

Department Name: The French/Spanish Language Education program

Date Submitted and Academic Year: Fall 2011 – AY 2011-2012

Department Mission Statement: The French/Spanish Language Education program is housed in the Secondary Education Department within the School of Education and Professional Studies at SUNY Potsdam. Our program is grounded in the education unit's conceptual framework, *A Tradition of Excellence: Preparing Creative and Reflective Educator*. Recognizing that the development of professional knowledge, skills, and dispositions is essential to the preparation of excellent educators, all unit programs and courses seek to develop our candidates' attributes as: *Well-Educated Citizens, Reflective Practitioners, and Principled Educators* (see Program of Studies attachment).

Well-Educated Citizens: In our Foreign Language Education program, we seek to develop our candidates' foreign language and general knowledge base and ability to use that knowledge base to develop their students' language competencies. Completion of the French or Spanish major and the colleges' general education program prepares our candidates with the language skills and knowledge base for teaching. Candidates are expected to use media resources wisely and widely to build their professional knowledge base. They are also expected to communicate effectively and correctly in spoken and written language, including in the target language.

We develop our candidates' foreign language proficiency in all areas of communication, with a particular focus on oral proficiency. Our upper-division courses (300-400 level) offered in the Department of Modern Languages are taught in the foreign language. Unfortunately, we are not currently able to assess our candidates' oral proficiency with the OPI or TOPT to provide diagnostic feedback to candidates because at the present time, we do not have any academic faculty members certified in the OPI. However, there is a plan in place for requiring the OPI in the near future. Two full-time tenured academic faculty members from the Department of Modern Languages (one in French, the other one in Spanish) started the OPI training in 2005-2006 and are steadily progressing toward being fully certified within the next academic year. Meanwhile, the Department of Modern Languages uses a variety of informal assessments to assess French and Spanish majors' target language oral proficiency and to provide our candidates with feedback concerning their progress.

Our program includes language, linguistics, culture, and literature components within the requirements of the French/Spanish majors and Language Education major. French Language and Literature majors are offered advanced courses on French phonetics and diction, contemporary France and Quebec, French literature and thought, North and West African literatures and cultures, French translation, Francophone cinema, structure of the French language, and French for business. Spanish Language and Literature majors are offered upper division courses on culture of Spain and Latin America, culture of Hispanics in the U.S., and a variety of genres in Hispanic literature. Beginning in the Fall 2006, our language education candidates will be required to take the new EDLS 333 *Education, Language, and Culture* which examines various constructs of the notions of "language" and "culture" within the educational context, the relationship between them, their effect on identity, values, and beliefs as well as their interplay in schools, communities and societies, both in the United States and the world.

SUNY Potsdam

Student Learning Outcomes Assessment Plan –French/Spanish Teacher Education

11/29/11

Finally, we work closely with the Department of Modern Languages and the Office of International Education on our campus to provide opportunities for our candidates to participate in study abroad and/or exchange programs as well as immersion experiences in target language communities. Candidates' opportunities to study abroad have been augmented with the recent creation of the Dr. John F. and Anne C. Schwaller Scholarship for Study Abroad. Programs offered through our campus include: Pau, France (direct exchange program); Puebla, Mexico (direct exchange program and Spanish immersion program); San Miguel, Mexico (Spanish immersion program); service learning through Operation Crossroads Africa; and various short term travel experiences (e.g. Montreal, France, Africa). Moreover, candidates may take advantage of study abroad opportunities offered through the SUNY System, with over 400 programs in more than 50 countries.

Reflective Practitioners: Throughout their program of study, candidates study and practice research-based models of instruction and assessment, including direct instruction and inquiry-based learning strategies. They are called upon to demonstrate the ability to effectively select and use technology to facilitate student learning, including opportunities to experience technology-enhanced instruction and use of technology in their own learning and teaching. Candidates are required to complete SECD 210 *Computer Applications in Middle and Secondary Education* that deals directly with the use of computer technology in specific educational areas. Moreover, meaningful and relevant incorporation of various technologies is required of candidates in their foreign language education courses and during student teaching. Throughout the program, candidates are continually asked to reflect on their own learning and performance as a way of promoting professional growth and development.

Principled Educators: Our program holds the highest expectations of professionalism among our candidates as evidenced in their behavior, language, attitudes, and attire. They are expected to take responsibility for their actions and work collaboratively with others. Competence, integrity, and respect for others are hallmarks of our program graduates. Commitments to teaching are regularly assessed as candidates move through their class and field experience requirements. The Secondary Education Department has developed and uses a dispositional checklist based on the *Principled Educator* indicators embodied in our conceptual framework.

