaging students in exploring the relationships between and among cultural products, practices, and perspectives <i>Standards 2.a., 2b., 4.b., 4.c.</i>	1	2	3	4
9.	Integrates standards in planning, instruction, assessment. <i>(Standard 4.a)</i>	1	2	3	4
10	Assesses students' progress through contextualized assessment practices. <i>(Standard 4.a, 4b, 4c)</i>	1	2	3	4

Comments:

ATTACHMENT A3: ASSESSMENT TOOL
Professional Attributes and Characteristics Scale

Directions: For each attribute/characteristic, select **ONE** adjective or statement that describes the behavior the student typically displays. Please elaborate further in the comments section when additional feedback will help the student continue to progress.

1) Attendance <i>ACTFL/NCATE: 4.a.</i> <input type="checkbox"/> Frequently absent <input type="checkbox"/> Rarely absent <input type="checkbox"/> Exemplary attendance	2) Punctuality <i>(ACTFL/NCATE: 4.a.)</i> <input type="checkbox"/> Frequently late <input type="checkbox"/> Generally punctual <input type="checkbox"/> Always on time
3) Professional Appearance <i>(ACTFL/NCATE: 4.a.)</i> <input type="checkbox"/> Occasionally appears inappropriately/unprofessionally dressed <input type="checkbox"/> Is usually dressed appropriately <input type="checkbox"/> Always dresses/appears in a professional manner	4) Oral Expression <i>(ACTFL/NCATE: 4.a.)</i> <input type="checkbox"/> Makes frequent usage and/or grammatical errors <input type="checkbox"/> Inarticulate <input type="checkbox"/> Articulate <input type="checkbox"/> Expressive, animated
5) Written Expression <i>(ACTFL/NCATE: 1.a., b.)</i> <input type="checkbox"/> Written work contains misspellings and/or grammatical errors <input type="checkbox"/> Written work is often unclear and disorganized <input type="checkbox"/> Written work is organized and clearly expresses ideas	6) Tact/Judgment <i>(ACTFL/NCATE: 4.a., 3.a., b.)</i> <input type="checkbox"/> Thoughtless: Highly insensitive to others' feelings and opinions <input type="checkbox"/> Somewhat or sometimes insensitive and undiplomatic <input type="checkbox"/> Perceives what to do or say in order to maintain good relations with others and responds accordingly <input type="checkbox"/> Diplomatic: Highly sensitive to others' feelings and opinions
7) Reliability/Dependability <i>(ACTFL/NCATE: 4.a.)</i> <input type="checkbox"/> Sometimes fails to complete assigned tasks and duties <input type="checkbox"/> Sometimes needs to be reminded to attend to assigned tasks/duties <input type="checkbox"/> Responsible: Attends to assigned tasks/duties on schedule without prompting <input type="checkbox"/> Self-starter: Perceives needs and attends to them immediately	8) Self-Initiative/Independence <i>(ACTFL/NCATE: 4.a.)</i> <input type="checkbox"/> Passive: Depends on others for directions, ideas and guidance <input type="checkbox"/> Has good ideas, works effectively with limited supervision <input type="checkbox"/> Creative and resourceful; independently implements plans
9) Self-Confidence <i>(ACTFL/NCATE: 3.a., 4. b.)</i> <input type="checkbox"/> Anxious: Often appears self-conscious, nervous <input type="checkbox"/> Arrogant: Has unfounded belief in abilities <input type="checkbox"/> Usually confident – comfortable in classroom situations <input type="checkbox"/> Realistically self-assured; competently handles class demands	10) Collegiality <i>(ACTFL/NCATE: 4.a.)</i> <input type="checkbox"/> Often works in isolation <input type="checkbox"/> Reluctant to share ideas and materials <input type="checkbox"/> Willingly shares ideas and materials

11) Interaction with Students (ACTFL/NCATE: 3.b., 5.b.)			12) Response to Students' Needs (ACTFL/NCATE: 3.b., 4.a., 5.b.)		
<input type="checkbox"/> Can appear threatening or antagonistic towards students <input type="checkbox"/> Shy: Hesitant to work with students <input type="checkbox"/> Relates easily and positively with students <input type="checkbox"/> Outgoing: Actively seeks opportunities to work with students			<input type="checkbox"/> Does not attempt to accommodate needs of unique learners <input type="checkbox"/> Makes negative comments about students' ability to learn <input type="checkbox"/> Usually accepts responsibility for all students' learning <input type="checkbox"/> Consistently responds to the learning needs of all students		
13) Response to Feedback (ACTFL/NCATE: 5.b., c.)			14) Ability to Reflect and Improve Performance (ACTFL/NCATE: 4.a., c., 5.b.)		
<input type="checkbox"/> Defensive: Unreceptive to feedback <input type="checkbox"/> Receptive – but does not implement suggestions <input type="checkbox"/> Receptive – and adjusts performance accordingly <input type="checkbox"/> Solicits suggestions and feedback from others			<input type="checkbox"/> Reluctant to analyze performance <input type="checkbox"/> Makes some effort to review skills <input type="checkbox"/> Actively seeks ways to assess abilities <input type="checkbox"/> Consistently deepens knowledge of classroom practice and student learning		
15) Professional Characteristics					
Seldom	Usually	Always	For each characteristic, check the frequency indicator that most accurately reflects the student teacher's/intern's behavior.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Commitment – demonstrates genuine concern for students and is dedicated to the teaching profession. (ACTFL/NCATE: 3.a.,b.; 4.a., b., c.; 5.a., b., c.; 6. a., b.)		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Creativity – seeks opportunities to develop imaginative instructional lessons. (ACTFL/NCATE: 3.b., 4.c.)		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Flexibility – responds to unforeseen circumstances in appropriate manner and modifies actions or plans when necessary. (ACTFL/NCATE: 3.b., 4.b.)		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Integrity – maintains high ethical and professional standards. (ACTFL/NCATE: 6.a., b.)		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. Organization – is efficient, successfully manages multiple tasks simultaneously. (ACTFL/NCATE: 3.a., b.; 4.a., b., c.; 6. a., b.)		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F. Perseverance – strives to complete tasks and improve teaching skills. (ACTFL/NCATE: 3.a., b.; 4.a., b.)		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. Positive Disposition – possesses pleasant interpersonal skills; is patient, resilient, optimistic and approachable. (ACTFL/NCATE: 3.a., b.; 5.b., c.; 6. a., b.)		

Potential as a Teacher

Seldom	(0/0)	0%
Usually	(0/0)	0%
Always	(4/4)	100%

ATTACHMENT B: SCORING GUIDES

Final Evaluation Report of Student Teaching

Forms included in Attachment A1 and A3 are completed by the Cooperating Teacher, and a University Supervisor from the College of Education. Starting fall 2007, also a Supervisor from the Department of Foreign Languages and Literature is involved in the Final evaluation report, using Attachment A 2.

The Scoring Guide

The *four-point* rating scale is used to determine ratings on all attributes. It is applied during each individual assessment visit and in scoring the teacher education candidate Assessment Plan. In every case, the four points are defined in the same way:

4 – Uses this skill consistently with a high degree of competence and confidence

(Target: Requires little to no support and guidance)

3 – Uses this skill appropriately and competently

(Meets Expectations: Requires occasional minimum support)

2 – Is beginning to incorporate this skill

(Meets Expectations: Limited use of this skill; often requires support and guidance)

1 – Has not developed or used this skill

(Does not meet minimal expectations for standard)

NA – Not applicable or Not Observed (performance in this Attribute was not observed)

Note: A rating of *NA* may be awarded for Planning: Attribute 8 which applies to Special education Teachers only and Instruction: Attribute 20 which applies to physical education teachers only. All other Attributes must be rated as 1, 2, 3, or 4

When the scale is applied in various instruments to specific attributes, each scale point is behaviorally anchored: i.e., definitions of practices or behaviors required to achieve that rating have been developed.

When individual assessors develop ratings for Attributes and Components, the procedures described below are followed.

- To develop ratings for an attribute, the assessor analyzes patterns within the data and determines the attribute rating most representative of those patterns, taking all practices and behaviors into account (holistic approach).
- To form an overall evaluation, a candidate's minimum score should be a 2 on each item with at least 80% of the scores a minimum of 3 or higher. (Holistic approach).

On the **Assessment of Professional Attributes and Characteristics Scale**, each rater marks each attitude, trait or disposition as "usually" seen in the candidate, "seldom" observed, or "always" observed. These assessments are collected and the data is tallied in the College of Education.

ATTACHMENT C1: ASSESSMENT DATA

Southeastern Louisiana University



Final Report on Student Teaching/Internship/Practicum

Directions: Please evaluate the student teacher/intern in each of the areas listed below. This evaluation should be completed jointly by the supervising/mentor teacher and the student teacher/intern. Please use the comments section under each major category to explain your ratings and/or add additional information. Documentation must be provided for any ratings and/or add additional informational. Documentation must be provided for any rating of 1.

- The scale is:**
- 1 – Has not developed or used this skill
 - 2 – Is beginning to incorporate this skill
 - 3 – Uses this skill appropriately and competently
 - 4 – Uses this skill consistently with a high degree of competence and confidence

Sample: 4 students in 2005-06 and 3 in 2006-07

Number of candidates /Score

<i>PLANNING: The teacher plans effectively for instruction.</i> <i>(ACTFL/NCATE: 3.b., 4.a., 4.c., 5.a.)</i>	2004-2005	2005-2006	2006-2007
1. Specifies learner outcomes in clear, concise objectives <i>(ACTFL/NCATE: 4.a.)</i>		4/4	3/4
2. Includes activity/activities that develop(s) objectives <i>(ACTFL/NCATE: 3.b.,4.a)</i>		4/4	3/4
3. Identifies and plans for individual differences <i>(ACTFL/NCATE: 3.b.)</i>		4/4	3/4
4. Identifies materials, other than standard materials, as needed for lesson <i>(ACTFL/NCATE: 3.b., 4.c.)</i>		4/4	3/4
5. States method(s) of evaluation to measure learner outcomes <i>(ACTFL/NCATE: 5.a.)</i>		4/4	3/4
6. Develops short term and long term instructional plans based on state standards, benchmarks, and/or GLEs <i>(ACTFL/NCATE: 4.a.)</i>		4/4	3/4
7. Plans for the use of technology <i>(ACTFL/NCATE: 4.c.)</i>		4/4	3/4

<i>MANAGEMENT: The teacher maintains an environment conducive to learning, maximizes the amount of time available for instruction, and manages learner behavior to provide productive learning opportunities.</i> <i>(ACTFL/NCATE: 4.a., 4.c.)</i>	2004-2005	2005-2006	2006-2007
1. Organizes available space, materials, and/or equipment to facilitate learning <i>(ACTFL/NCATE: 4.c.)</i>		4/4	3/4
2. Promotes a positive learning climate <i>(ACTFL/NCATE: 4.a.)</i>		4/4	3/4
3. Manages routines and transitions in a timely manner <i>(ACTFL/NCATE: 4. a.)</i>		4/4	3/4
4. Manages and/or adjusts allotted time for activities planned <i>(ACTFL/NCATE: 4.c.)</i>		4/4	3/4
5. Establishes expectations for learner behavior <i>(ACTFL/NCATE: 4.a.)</i>		4/4	3/4
6. Uses monitoring techniques to facilitate learning <i>(ACTFL/NCATE: 4.a., c.)</i>		4/4	3/4

<i>INSTRUCTION: The student teacher/intern delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process. (ACTFL/NCATE: 2.c., 3.b., 4.c.)</i>	2004-2005	2005-2006	2006-2007
1. Initiates lesson effectively (ACTFL/NCATE: 2.c., 3.b., 4.c.)		4/4	3/4
2. Uses technique(s) which develop(s) lesson objective(s) (ACTFL/NCATE: 2.c., 3.b., 4.c.)		4/4	3/4
3. Sequences lesson to promote learning (ACTFL/NCATE: 3.b., 4.c.)		4/4	3/4
4. Uses available teaching material(s) to achieve lesson objective(s) (ACTFL/NCATE: 4.c.)		4/4	3/4
5. Adjusts lesson when appropriate (ACTFL/NCATE: 3.b.)		4/4	3/4
6. Integrates technology into instruction (ACTFL/NCATE: 4.c.)		4/4	3/4
7. Presents content at a developmentally appropriate level (ACTFL/NCATE: 3.b.)		4/4	3/4
8. Presents accurate subject matter (ACTFL/NCATE: 2.c.)		4/4	3/4
9. Relates relevant examples, unexpected situations, or current events to the content (ACTFL/NCATE: 2.c.)		4/4	3/4
10. Integrates content across the curriculum (ACTFL/NCATE: 2.c.)		4/4	3/4
11. Accommodates individual differences (ACTFL/NCATE: 3.b.)		4/4	3/4
12. Demonstrates ability to communicate effectively with students (ACTFL/NCATE: 3.b., 4.c.)		4/4	3/4
13. Stimulates and encourages higher order thinking at the appropriate developmental levels (ACTFL/NCATE: 2.c., 3.b., 4.c.)		4/4	3/4
14. Encourages student participation (ACTFL/NCATE: 3.a., 3.b.)		4/4	3/4
15. Exhibits enthusiasm toward the subject content (ACTFL/NCATE: 2.c., 3.b., 4.a.)		4/4	3/4
16. Uses wait time (ACTFL/NCATE: 3.a., b.)		4/4	3/4
17. Uses effective questioning techniques (ACTFL/NCATE: 3.b., 4.c.)		4/4	3/4
18. Utilizes appropriate motivational techniques (ACTFL/NCATE: 3.b., 4.c.)		4/4	3/4
19. Utilizes an effective lesson closure (ACTFL/NCATE: 3.b., 4.c.)		4/4	3/4
20. Provides practice of skills 60% of class time for team sports, 50% for individual sports (Physical Education Instruction only)		N/A	N/A

<i>ASSESSMENT: The student teacher/intern demonstrates ability to assess and facilitate student academic growth. (ACTFL/NCATE: 5.a., b., c.)</i>	2004-2005	2005-2006	2006-2007
1. Consistently monitors ongoing performance of students (ACTFL/NCATE: 5.a., b.)		4/4	3/4
2. Uses appropriate and effective assessment technique(s) (ACTFL/NCATE: 5.a., b.)		4/4	3/4
3. Provides timely feedback to students regarding progress (ACTFL/NCATE: 5.c.)		4/4	3/4
4. Produces evidence of student academic growth under his/her instruction (ACTFL/NCATE: 5.c.)		4/4	3/4
5. Develops well constructed assessment instruments/procedures/performances (ACTFL/NCATE: 5.a.)		4/4	3/4

6. Utilizes a variety of formal and informal assessment techniques to monitor student learning (ACTFL/NCATE: 5.a.)		4/4	3/4
7. Interprets and utilizes standardized/non-standardized test results (ACTFL/NCATE: 5.b.)		1/1 2/3	1/3 2/4

OTHER: The student teacher/intern (ACTFL/NCATE: 3.b., 5.a., b., c., 6.a.)	2004-2005	2005-2006	2006-2007
1. Participates in grade level and subject area curriculum planning and evaluation (ACTFL/NCATE: 3.b.)		4/4	3/4
2. Establishes cooperative relationships with the supervising teacher, paraprofessionals, parents, students, and other school personnel (ACTFL/NCATE: 5.c., 6. a.)		4/4	3/4
3. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning (ACTFL/NCATE: 5.c., 6. a.)		4/4	1/3 2/4
4. Has read the School Improvement Plan for the school and discussed it with the supervising/mentor teacher (ACTFL/NCATE: 5.c., 6.a.)		1/1 2/3	1/3 2/4
5. Has planned lessons to address the School Improvement Plan (ACTFL/NCATE: 3.b., 4.a., b., c.)		1/1 2/3	3/4
6. Exhibits sensitivity to diverse community and cultural norms (ACTFL/NCATE: 2.a.5.c., 6.a.)		4/4	3/4
7. Shows awareness of the purposes of professional organizations (ACTFL/NCATE: 6.a.)		4/4	3/4
8. Observes and/or participates in team evaluations (IEP's, etc.) (ACTFL/NCATE: 5.c., 6.a.)		4/4	3/3

ATTACHMENT C2: ASSESSMENT DATA
Professional Attributes and Characteristics Scale

Directions: For each attribute/characteristic, select **ONE** adjective or statement that describes the behavior the student typically displays. Please elaborate further in the comments section when additional feedback will help the student continue to progress.