Department Assessment Coordinator or Faculty Member Completing this Form:

Donald Straight

Update on prior years' "Application of Assessment Results:

Intended Student Learning Outcome #1

Students will demonstrate extensive content knowledge in the following areas related to the foreign language they will be certified to teach:

- I: Listening Comprehension
- II: Reading Comprehension
- III: Language Structures
- IV: Cultural Understanding
- V: Written Expression
- VI: Oral Expression

SUNY Potsdam
Student Learning Outcomes Assessment Plan –French/Spanish Teacher Education
 11/29/11

Measurable Criteria and Assessment Method(s)

NYSTCE CST French/Spanish Test Framework	ACTFL/NCATE Standards
Sub-Area I – Listening Comprehension	
0001 Understand spoken questions or other oral messages.	Standard 1: Language, Linguistics, Comparisons
0002 Derive essential information from oral messages in real-life situations.	Standard 1: Language, Linguistics, Comparisons
0003 Infer meaning from oral communications.	Standard 1: Language, Linguistics, Comparisons
Sub-Area II – Reading Comprehension	
0004 Understand the literal content of a variety of authentic materials.	Standard 2: Cultures, Literatures, Cross-Disciplinary Concepts
0005 Apply skills of inference and interpretation of a variety of authentic materials.	Standard 2: Cultures, Literatures, Cross-Disciplinary Concepts
0006 Understand the use of language for various situations and purposes.	Standard 1: Language, Linguistics, Comparisons
Sub-Area III – Language Structures	
0007 Transform sentences or passages in context according to given instructions.	Standard 1: Language, Linguistics, Comparisons
0008 Analyze sentences to determine grammatically correct words or phrases to complete them.	Standard 1: Language, Linguistics, Comparisons
0009 Revise written passages to correct errors in structure and syntax that interfere with accurate communication.	Standard 1: Language, Linguistics, Comparisons
Sub-Area IV – Cultural Understanding	
0010 Understand major developments in the history of cultures associated with the target language and the cultural significance of these developments.	Standard 2: Cultures, Literatures, Cross-Disciplinary Concepts
0011 Understand geographic, economic, social, and political features of contemporary cultures associated with the target language, including the ways in which values and/or beliefs influence these features.	Standard 2: Cultures, Literatures, Cross-Disciplinary Concepts
0012 Understand literature, the nonliterary arts, science, and technology as aspects of cultures associated with the target language.	Standard 2: Cultures, Literatures, Cross-Disciplinary Concepts
Sub-Area V – Written Expression (Constructed Response)	
0013 In response to a prompt, prepare a coherent, well-developed written composition in the target language that communicates a message effectively and demonstrates a command of vocabulary, syntax, and mechanical conventions.	Standard 1: Language, Linguistics, Comparisons
Sub-Area VI – Oral Expression (Constructed Response)	
0014 In response to a prompt, construct a clear and well-developed oral discourse in the target language that communicates a message fluently, with appropriate pronunciation and intonation, and demonstrates a command of vocabulary, syntax, and grammatical constructions.	Standard 1: Language, Linguistics, Comparisons

Data Source/Results & Analysis

Application of Results/Action Plan for Improvement

SUNY Potsdam

Student Learning Outcomes Assessment Plan –French/Spanish Teacher Education

11/29/11

Intended Student Learning Outcome #2

Students will demonstrate effective planning of classroom-based instruction.

Measurable Criteria and Assessment Method(s)

Unit Plan Criteria	ACTFL/NCATE Standards	INTASC Principles	SUNY Potsdam Conceptual Framework
1. addresses the ACTFL Learning Standards	4	7	WEC, RP
2. addresses the New York State Languages Other Than English Learning Standards	4	7	WEC, RP
3. is developmentally appropriate	3	1, 2, 3	RP, PE
4. is language proficiency level appropriate	3	1, 2	RP
5. contains a unit overview	4	1, 7	RP
6. contains at least five complete lesson plans	2, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9	WEC, RP, PE
7. is thematic	2	1	WEC, RP
8. is interdisciplinary	2	1, 2, 3, 6	WEC, RP, PE
9. incorporates listening	4	1, 4, 6	WEC, RP
10. incorporates speaking	4	1, 4, 6	WEC, RP
11. incorporates reading	4	1, 4, 6	WEC, RP
12. incorporates writing	4	1, 4, 6	WEC, RP
13. incorporates target	2, 4	1, 4, 6	WEC, RP

culture			
14. incorporates authentic materials	2, 4	1, 4, 6	WEC, RP
15. incorporates technology	2, 4	1, 4, 6	WEC, RP, PE
16. has a bibliography	1, 2, 6	1, 6, 7, 10	WEC, RP, PE