<p>1) Attendance (ACTFL/NCATE: 4.a.)</p> <input type="checkbox"/> Frequently absent <input type="checkbox"/> Rarely absent <input checked="" type="checkbox"/> Exemplary attendance	<p>2) Punctuality (ACTFL/NCATE: 4.a.)</p> <input type="checkbox"/> Frequently late <input type="checkbox"/> Generally punctual <input checked="" type="checkbox"/> Always on time
<p>3) Professional Appearance (ACTFL/NCATE: 4.a.)</p> <input type="checkbox"/> Occasionally appears inappropriately/unprofessionally dressed <input type="checkbox"/> Is usually dressed appropriately <input checked="" type="checkbox"/> Always dresses/appears in a professional manner	<p>4) Oral Expression (ACTFL / NCATE: 1.a., b. (ACTFL/NCATE: 1.a., b.)</p> <input type="checkbox"/> Makes frequent usage and/or grammatical errors <input type="checkbox"/> Inarticulate <input type="checkbox"/> Articulate <input checked="" type="checkbox"/> Expressive, animated
<p>5) Written Expression (ACTFL/NCATE: 1.a., b.)</p> <input type="checkbox"/> Written work contains misspellings and/or grammatical errors <input type="checkbox"/> Written work is often unclear and disorganized <input checked="" type="checkbox"/> Written work is organized and clearly expresses ideas	<p>6) Tact/Judgment (ACTFL/NCATE: 3.a., b, 4.a., b.)</p> <input type="checkbox"/> Thoughtless: Highly insensitive to others' feelings and opinions <input type="checkbox"/> Somewhat or sometimes insensitive and undiplomatic <input type="checkbox"/> Perceives what to do or say in order to maintain good relations with others and responds accordingly <input checked="" type="checkbox"/> Diplomatic: Highly sensitive to others' feelings and opinions
<p>7) Reliability/Dependability (ACTFL/NCATE: 4.a., 3.a.)</p> <input type="checkbox"/> Sometimes fails to complete assigned tasks and duties <input type="checkbox"/> Sometimes needs to be reminded to attend to assigned tasks/duties <input type="checkbox"/> Responsible: Attends to assigned tasks/duties on schedule without prompting <input checked="" type="checkbox"/> Self-starter: Perceives needs and attends to them immediately	<p>Self-Initiative/Independence (ACTFL/NCATE: 4.a.)</p> <input type="checkbox"/> Passive: Depends on others for directions, ideas and guidance <input type="checkbox"/> Has good ideas, works effectively with limited supervision <input checked="" type="checkbox"/> Creative and resourceful; independently implements plans
<p>9) Self-Confidence (ACTFL/NCATE: 3.a., 4.a.)</p> <input type="checkbox"/> Anxious: Often appears self-conscious, nervous <input type="checkbox"/> Arrogant: Has unfounded belief in abilities <input type="checkbox"/> Usually confident – comfortable in classroom situations	<p>10) Collegiality (ACTFL/NCATE: 4.a.)</p> <input type="checkbox"/> Often works in isolation <input type="checkbox"/> Reluctant to share ideas and materials <input checked="" type="checkbox"/> Willingly shares ideas and materials

<input checked="" type="checkbox"/> Realistically self-assured; competently handles class demands	
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11) Interaction with Students (<i>ACTFL/NCATE: 3.b., 5.b.</i>)	12) Response to Students' Needs (<i>ACTFL/NCATE: 3.b., 4.a., 5.b.</i>)
<input type="checkbox"/> Can appear threatening or antagonistic towards students <input type="checkbox"/> Shy: Hesitant to work with students <input type="checkbox"/> Relates easily and positively with students <input checked="" type="checkbox"/> Outgoing: Actively seeks opportunities to work with students	<input type="checkbox"/> Does not attempt to accommodate needs of unique learners <input type="checkbox"/> Makes negative comments about students' ability to learn <input type="checkbox"/> Usually accepts responsibility for all students' learning <input checked="" type="checkbox"/> Consistently responds to the learning needs of all students
13) Response to Feedback (<i>ACTFL/NCATE: 5.b., c.</i>)	14) Ability to Reflect and Improve Performance (<i>ACTFL/NCATE: 4.a., c.; 5.b.</i>)
<input type="checkbox"/> Defensive: Unreceptive to feedback <input type="checkbox"/> Receptive – but does not implement suggestions <input type="checkbox"/> Receptive – and adjusts performance accordingly <input checked="" type="checkbox"/> Solicits suggestions and feedback from others	<input type="checkbox"/> Reluctant to analyze performance <input type="checkbox"/> Makes some effort to review skills <input type="checkbox"/> Actively seeks ways to assess abilities <input checked="" type="checkbox"/> Consistently deepens knowledge of classroom practice and student learning

15) Professional Characteristics			
Seldom	Usually	Always	For each characteristic, check the frequency indicator that most accurately reflects the student teacher's/intern's behavior.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	A. Commitment – demonstrates genuine concern for students and is dedicated to the teaching profession. (<i>ACTFL/NCATE: 3.a.,b.; 4.a.,b.,c.; 5.a.,b.,c.; 6.a., b.</i>)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	B. Creativity – seeks opportunities to develop imaginative instructional lessons. (<i>ACTFL/NCATE: 3.b.; 4.c</i>)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	C. Flexibility – responds to unforeseen circumstances in appropriate manner and modifies actions or plans when necessary. (<i>ACTFL/NCATE: 3.b.; 4.b</i>)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	D. Integrity – maintains high ethical and professional standards.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E. Organization – is efficient, successfully manages multiple tasks simultaneously. (<i>ACTFL/NCATE: 3.a.,b; 5.b.,c.; 6.b.</i>)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	F. Perseverance – strives to complete tasks and improve teaching skills. (<i>ACTFL/NCATE: 3.a.,b.; 4.a.,b.</i>)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	G. Positive Disposition – possesses pleasant interpersonal skills; is patient, resilient, optimistic and approachable. (<i>ACTFL/NCATE: 3.a.,b.; 5.b.,c., 6.b.</i>)

2005-2006

Potential as a Teacher

Seldom	(0/0)	0%
Usually	(0/0)	0%
Always	(4/4)	100%

2006-2007

Potential as a Teacher

Seldom	(0/0)	0%
Usually	(0/0)	0%
Always	(3/4)	100%

SECTION IV: EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 5: Candidate Effect on Student Learning Evaluation of Pedagogical Internship Performance

Brief Description of the Assessment

For the Evaluation of Pedagogical Internship Performance candidates in Foreign Language Education create their *Journal Self Assessment*, which provides evidence that they can carefully describe, plan and implement assessments that enable them to better understand the needs of their learners. Specifically, candidates describe their use of formal and informal assessments, use pre-assessments to better understand students' specific needs, differentiate or modify assessments, create authentic and/or non-traditional assessments, and use the information gained from their analyses to inform subsequent planning. Detailed instructions and the required format for the *Journal Self Assessment* can be found in Attachment A. Candidates will create a portfolio with materials produced in this course.

Candidates work with their classroom teachers to introduce second-language vocabulary adaptable to materials being taught by the classroom teacher, as well as grammatical structures that complement the textbook and supplementary materials used in the class. Mentor teachers will keep a log of the time spent in service at this learning facility. Education majors should remember to acquire a copy of the logs of time spent in either place, to facilitate entering observation/teaching hours into Pass-port.

Alignment Between Assessment and ACTFL/NCATE Standards

The *Journal Self Assessment* specifically addresses all areas of Standard 5: *Assessment of Languages and Cultures*. Candidates are required to understand and use several forms of ongoing assessment (diagnostic, informal, non-traditional and formal), which aligns with Standard 5a: *Knowing assessment models and using them appropriately.....*; candidates are required to organize and then analyze the results of several assessments. They also discuss how these analyses impacted their subsequent planning and instruction. Thus, these components of the project align with Standard 5c: *Reporting Assessment Results*. Candidates are required to reflect on the results of their assessments, carefully describing how their instruction was adjusted as a result and their plans for revision ... This component of the project aligns with Standard 5b: *Reflecting on assessment*.

Furthermore, the *Journal* aligns with standard 2c: within the unit, candidates must integrate interdisciplinary connections into at least one lesson and into assessment, thereby illustrating their ability to "integrate knowledge of other disciplines into foreign language instruction." It aligns with Standard 2.a.: Within the unit, candidates must address the Cultures goal area and submit at least one lesson plan that illustrates their ability to integrate cultural products, practices, and perspectives into their teaching and assessment. It aligns with Standard 3.a.: In order for candidates to perform at the "acceptable" level on this project, the majority of lesson activities must be learner-centered and promote language acquisition and all lesson activities must address lesson and unit objectives. Both the university supervisor and cooperating teacher observe and assess lessons taught during this unit, and they assess the degree to which the classroom environment is supportive and includes target language input and opportunities for

negotiation of meaning and meaningful interaction; Standard 3.b.: In order for candidates to perform at the “acceptable” level on this project, all lesson objectives must be functional, a variety of teaching strategies must be implemented and applied to the needs of diverse language learners, and there must be some attention to higher-level thinking skills. Finally it aligns with Standards 4 since classroom observations by the university supervisor and cooperating teacher must verify that the standards are being implemented in instruction.

A Brief Analysis of the Data Findings

In order to satisfy the requirements for the Internship, candidates must achieve “Meets Expectations” on the overall project evaluation. As the attachments C1 and C2 show, most of the candidates scored high in all levels, either on Target Level (4) or Meeting Expectations- High (3).

Interpretation of Data

As illustrated in the data, every criterion on the rubrics was met at either the “acceptable” or “target” level of performance. Students performed most effectively in describing the learning environment, designing the unit plan, and developing formative and summative assessments. French/Spanish Department supervisors were extremely impressed by the quality of candidates’ unit plans, lesson plans, and assessments—specifically by the degree to which the 5 C’s were integrated and principles of second language acquisition were followed.

ATTACHMENT A1. ASSESSMENT TOOL

**JOURNAL SELF-ASSESSMENT
FLAN 403**

I. DESCRIPTION: (2 points) *(ACTFL/NCATE: 5.a., b., c.)*

Graphic quality of description, adequate length without repetition, coherency.

1 **2** **3** **4** **X** **.50** = _____

Comments:

II. ANALYSIS: (4 points) *(ACTFL/NCATE: 5.a., b., c.)*

Evidence of self-interpretation of problems in the teaching-learning sequence and insight as to their cause and possible remedy; evidence of relation of outside reading and consultations with classroom teacher and mentor to these problems.

1 **2** **3** **4** **X** **1** = _____

Comments:

III. REFLECTION: (4 points) *(ACTFL/NCATE: 5.a., b., c.)*

Evidence of personal self-analysis as to what you will do in the future to improve, revise, or maintain the teaching-learning sequence; evidence of personal self-analysis regarding the service-learning experience in general and its impact on your life.

1 **2** **3** **4** **X** **1** = _____

Comments:

Points Total = _____

ATTACHMENT A2. ASSESSMENT TOOL

**RUBRIC FOR EVALUATION OF
PEDAGOGICAL INTERNSHIP PERFORMANCE
FLAN 403**

STUDENT'S NAME: _____

DATE: _____

CLASSROOM OR TEACHER'S NAME: _____

LEVEL: _____ EVALUATOR(S): _____

<u>ACTFL/NCATE STANDARDS</u>		POINTS AWARDED PER AREA
#1 Language, Linguistics, Comparisons	I. PRONUNCIATION: UP TO 10 POINTS AWARDED FOR EXCELLENCE IN THIS AREA: 1 2 3 4 5 6 7 8 9 10 x 1	
#1 Language, Linguistics, Comparisons	II. GRAMMAR, DICTION, SYNTAX: UP TO 10 POINTS AWARDED FOR EXCELLENCE IN THIS AREA: 1 2 3 4 5 6 7 8 9 10 x 1	
#2 Cultures, Literatures, Cross-Disciplinary Concepts #3 Language Acquisition Theories and Instructional Practices	III. DEVELOPMENT OF LESSON PLANS, PEDAGOGICAL MATERIALS: UP TO 20 POINTS AWARDED FOR EXCELLENCE IN THIS AREA: 1 2 3 4 5 6 7 8 9 10 x 2	
#5 Assessment of Language and Cultures	IV. DEVELOPMENT OF ASSESSMENT TOOLS: UP TO 20 POINTS AWARDED FOR EXCELLENCE IN THIS AREA: 1 2 3 4 5 6 7 8 9 10 x 2	
#4 Integration of Standards into Curriculum and Instruction	V. IMPLEMENTATION OF AGE-APPROPRIATE ACTIVITIES: UP TO 20 POINTS AWARDED FOR EXCELLENCE IN THIS AREA: 1 2 3 4 5 6 7 8 9 10 x 2	
#3 Language Acquisition Theories and Instructional Practices	VI. CLASSROOM MANAGEMENT AND RAPPORT ESTABLISHED WITH THE CHILDREN: UP TO 20 POINTS AWARDED FOR EXCELLENCE IN THIS AREA: 1 2 3 4 5 6 7 8 9 10 x 2	
POINTS TOTAL		

ATTACHMENT B. SCORING GUIDE

Journal for Self-Assessment..... 40 points

Ten points will be awarded for four personal journal entries, each at least one double-spaced, typewritten page in length, which students will write every other week, beginning with the second or third week of meeting with their classes (see timetable below), for the purposes of self-reflection on their ongoing endeavors in their respective classrooms. Guidelines will be provided as to the content of these journals, which will earn a possible 40 points total.

Journal 1.....
Journal 2.....
Journal 3.....
Journal 4.....

Portfolio.....50 points

Students will keep a portfolio of their work. It will be graded on 1) neatness, 2) organization, 3) completeness, and 4) creativity. It should include the summary of preliminary reading materials, and /or book review (in the case of non education majors who opt for this activity), Four self-reflective journals, 2 evaluations, lesson plans, assessment tools and samples of teaching materials created during the course. The portfolio will be due at the end of the semester, the last day of classes.

Final results will be based on the four-*point* rating scale, to determine ratings on all attributes.

- 4 – Uses this skill consistently with a high degree of competence and confidence
(Target: Requires little to no support and guidance)
- 3 – Uses this skill appropriately and competently
(Meets Expectations: Requires occasional minimum support)
- 2 – Is beginning to incorporate this skill
(Meets Expectations: Limited use of this skill; often requires support and guidance)
- 1 – Has not developed or used this skill
(Does not meet minimal expectations for standard)
- NA – Not applicable or Not Observed (performance in this Attribute was not observed)

**ATTACHMENT C1. ASSESSMENT DATA
 JOURNAL SELF-ASSESSMENT
 SCORING GUIDE – 8 EDUCATION STUDENTS
 SPRING 2005-SPRING 2007**

ACTFL/NCATE: 5.a., b., c.

	4 TARGET	3 MEETS THE EXPECTATIONS High	2 MEETS THE EXPECTATIONS Low	1 DOES NOT MEET THE EXPECTATIONS
DESCRIPTION	6	1	1	
ANALYSIS	5	2	1	
REFLECTION	5	3		

ATTACHMENT C2. ASSESSMENT DATA

**EVALUATION OF PEDAGOGICAL
INTERNSHIP PERFORMANCE
SCORING GUIDE – 8 EDUCATION STUDENTS
SPRING 2005-SPRING 2007**

	4 <i>TARGET</i>	3 <i>MEETS THE EXPECTATIONS</i> High	2 <i>MEETS THE EXPECTATIONS</i> Low	1 <i>DOES NOT MEET THE EXPECTATIONS</i>
PRONUNCIATION <i>(ACTFL/NCATE: 1.a, b., c.)</i>	5	3		
GRAMMAR/DICTION/SINTAX <i>(ACTFL/NCATE: 1.a, b., c.)</i>	4	4		
DEVELOPMENT OF LESSON PLANS/PEDAGOGICAL MATERIAL <i>(ACTFL/NCATE: 4.a, b., c.)</i>	5	2	1	
DEVELOPMENT OF ASSESSMENT TOOLS (*) <i>(ACTFL/NCATE: 5.a, b., c.)</i>	2			
IMPLEMENTATION OF AGE- APPROPRIATE ACTIVITIES <i>(ACTFL/NCATE: 2.a. c; 3.a, b., c)</i>	6	2		
CLASS MANAGEMENT AND RAPPORT ESTABLISHED WITH THE CHILDREN <i>(ACTFL/NCATE: 3.a, b., c.)</i>	5	2	1	

(*) Not-applicable for Head Start students. Only the students that taught at St. Thomas Aquinas, Southeastern Lab School were required to fill this assessment area.

SECTION IV: EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 6: Assessment of Candidate Oral Proficiency

ACTFL Oral Proficiency Interview

Brief Description of the Assessment

In the 1990s Southeastern Louisiana University was the only university in Louisiana that had OPI certified testers in both French and Spanish. The Department of Foreign Languages and Literatures has required the Oral Proficiency Interview since 1994. According to the ACTFL website, “The ACTFL Oral Proficiency Interview, or ACTFL OPI as it is often called, is a standardized procedure for the global assessment of functional speaking ability. It is a 10 to 30 minute face-to-face or telephonic interview between a certified ACTFL tester and an examinee that determines how well a person speaks a language by comparing his or her performance of specific communication skills with the criteria for each of ten proficiency levels described in the ACTFL Proficiency Guidelines for Speaking”. The ten proficiency levels are:

Superior	Intermediate Mid
Advanced High	Intermediate Low
Advanced Mid	Novice High
Advanced Low	Novice Mid
Intermediate High	Novice Low

Each interview is tape recorded and rated by our testers in the Department of Foreign Languages and Literatures, Dr. Marshall for French and Ms. Gumpert for Spanish. Although candidates may elect to take an official OPI during their junior year, we recommend that they take it immediately upon returning from a study abroad experience. Prior to taking the official OPI, candidates have the option to take an informal version at any point in the program. These informal interviews give the candidate feedback on his/her current proficiency level and suggest areas for improvement. Till 2005, the minimum required score for our candidates was Intermediate-High: it was changed unofficially in 2006, requiring a minimum of Advanced-Low. The new catalogue for the 2007-2008 will reflect these changes. We will continue to do exit OPIs for our graduating seniors, as we have done since 1994, requiring a minimum level of Advance-Low for graduation.

Alignment of the Assessment with the ACTFL/NCATE Standards

The OPI addresses Standard 1.a.: Candidates demonstrate a minimum level of Intermediate-High proficiency in speaking as described on the ACTFL proficiency scale and guidelines. The OPI assesses the candidate’s ability to engage in spontaneous oral interpersonal communication and to interpret the oral messages that they hear. Thus the interpersonal and interpretive modes of communication are both assessed in the OPI.