Data Source/Results & Analysis

Application of Results/Action Plan for Improvement

SUNY Potsdam
Student Learning Outcomes Assessment Plan –French/Spanish Teacher Education
 11/29/11

Intended Student Learning Outcome #3 Students will demonstrate pedagogical and professional knowledge, skills and dispositions.

Measurable Criteria and Assessment Method(s)

4. Integration of Standards into Curriculum and Instruction	1. Content Knowledge 4. Instructional Strategies 7. Planning for Instruction	Well Educated Citizen Reflective Practitioner
5. Assessment of Languages and Cultures	2. Human Development/Learning 4. Instructional Strategies 7. Planning for Instruction 8. Assessment	Well Educated Citizen Reflective Practitioner
6. Professionalism	9. Reflection and Growth 10. Collaborative Relationships	Reflective Practitioner Principled Educator

ACTFL/NCATE Standards	INTASC Principles	SUNY Potsdam Conceptual Framework
1. Language, Linguistics, Comparisons	1. Content Knowledge 6. Communication	Well Educated Citizen Reflective Practitioner
2. Cultures, Literatures, Cross-Disciplinary Concepts	1. Content Knowledge 3. Diversity 6. Communication	Well Educated Citizen Reflective Practitioner
3. Language Acquisition Theories and Instructional Practices	2. Human Development/Learning 4. Instructional Strategies 6. Communication	Well Educated Citizen Reflective Practitioner

Data Source/Results & Analysis

This assessment (referred to at SUNY College at Potsdam by the name “Form 5”) is the major assessment instrument for evaluating candidates’ overall performance during their two student teaching placements. Secondary education candidates complete two eight-week placements: one at the middle/junior high school level (grades 7-9) and one at the high school level (grades 9-12).

Application of Results/Action Plan for Improvement

Intended Student Learning Outcome #4

Students will demonstrate effects on student learning.

Measurable Criteria and Assessment Method(s)

Teacher Work Sample Components	ACTFL/NCATE Standards	INTASC Principles	SUNY Potsdam Conceptual Framework
1. Contextual Factors	6	3	RP, PE
2. Learning Goals/ Objectives	3, 4	7	RP
3. Assessment Plan	5	8	RP
4. Design for Instruction	3, 4	3, 4	RP
5. Instructional Decision-Making	3, 4	4, 9	RP
6. Analysis of Student Learning	6	8	RP
7. Reflection and Self-Evaluation	6	8, 9	RP, PE

Data Source/Results & Analysis

The Teacher Work Sample (TWS) assignment was created to provide an opportunity for teacher candidates to provide credible evidence of their ability to facilitate student learning by: using information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment; setting significant, challenging, varied, and appropriate learning goals; using multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction; designing instruction for specific learning goals, student characteristics and needs, and learning contexts; using regular and systematic evaluations of student learning to make instructional decisions; using assessment data to profile student learning and communicate information about student progress and achievement; and reflecting on his or her instruction and student learning in order to improve teaching practice. The TWS assignment is completed during one of the two student teaching placements and evaluated by the college supervisor.

Application of Results/Action Plan for Improvement

Intended Student Learning Outcome #5

Student will demonstrate that they are orally proficient in the languages to be taught, according to proficiency levels stipulated in Standard 1.a.

Measurable Criteria and Assessment Method(s)

NYSTCE Modern Languages other than English Content Specialty Test	ACTFL/NCATE Standards
Sub-Area VI – Oral Expression (Constructed Response)	
0014 In response to a prompt, construct a clear and well-developed oral discourse in the target language that communicates a message fluently, with appropriate pronunciation and intonation, and demonstrates a command of vocabulary, syntax, and grammatical constructions.	Standard 1: Language, Linguistics, Comparisons

Data Source/Results & Analysis

At this time, we use the Sub-Area VI *Oral Expression* of the NYSTCE Content Specialty Test (French and Spanish) as an assessment of our candidates' oral proficiency in the target languages to be taught. This sub-area is a constructed response format and requires candidates, in response to a prompt, to construct a clear and well-developed oral discourse in the target language that communicates a message fluently, with appropriate pronunciation and intonation, and that demonstrates a command of vocabulary, syntax, and grammatical constructions. Candidates achieving a sub-area score of at least 220 are considered to have demonstrated oral language competency.