A Brief Analysis of the Data Findings

Data collected over the past three years have been included in Attachment C .In 2004-2005, a total of 3 students took the OPI as a prerequisite for the methods course. The average rating was Advanced-Low; nevertheless, one student was unable to achieve the Intermediate-High cut-off and therefore dropped out of the teacher education language major or minor. In 2005-2006, 1 student took the OPI in Spanish, scoring superior. In 2006-2007, 9 students took the OPI, scoring between Intermediate-High to Superior. Most of our candidates demonstrate the required level on the first exit OPI attempt. Whenever a candidate does not reach the level required on the exit OPI taken after the methods class, s/he must participate in a second study abroad program and/or take additional conversation courses and/or work with a conversation partner for several hours each week, before being allowed to take the OPI again.

Interpretation of data

The standard (1.a.) calls for candidates to demonstrate a high level of proficiency in the target language. We have established a firm cut-off, establishing Advanced-Low proficiency as the floor for our candidates. Of the 13 students who took the OPI in the past three years, only 1 was not allowed to continue in the program for reaching Intermediate-Med. Another who reached Intermediate-High went to study abroad in Ecuador. Most of the candidates score Advance-High or Superior. We feel that our candidates for licensure in French and Spanish exceed the oral proficiency levels stipulated in ACTFL Standard 1.a.

ATTACHMENT A1: ASSESSMENT DESCRIPTION ACTFL ORAL PROFICIENCY INTERVIEW (OPI)

**Source of the following description: Buck, K., Byrnes, H., and Thompson, I. (Eds.). (1999).
ACTFL Oral Proficiency Interview tester training manual.
Yonkers, NY: ACTFL.**

The ACTFL Oral Proficiency Interview (OPI) is a standardized procedure for the global assessment of functional speaking ability; i.e., it measures language production holistically by determining patterns of strengths and weaknesses. It also establishes a speaker's level of consistent functional ability as well as clear upper limitations of that ability. The OPI is a testing method that measures how well a person speaks a language by comparing that individual's performance of specific language tasks, not with some other person's performance, but with criteria for each of the nine proficiency levels described in the *ACTFL Proficiency Guidelines—Speaking* (Revised 1999). The OPI assesses language proficiency in terms of the ability to use the language effectively and appropriately in real-life situations.

Even though performance on the ACTFL OPI is holistically rated, there are four major categories of assessment criteria on which ratings are focused:

1. global tasks or functions performed with the language, such as asking and answering simple questions, narrating, describing;
2. social contexts (e.g., in a restaurant in Mexico) and content areas (e.g., ordering a meal) in which the language can be used;
3. accuracy features which define how well the speaker performs the tasks pertinent to those contexts and content areas, such as the grammar, vocabulary, pronunciation, fluency, sociolinguistic appropriateness, and the use of appropriate strategies for discourse management; and
4. oral text types produced, from discrete words and phrases to sentences to paragraphs to extended discourse.

The OPI takes the form of a carefully structured, live, 10- to 30-minute, tape-recorded conversation between a trained and certified interviewer and the person whose proficiency is being assessed. A ratable sample is elicited from the interviewee through a series of personalized questions which follow the established ACTFL protocol of warm-up, repeated level checks and probes, and wind-down. Test candidates are often asked to take part in a role-play, which presents the opportunity for them to perform linguistic functions that cannot be elicited through the conversation format.

Since the interview is based on as natural a conversation as possible between the tester and the examinee, each interview is unique, reflecting the individual background, life experiences, interests, and opinions of the examinee. In this adaptive, interactive process, the interviewer's line of questioning and task-posing is determined by the responses of the interviewee, and the level of difficulty is adjusted continuously according to the interviewee's responses. The OPI is a valid and reliable assessment of spoken language ability. It is valid because it measures the language functions, contexts and content areas, text type, and accuracy features as described in the *ACTFL Proficiency Guidelines—Speaking*.

ATTACHMENT B: SCORING GUIDE

Cited from the official ACTFL testing center

<http://www.languagetesting.com/scale.htm>

ADVANCED LOW

Speakers at the Advanced-Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance. Advanced-Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained. Communicative strategies such as rephrasing and circumlocution may be employed in such instances. In their narrations and descriptions, they combine and link sentences into connected discourse of paragraph length. When pressed for a fuller account, they tend to grope and rely on minimal discourse. Their utterances are typically not longer than a single paragraph. Structure of the dominant language is still evident in the use of false cognates, literal translations, or the oral paragraph structure of the speaker's own language rather than that of the target language. While the language of Advanced-Low speakers may be marked by substantial, albeit irregular flow, it is typically somewhat strained and tentative, with noticeable self-correction and a certain grammatical roughness. The vocabulary of Advanced-Low speakers is primarily generic in nature. Advanced-Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion, and it can be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved through repetition and restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

ATTACHMENT C: ASSESSMENT DATA

(ACTFL/NCATE: 1.a.)

2004-2005	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High	Superior
Number of Candidates	1 (Sp.)				1 (Fr.) 1 (Sp.)	

2005-2006	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High	Superior
Number of Candidates						1(Sp.)

2006-2007	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High	Superior
Number of Candidates		1 (Sp.)	1 (Sp.)	2 (Sp.)	2 (Sp.)	3 (Sp.)

SECTION IV: EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 7: ADDITIONAL ASSESSMENT THAT ADDRESSES ACTFL STANDARDS

FREN/SPAN 202: Special Projects

Brief Description of the Assessment.

In French 202, the intermediate level course, students generally review grammar and read short stories. One of the items for grammar review is question formation. As part of this review, students make up a survey on a particular topic such as health habits, vacation preferences, etc. and take the survey out into the field. They must interview native speakers. That is, they ask native speakers their questions and quantify the results. The results are then presented to the class in the form of an oral report in the target language and submitted to the teacher in written form. The project works very well on study abroad programs where native speakers are easily found. On campus, opportunities must be provided for students to come in contact with native speakers. See Attachment A below for a fuller description of the assignment as given to students and Attachment B below for the rubric used to evaluate the project, including the oral and the written report. Candidates are given the rubrics along with the assignment.

In Spanish 202, students have participated twice per semester in interviews with native speakers who are brought to class and instructed to “speak only the target language” with their interviewers. Interviews are conducted after a review of question words in the first part of the semester and after a review of the past tenses in the latter part. The students prepare up to ten questions to ask one of up to four speakers who visit the average-sized class of 25. Students sit face-to-face with their interviewees in corners of the classroom, taking turns at interviewing. Questions are guided by such directives as, for example, no yes/no variety, or only used with informational follow-up questions, no use of English, use of a specified number of preterit- or imperfect-tense questions, or other structures under review. The needs vary from semester to semester. Questions are collected and graded, with corrections made by the instructor. They are then returned, together with an interview form, with one line for writing their notes in dictation format and another for beginning to organize a third-person summary of what they have learned. They do the latter after interviewing, up until the end of class. Papers are collected before students leave, and at the beginning of the next class, students are allowed to finish their summaries in a one- or two-paragraph format. They may use their textbooks and dictionaries. The summaries are graded as a written evaluation. See the attachments that follow for a description of the assignment as given to the students as well as the rubric used to evaluate these activities. All students are given the rubrics together with the assignment.

Alignment of the Assessment with the ACTFL/NCATE Standards

These class activities address the first two standards. As students conduct their interviews, they must exhibit a “high level of proficiency in the target language,” at the same time that they strive to “strengthen this proficiency.” (Standard 1., a.) Because they frequently resort to circumlocutory techniques, they must “accommodate for gaps in their own knowledge of the target language system by learning on their own” (Standard 1.,b.). The first two concepts under Standard 2 are also engaged by the students who are encouraged to show that they “understand the connections among the perspectives of a culture and its practices and products”

in thoughtful and sensitive question formation and in their written summaries (Standard 2., a.) Additionally, student questions focus on many different topics and thereby address Standard 2.,c. in the attempt to “integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints” obtainable only through the target language.

A brief analysis of the data findings

Data collected over the past three years on the study abroad program in France have been included in Attachment C1. They show that most students have scored “exemplary” over the past three years on this special project. The lowest rating was acceptable. The grades for overall performance on the project are calculated by averaging the scores of each rubric equally. While the numbers of students completing the project are small because of the nature of study abroad language classes, the environment (being in the country where the target language is spoken) gives students ample opportunity to carry out the project and to get quality results.

Data gathered over the past three years from a substantial sampling (8 classes) of Spanish 202 classes have been included in Attachment C2. This document presents evidence that most education candidates have consistently scored in the “superior” category, with a few candidates receiving a rating of “above average.” The grades are based on a point system that translates to a 10% scale. The “superior” category was achieved by receiving between 22.50- 25 points; “above-average” possesses a point value of 19.50-22.

Interpretation of Data

The data confirm that French students are able to effectively use the linguistic elements of the language to convey and interpret meaning. They also demonstrate that the students understand the connections among the perspectives of the culture and its practices and products. Students use information from other disciplines and from their knowledge of the target culture to construct the survey and to understand and present the results. Students generally comment that the project is worthwhile and that they learn a lot about the language and the culture from constructing the survey, doing the research, interviewing the subjects and putting together the results.

The Chart in Attachment C2 below reveals that all the Spanish Education candidates received “superior” and “above average” scores in both categories evaluated. This signifies that they were capable of “communicating at a high level of proficiency in the target language” and that they strove to “strengthen this proficiency” (Standard 1.a.) There was a high degree of capability in “filling in the gaps” of target-language knowledge through their efforts to fine-tune their writing via constructive use of the dictionary and grammatical reference material, and excellent wielding of transitional structures. Elliptical answers by some of the native speakers made this a challenging task. Candidate use of circumlocution was noted by the instructor as observer in the communication exchange (Standard 1.b.). Candidates demonstrated that they understood the “connections among the perspectives of a culture and its practices and products” in their thoughtful and sensitive question formation and delivery. (Standard 2.a.). Moreover, their questions that covered a variety of topics and the summaries based on responses gathered to these questions revealed a high degree of integration of knowledge of other disciplines into foreign language instruction and an awareness of “distinctive viewpoints” accessible solely via the target language. (Standard 2.c.)

ATTACHMENT A: ASSESSMENT DESCRIPTION

French 202: Special Project

The special project for French 202 consists of the following:

1. Select a topic of your choice such as vacations, leisure activities and hobbies or health, diet and exercise or sports or whatever topic interests you so that you can develop it into as complete a report as possible and do a Google search in French (www.google.fr) to determine appropriate domains of use/comparisons/connections/perspectives. (ACTFL/NCATE: 2.a., c.)
2. Based on this research, make a list of 15 to 20 questions, using a variety of question types and searching for an in-depth coverage of the topic (not superficial) (ACTFL/NCATE: 1.a.)
3. Find ten native speakers interested in your choice of topic and interview them using your questions and additional ones to elicit as complete a response as possible for each question. (If you get weak or inadequate responses, find another native speaker to ask these questions to.) (ACTFL/NCATE: 1.a., b.)
4. Compile your results into a cohesive oral presentation in French for the class, reporting question by question your results. (ACTFL/NCATE: 1.a., b.; 2.a., c.)
5. Write up the results of your survey question by question and add to each one your appraisal of the meaning of these results in terms of culture/perspectives or contrast with US thoughts on the topic. Support your conclusions with research on the topic. (ACTFL/NCATE: 2.a., c.)

Spanish 202: Special Project

The special project for Spanish 202 activity consists of the following:

1. Ten questions of an informational type, with yes/no questions occasionally used as starter questions and informational questions as follow-ups. These are checked and graded and handed back prior to the day of the interview. (ACTFL/NCATE: 1.a.)
2. An in-class interview conducted between a native speaker and the student (there are usually 4 native speakers in the class, situated in each corner of the classroom, and students take turns interviewing one person). Only Spanish is to be used, including requests for repetition of knowledge of spelling. (ACTFL/NCATE: 1.a., b.)
3. Students at their seats organize their special interview form they have been given, by writing out their corrected questions into the blanks on the form as they wait to interview. (ACTFL/NCATE: 1.a., b., 2.a., 2.c.)
4. As students conduct the interview, they take notes on their interview form in the section entitled “Apuntes.” A first-person dictation format is encouraged. (ACTFL/NCATE 1.a., b.)
5. At their seats, after the interview, students write third-person comments for each of the responses acquired, based on their “apuntes.” Comments are written on a separate line on their interview form, entitled “resumen,” and they serve as preparation for the re-

write they will do at the next class meeting. This saves time and utilizes class time to the best potential. (*ACTFL/NCATE: 1.a., b., 2.a., c.*)

6. Students leave their interview form and notes with the instructor.
7. At the next class meeting, students may bring dictionaries and use their grammar notes from their textbooks as they re-write their interview summaries. They are allowed 20-25 minutes for the activity. These are collected and graded. The total activity is worth 25 points.

ATTACHMENT B1: SCORING GUIDE

French 202: Special Project

Sample from study abroad program

Criteria	4 = Exemplary	3 = Accomplished	2 = Acceptable	1 = Beginning
Quality of questions <i>(ACTFL/NCATE: 1. a., b., 2.a., c.)</i>	<p>Questions reflect the breadth and scope of the topic. Questions explore a variety of linguistic question types such as pronominal questions, adjectival questions with yes/no type kept to a minimum. Questions max out the topic at about 20 questions and reflect an appropriate scope for the topic at hand. Originality and completeness are the hallmarks of this level.</p>	<p>Questions cover the important features of the topic chosen. Most question types are included. The topic is covered in almost its entirety. Many questions are original.</p>	<p>Questions cover features of the topic without being entirely appropriate. Some question types are missing. Sometimes questions are either not appropriate or are not carefully thought out.</p>	<p>Questions cover superficial areas or are inappropriate culturally or otherwise. Many question types are not used. Questions lack quality because they are too general and do not lead to good responses.</p>
Quality of responses <i>(ACTFL/NCATE: 1. a., b., 2.a., c.)</i>	<p>Interviewees carefully selected to produce the clearest and most complete results. Responses are quantifiable and culturally interesting. Responses show evidence of original, creative and critical thinking such as analysis, interpretation, comparison, synthesis and evaluation.</p>	<p>Interviewees selected produce clear responses. Responses are mostly quantifiable and culturally interesting. Many responses show evidence of critical thinking and contribute to the quality of the results.</p>	<p>Interviewees produce mixed results. Some responses show evidence of creative thinking; others clearly do not. Results are often not culturally interesting.</p>	<p>Interviewees chosen haphazardly. Results are so mixed that a clear quality of response is not evident. Results do not lead to quantifiable conclusions.</p>
Oral class presentation <i>(ACTFL/NCATE: 1. a., b., 2.a., c.)</i>	<p>Most ideas support the main topic and are consistently organized in a logical order. There is avoidance of verbatim repetition. Time limits of 20 minutes strictly adhered to. Superior use of language with few errors. No language breakdown. Excellent ability to field all audience questions.</p>	<p>Most ideas support the main theme. Ideas are mostly organized in a logical order. There is very little verbatim repetition. Time limits of 20 minutes observed well. Very good use of language with few errors. No language breakdown. Very good ability to field audience questions.</p>	<p>Ideas often do not support the main idea. In several instances, the ideas are not logically organized, OR in several instances, there is verbatim repetition. Time limits (20 minutes) not adhered to at all times: either too much material given for time allowed, or not enough. Good use of language with frequent errors. Some language breakdown. Some problems fielding questions.</p>	<p>Very few of the ideas support the thesis statement. Ideas often are not organized in a logical order, OR paper relies too much on verbatim repetition or copying; time limits not observed at all; too much material given or too little. Many errors in language use. Evidence of language breakdown. Difficulty fielding audience questions.</p>
Written report <i>(ACTFL/NCATE: 1. a., b., 2.a., c.)</i>	<p>Thorough and accurate analysis of cultural products, practices and perspectives as they relate to the topic. Ideas throughout the paper show evidence of original, creative and critical thinking such as analysis, interpretation, comparison, synthesis and evaluation. The report arrives at sound conclusions.</p>	<p>Good discussion of products, practices, perspectives, but report needs to relate the ideas more closely. Most of the ideas in the report show evidence of original, creative, and critical thinking. Most of the conclusions are sound.</p>	<p>Some discussion of products, practices, perspectives; may focus on only one of these areas. Some of the ideas in the report show evidence of original, creative, and critical thinking. Some of the conclusions are sound.</p>	<p>Little discussion of cultural products, practices, perspectives or analysis is faulty. Very few of the ideas in the paper show evidence of original, creative, critical thinking. Few of the conclusions are sound.</p>

ATTACHMENT B2: SCORING GUIDE

SPAN 202

ACTFL/NCATE Standards Reflected: 1.a., b.; 2a. c.

Sample from 8 classes

Criteria	4 = Superior	3 =Above-Average	2 = Average	1 = Below Average
Quality of questions <i>(ACTFL/NCATE: 1. a., b., 2.a., c.)</i>	Questions are well- crafted grammatically, with none having any basic structural error.. Questions are all of the informational type with yes/no used only as lead-in questions. Some incorporate follow-up questions. Questions follow a logical format. All questions demonstrate an awareness of and sensitivity to cultural and other differences, such as age and sex of the interviewee.	At least 9 of the questions are well-constructed grammatically. One or two questions may have strayed from the requisite that all be of the informational type. Questions are sequenced logically, and there is sensitivity to cultural and other differences.	At least 7-8 of the questions are carefully written. Two or more questions may have been submitted that do not follow requirements of being informational. Some questions may be illogically placed in the interview order. Sometimes questions are not carefully thought out, and hence are not appropriate culturally.	6 or fewer of the questions are carefully constructed, with structural and grammatical errors being the norm. Most follow a haphazard organization. Questions cover superficial areas or are inappropriate culturally or otherwise.
Written Summary <i>(ACTFL/NCATE: 1. a., b., 2.a., c.)</i>	Thorough and accurate accounting of each interview response. Requirement for length (10 sentences, double-spaced to allow for corrections) is met; sentences are grammatically correct with no major subject-verb or adjective-noun non-agreement errors; sentences use a combination of compound and complex elements and clauses. Vocabulary choice is always correct and there are no unnecessary repetitions. Transition words and phrases are appropriately wielded.	Very good accounting for each interview response. Requirement of length is met; sentences are grammatically correct for the most part with 2 or fewer major grammatical errors; sentences make good use of compound elements and /or complex clauses. Vocabulary choice is correct with few repetitions.	Good accounting for each interview response. Requirement for length is somewhat short of the mark. There are 3-5 major grammatical errors; sentences are rather short and there are several repetitions; vocabulary choice is adequate but not as carefully selected as in the superior and above-average summary, and there are repetitions that are unnecessary.	Omissions in accounting for interview responses are obvious. Requirement of length falls short of the mark by at least 3 sentences or more. There are more than 5 major grammatical errors; sentences are choppy and there are numerous repetitions. Vocabulary choice is often completely inappropriate and repetitive.