Application of Results/Action Plan for Improvement

Student Learning Outcomes Assessment Plan –French/Spanish Teacher Education

11/29/11

Intended Student Learning Outcome #5

Student will demonstrate proficiency in teaching skills

Measurable Criteria and Assessment Method(s)

ATS-W		ACTFL/NCATE Standards
ATS-W I	Student Development and Learning	3
ATS-W II	Instruction and Assessment	3, 4, 5
ATS-W III	Professional Environment	6
ATS-W IV	Constructed Response: Instruction/Assessment	3, 4, 5

Data Source/Results & Analysis

The Assessment of Teaching Skills-Written (Secondary) is the state licensure examination that assesses pedagogical and professional knowledge of teacher candidates. It includes multiple-choice questions and a written assignment. Candidates must pass this test in order to become certified in New York State, but it is not a graduation requirement.

Application of Results/Action Plan for Improvement

SUNY Potsdam
Student Learning Outcomes Assessment Plan –French/Spanish Teacher Education
 11/29/11

<i>Summary of Action Plans for upcoming Academic Year</i> _____
1.
2.
3.
4.
5.
6.
7.
8.

This section describes how we have used the data from our program assessments to improve candidate performance and to strengthen the Middle/Secondary French and Spanish Education Programs. These areas are addressed from three perspectives as they relate to: (1) candidate knowledge of French or Spanish; (2) candidate pedagogical and professional knowledge, skills, and dispositions; and (3) candidate effects on student learning of French and Spanish.

As mentioned earlier in this program review, based on the results of an on-going program assessment and an analysis of our program in light of ACTFL/NCATE Standards, the Middle and Secondary French and Spanish Education major was revised in 2005-2006 and approved by the New York State Education Department for implementation effective Fall 2006. The revisions were intended to align the program more closely with the current ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers and to assure that candidates can successfully deliver effective foreign language instruction.

Content analysis based on the *ACTFL Standards for the Preparation of Foreign Language Teachers* served as an organizing framework for our revised French and Spanish Education programs. Each of the courses in the revised program addresses one or more of these standards. Candidates are now explicitly shown how program courses connect with the ACTFL Standards.

ACTFL/NCATE Standard	Addressed In courses in the revised program
1. Language, Linguistics, Comparisons	Coursework in the French or Spanish Language/Literature Major; EDLS 333; SECD 374, SECD 394, SECD 474, SECD 494
2. Cultures, Literatures, Cross-Disciplinary Concepts	Coursework in the French or Spanish Language/Literature Major EDLS 333, SECD 374, SECD 394, SECD 474, SECD 494, SECD 356
3. Language Acquisition Theories/Instructional Practices	SECD 374, SECD 394, SECD 474, SECD 494, EDLS 315, PSYC 321, PSY 350 ; SECD 210 ; SECD 340 ; SECD 356
4. Integration of Standards into Curriculum and Instruction	EDLS 349; SECD 356; EDLS 315 SECD 374, SECD 394, SECD 474, SECD 494;
5. Assessment of Language and Cultures	SECD 474, SECD 494
6. Professionalism	EDLS 349; SECD 374, SECD 394, SECD 474, SECD 494

Moreover, the revisions were intended to strengthen our existing teacher certification program and to maintain our compliance with the standards of certification in the *Commissioner’s Regulations* and the *SUNY New Vision in Teacher Education* document. The following is the summary of the rationale for the program revisions:

SUNY Potsdam

Student Learning Outcomes Assessment Plan –French/Spanish Teacher Education

11/29/11

- addition of EDLS 349 *Introduction to Middle and Secondary School Education* to provide candidates with historical, philosophical, and social foundations for work in secondary schools;

- addition of a new course, EDLS 333 *Education, Language, and Culture*, in place of the second general literacy course to provide candidates with more relevant literacy content, and to assist with the development of linguistic and cultural understandings content;

- substitution of PSYC 350 *Educational Psychology* for the previous PSYC requirement (PSYC 100 *Introduction to Psychology* or PSYC 220 *Child Development*) to provide candidates with a stronger theoretical foundation in teaching and learning;

- addition of SECD 340 *Classroom Management* to enhance candidates' ability to manage classroom environments, in response to feedback from student teachers and Form 5 performance.