Scoring: Questions turned in on time: _____/1 point

Quality of Questions: 4 x 3 = _____/ 12 points

Written Summary: 4 x 3 = _____/ 12 points

Total possible points: _____/ 25 points

ATTACHMENT C1: ASSESSMENT DATA

French 202: Special Project

2007

(ACTFL/NCATE: 1.a., b., 2.a., c.)

Criteria	4 = Exemplary	3 = Accomplished	2 = Acceptable	1 = Inadequate
Quality of questions	2	1	1	
Quality of responses	2	1	1	
Oral presentation	3		1	
Written Report	2	1	1	

2006

(ACTFL/NCATE: 1.a., b., 2.a., c.)

Criteria	4 = Exemplary	3 = Accomplished	2 = Acceptable	1 = Inadequate
Quality of questions	2	1	2	
Quality of responses	2	1	2	
Oral presentation	2	1	2	
Written report	2	2	1	

2005

(ACTFL/NCATE: 1.a., b., 2.a., c.)

Criteria	4 = Exemplary	3 = Accomplished	2 = Acceptable	1 = Inadequate
Quality of questions	3	1	1	
Quality of responses	3	1	1	
Oral presentation	3		1	1
Written report	3		2	

* Study Abroad classes are typically small.

ATTACHMENT C2: ASSESSMENT DATA

Spanish 202: Special Project

(ACTFL/NCATE: 1.a., b., 2.a., c.)

Criteria	4 = Superior	3 = Above-Average	2 = Average	1 = Below Average
Quality of questions	6	7		
Written Summary	9	4		

SECTION IV: EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 8: Additional assessment that addresses ACTFL standards Professional Development

Brief Description of the Assessment

During the course of their studies at Southeastern, foreign language education candidates engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice as beginning teachers. Upon entering the French/Spanish Education program, candidates are required to keep a record of any professional development activities, memberships in professional organizations, work in the community to promote the study of foreign languages, and opportunities in which they seek to reinforce their language proficiency outside of their coursework. The candidates include their record in their methodology portfolio.

Alignment Between Assessment and ACTFL/NCATE Standards

This assessment clearly aligns with Standard 1.a, b, and c: French/ Spanish Education candidates must document ways in which they “seek opportunities to strengthen their proficiency” by participating in activities outside of the classroom, including a recommended study abroad experience. It also aligns with Standards 6.a and 6.b, Professionalism. To meet expectations for the assessment, candidates are required to engage in professional development opportunities outside of their coursework. They usually attend the Louisiana Foreign Language Teaching Association (LFLTA) or other professional development at the state or local level during their course of study. A few of the candidates also collaborate with a French/Spanish faculty on a paper to be delivered at professional meetings. Funds for travel are provided by a university grant. Involvement in professional development and other activities in the foreign language education community enable our candidates to become advocates for the field at an early point in their development.

A Brief Analysis of the Data Findings

The data illustrate that the candidates in the French/Spanish Education Program are enthusiastically seeking professional opportunities in order to become active advocates and lifelong learners in the field. Candidates are taking advantage of the extra-curricular opportunities that the Foreign Language Department offers them for strengthening their proficiency. The Attachment shows that, over a three-year period, the majority of candidates “Meet expectations” in the four criteria evaluated. Candidates experienced study abroad, made efforts to improve Spanish outside of course work, attended professional development events, joined professional organizations. According to the details they provided, all candidates:

- Participated in study abroad (*ACTFL/NCATE: 1.a., b., 2.a.*)
- Engaged in conversation with natives outside of class (*ACTFL/NCATE: 1.a., b.*)
- Participated at activities during “Fanfare” such as Film festival and lectures (*ACTFL/NCATE: 2.a., b.*)

- Attended LFLTA, AATF (*ACTFL/NCATE: 6.a., b.*)
- Were members of Phi Sigma Iota (Foreign Language Honor Society). (*ACTFL/NCATE: 6.a., b.*)
- Joined the Spanish Clubs and/or the French Circle (*ACTFL/NCATE: 1.a., b.*)
- Served as judges at the Foreign Language Festival (*ACTFL/NCATE: 1.a., b., 6.a., b.*)
- Participated in the activities for International Education Week (*ACTFL/NCATE: 6.a., b.*)

Interpretation of Data

Candidates kept track of the conferences and workshops that they attended as well as the organizations they joined and in which they became actively involved. All candidates attended LFLTA (Louisiana Foreign Language Teaching Association), giving them the opportunity to interact with teachers in the State. The data also shows that the students planned to become active participants in foreign language education, evidence that our candidates are committed to the field, the essence of Standard 6.

ATTACHMENT 8A. ASSESSMENT TOOL
FOREIGN LANGUAGE PROFESSIONAL RECORD
Professional Development

Candidate's Name: _____

Please list all your professional experiences you have been engaged during the course of your Foreign Language Education Program at Southeastern Louisiana University. Provide details on your experience or responsibilities you had during the activity. Explain the learning that resulted from the activity.

CRITERIA	Meet Expectation 3	Acceptable 2	Unacceptable 1
Efforts to Improve French/Spanish outside of Southeastern(e.g., club activities, conversational partners, study abroad experiences) <i>(ACTFL/NCATE: 1.a., b., c.)</i>			
Attendance at Professional Development Events (e.g., conferences, workshops) <i>(ACTFL/NCATE: 6. a., b.)</i>			
Professional organizations in which you are involved (educational associations, honor societies, etc.): <i>(ACTFL/NCATE: 6. a., b.)</i>			
What are your future plans to become an active participant in foreign language education? <i>(ACTFL/NCATE: 6. a., b.)</i>			

ATTACHMENT B: SCORING GUIDE
Professional Development

Program Completers: 4
 2004-2006

M=Meet Expectation A=Acceptable U=Unacceptable

Candidate's Name: _____

Please list all your professional experiences you have been engaged during the course of your Foreign Language Education Program at Southeastern Louisiana University. Provide details on your experience or responsibilities you had during the activity. Explain the learning that resulted from the activity.

CRITERIA	Meet Expectation 3	Acceptable 2	Unacceptable 1
Efforts to Improve French/Spanish outside of class (ACTFL/NCATE: 1.a., b., c.)	Has developed a systematic approach to improving language proficiency outside of coursework.	Has taken some steps to improve language proficiency outside of coursework.	Has done little to nothing to improve language proficiency outside of coursework.
Attendance at Professional Development Events (ACTFL/NCATE: 6.a., b.)	Has attended more than 3 professional development events.	Has attended 1-3 professional development events.	Has not attended any professional development events.
Membership or Involvement in Professional organizations (ACTFL/NCATE: 6.a., b.)	Has joined at least one professional organization and become involved in more than one organization.	Has joined and become involved in at least one professional organization.	Has not joined or become involved in any professional organization.
Future plans for professional involvement (ACTFL/NCATE: 6.a., b.)	Has a clear vision of his/her role as an active participant in the profession.	Has several ideas for ways to become involved actively in the profession.	Have no immediate plans for becoming involved in the profession.

ATTACHMENT C: ASSESSMENT DATA

**Professional Development
4 Completers: 2004-2006**

CRITERIA	Meet Expectation 3	Acceptable 2	Unacceptable 1
Efforts to Improve French/Spanish outside of class (ACTFL/NCATE: 1.a., b., c.)	4		
Attendance at Professional Development Events (ACTFL/NCATE: 6.a., b.)	4		
Membership or Involvement in Professional organizations (ACTFL/NCATE: 6.a., b.)	2	1	1
Future plans for professional involvement (ACTFL/NCATE: 6.a., b.)	4		

SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

The assessment results of this report have been carefully analyzed to determine our weaknesses and strengths within the department of Foreign Languages and Literatures, and specifically the French and Spanish Education programs. We work to strengthen our programs and to improve candidate performance in order to provide schools with the best possible French and Spanish teachers. Our primary evaluation includes the areas of content knowledge, professional and pedagogical knowledge, skills, and dispositions, and student learning.

Content knowledge

The data show that, overall, candidates have been exiting the program with the essential knowledge needed to effectively teach the French/Spanish language and French/Spanish-speaking cultures. The results from the Praxis exam as shown in Assessment 1 as well as the evaluation of the methods class (FLAN 401) and the internship class (FLAN 403) supervisors provide evidence that our candidates have an appropriate level of proficiency in the target language and a solid understanding of French/Spanish-speaking cultures. A new additional major assessment in the content area for student teaching will provide further information about candidates' content knowledge and will be implemented during the 2007-08 academic year. This is explained in Assessment 4.

A major programmatic change that will occur during the 2008-09 year is the implementation of a new, revised curriculum that gives more emphasis to the Content Area. Among the changes, FLAN 403 (Internship) will become mandatory. Also, the French and Spanish Cinema courses will be required of all Education majors, as well as two additional literature courses, giving us the opportunity to better assess our candidates' attainment of Standards 1 (Language, Linguistics and Comparisons) and 2 (Cultures, Literatures, Cross-Disciplinary Concepts). Our French/ Spanish conversation course will also be part of the language education curriculum. Students have expressed the need for this class, and this class in addition to a study abroad experience, will enable students to attain a higher level of oral proficiency. Our goal is to help all candidates achieve at least Advanced Low on the ACTFL scale prior to exiting the program.

Professional and Pedagogical Knowledge, Skills and Dispositions

The data gathered from each assessment show that candidates in our program are developing the requisite knowledge, skills and dispositions to become exemplary foreign language educators, based on their performance score. All foreign language education majors have now a new e-portfolio system of assessment related to planning and instruction. This shows that our candidates are beginning to define their practice as educators by using research-based, communicative methods that emphasize foreign language teaching and learning in context. The candidates who exit from our revised program (which will begin in fall 2008) will have an even deeper understanding of the theoretical, methodological, and practical knowledge and skills needed to become effective foreign language teachers. This is because the entire Curriculum in French and Spanish has recently been revamped and this restructuring should bring about a

number of significant improvements in our candidates' development of requisite knowledge, skills and dispositions. Candidates in the new program (those who begin in Fall 2008) will have an increased number of content area courses, including FREN/SPAN 370 (Cinema), 310 (Conversation) and 325 or 326 (Literature from Spain/France or Latin American/Francophone). Another important addition to the program is the mandatory FLAN 403 (Internship) which will accompany FLAN 401 (Methods) with 20 hours of field placement in a foreign language classroom *prior to* Student Teaching. Through these experiences, we believe that candidates will have increased opportunities to develop as beginning educators over the course of their Southeastern experience. The additional practicum course, FLAN 403 will allow candidates more time to examine and apply a range of topics within second language acquisition, elementary methods, secondary methods and other important areas of foreign language education. This will clearly impact our foreign language education candidates and help us to significantly strengthen our program.

Student Learning

The data garnered from the Internship, Methods courses, and student teaching assessments show that our candidates understand that student learning is central to their mission, even though they are beginning teachers who are still learning themselves. We believe that the implementation of the new assessments for the 2008 new curricula will help candidates to see more clearly the importance of student learning. Data shows that our candidates should be more familiar with state requirements. Moreover, our candidates are able to demonstrate an ability to get to know their learners and to plan appropriate instruction for their diverse needs and abilities. Our candidates also see assessment as a resource to inform their own planning and instruction.

In the old curriculum the emphasis on student learning has been essentially relegated to the foreign language methods course and to the Internship. In the new program, candidates will begin to focus on the importance of student learning during their early freshman and sophomore level courses, with additional assessment tools, such as pre-and post-tests, more hours of field experience, and oral interviews from the very beginning of their study plans. Since student learning is now a thread that is woven throughout the program, we hope that our completers will have even more advanced knowledge, skills and dispositions to effect change for all students in our area schools.

Conclusion

In essence, this report shows that candidates in the Foreign Language Education Program at Southeastern Louisiana University are well prepared to become exceptional foreign language teachers. They are proficient in the target language and knowledgeable about target cultures. Our candidates can plan, instruct and assess their students in ways that synthesize their understanding of second language acquisition and contextualized foreign language teaching methods. They use the Louisiana Component of Effective Teaching standards as a framework for thinking about and teaching foreign languages. However, up to the spring of 2007, candidates in French/Spanish education were not supervised by the content area faculty during their student teaching, and we are uncertain, therefore, that the ACTFL/ NCATE standards were observed. This problem is now solved thanks to the addition of a specific assessment for the content area, and the candidate's

supervision made by a qualified faculty member from the Department of Foreign Languages and Literatures.

From the assessments presented, candidates know that they must take every learner into consideration throughout the stages of planning, instructing and assessing. Additionally, they use classroom-based assessments to find out about student learning as well as their own teaching performance. Finally, they exit the program feeling comfortable and confident about their knowledge and skills as beginning foreign language educators who value ongoing learning and understand the importance of a professional community. At this point, our program is accomplishing our goals for our candidates by addressing their needs as beginning professionals. We will continually reevaluate our own progress as a program by implementing appropriate assessments that enable us to evaluate candidate learning while examining programmatic structures. As we continue to clarify our vision of the program, we are pleased that we are able to realize several key changes in our recent program revision. These include an increase in content area courses in the program, the required internship course to support the specific methods course with more field placements, and a greater focus on developing a professional identity early in the program. We are also increasing the use of pre-tests in our courses as a means to further evaluate student progress.

Section VI—Conditions Report

This revised report addresses concerns expressed by reviewers in our initial review report. Faculty members from the Foreign Language Department and the College of Education have worked together to make the necessary changes in the review and provided all assessments, scoring guides, and charts that were not submitted in the original report.

Extensive revisions have been made. Listed below are the section labels from the review along with changes we have made to address the reviewers' comments.

Part B—Status of Meeting SPA Standards

The following standards were noted as “not met” in our original report. The following changes have been made to address these deficiencies:

- Standard 1, a - now met through Assessments 1, 2, 3, 4, 5, 6, 7 and 8
- Standard 1, b - now met through Assessments 1, 2, 3, 4, 5, 7 and 8
- Standard 1, c - now met through Assessments 2 and 3
- Standard 2, a - now met through Assessments 1, 2, 3, 4, 5 and 7
- Standard 2, b - now met through Assessments 1, 2, 3, and 5
- Standard 2, c - now met through Assessments 2, 3, 4, 5 and 7
- Standard 3, a, b- now met through Assessments 3, 4 and 5
- Standard 4, a - now met through Assessments 3, 4 and 5
- Standard 4, b - now met through Assessments 3 and 4
- Standard 4, c - now met through Assessments 2, 3, 4 and 5
- Standard 5, a, b, c - now met through Assessments 4 and 5
- Standard 6 a, b - now met through Assessments 3, 4 and 8

Part C—Evaluation of Program Report Evidence

C.1—Candidates' knowledge of content

The following assessments have been provided:

Assessments 1, Praxis II French/Spanish Content Knowledge tests.

Assessment 2, Cultural Investigation, offered in Cultural courses such as FREN/SPAN 314.

C.2—Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

Assessments 3 and 4— We provided description of assessments, and scoring rubrics, and assessments data.

C.3—Candidate effects on P-12 student learning

Assessment 5— We provided description of assessments, and scoring rubrics, and assessments data.

Part D—Evaluation of the use of Assessment Result

We completed Section V of the program report

Part E—Areas for Consideration

- 1) We have provided assessment tools, scoring rubrics and data charts for all assessments.
- 2) We have provided evidence of how ACTFL standards are integrated in the courses mentioned.
- 3) We included observation instruments for field experiences and student teaching.

Part F—Additional Comments

F.1—Comments on context and other topics not covered in Parts B-E:

We have developed an addendum to the student teaching instrument that specifically addresses the content area. Section II contains our revised list of assessments. Following are the details of why those changes have been made:

Assessment 1—Praxis Content Knowledge Test

This assessment was listed in the original report but descriptions, alignments with Standards and assessment tools were missing.

Assessment 2—Cultural Investigation

This assessment was not included in the original report.

Assessment 3—Work sample, from Methods Course

Descriptions, alignments with Standards and assessment tools have been added

Assessment 4—Final Report on Student Teaching

Descriptions, alignments with Standards and assessment tools were missing.

Assessment 5—Evaluation of pedagogical Internship performance and Assessment Plan

We deleted standardized test from the original report. Descriptions, alignments with Standards and assessment tools were missing.

Assessment 6—Assessment of oral proficiency

Descriptions, alignments with Standards and assessment tools were missing.

Assessment 7—Special Project

This new assessment has been added to our report. Details have been provided on the specifics of this unit along with an explanation of alignment with ACTFL standards and complete data charts.

Assessment 8—Professional Development

This new assessment has been added to our report. Details have been provided on the specifics of this unit along with an explanation of alignment with ACTFL standards and complete data charts.