

**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 Howard University **State** Washington, DC

Date submitted 01-31-2008

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Program documented in this report:

Name of institution's program French Education

Grade levels for which candidates are being prepared 6-12

Degree or award level¹ B.A

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

List the sites at which the program is offered _____

Title of the state license for which candidates are prepared

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?

Yes **No**

¹ This will be a dropdown list of grade levels and possible degrees/awards that could be selected; multiple selections can be made.

SECTION I—CONTEXT

Provide the following contextual information:

1. Description of any state or institutional policies that may influence the application of SPA standards.
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.
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.
4. Description of the relationship² of the program to the unit's conceptual framework.
5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system.³

Attach the following contextual information:

1. A program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. This information may be provided as an attachment from the college catalog or as a student advisement sheet. (For information on the expected components and characteristics for foreign language programs, see page 19 of the ACTFL's standards.)
2. Chart with the number of candidates and completers (Attachment A at end of this form).
3. Chart on program faculty expertise and experience (Attachment B at end of this form).
4. ACTFL/NCATE Program Self-Assessment Table (Attachment C at end of this form).

(response limited to 6 pages, not including attachments)

Section I -- CONTEXT NARRATIVE

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

The approved undergraduate and graduate Secondary Education Programs in French (FREN) is aligned with the District of Columbia standards for certification and licensing and with the American Council of Teaching Foreign Languages (ACTFL) standards. The certification and license permits teachers to teach general and advanced placement courses in French in grades 7 through 12. The Department of Modern Languages and Literature (DMLL) require candidates to demonstrate proficiency on the Oral Proficiency Interview (OPI).

2. Description of the field and clinical experience required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching and internships

² This response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

³ This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

Field experiences provide candidates with a variety of observational and hands-on experiences that help them understand and appreciate the connection between theory and practice. A beginning field experience is arranged in each course prior to the candidate's methods course. An "observation and participation" takes place during the methods course, and an advanced experience occurs during internship or clinical practice. The nature and length of the experiences differ as candidates matriculate through the program, increasing in intensity and length of time spent in the field.

Beginning Field Experiences

Beginning with the first course, *Introduction to Teacher Education (SEED 001 for undergraduates and EDUC 289 for graduates)*, field experiences are arranged for candidates. These initial field experiences include observations of teaching and learning in middle and high schools. Candidates spend at least 10 hours in the field. Candidates may recommend a school site where they would like to conduct their observations; however, the Director of Teacher Education makes the final assignment. During this course, candidates begin to create and gather artifacts for their professional portfolio. Some of these artifacts include a personal educational philosophy and initial reflections about teaching and learning in urban settings with students from diverse backgrounds and with diverse learning needs.

As the undergraduate and graduate candidates matriculate through the pre-methods courses, the foci of the field experiences are aligned with the goals of the individual courses. For example, in *Introduction to Teacher Education*, candidates are asked to reflect on which educational philosophy or combination of philosophies (i.e., perennialism, progressivism, existentialism, social constructivism) is implicitly or explicitly manifested at their observation site. Candidates are encouraged to develop skill in evaluating the extent to which their own personal educational philosophy matches the setting in which they are placed. The development of these skills as a *reflective practitioner* will be useful when they apply for a teaching position. In *Introduction to Assessment and Measurement in Teaching (EDUC 224)*, graduate candidates must administer a mathematics assessment to a student, analyze the results, and design an instructional program based on the results. This field experience helps candidates appreciate the important role that classroom assessment plays in the teaching/learning process. In *Research in Curriculum and Teaching (EDUC 379)*, graduate candidates are asked to interview an editor of an educational research journal to learn how manuscripts progress through review and publication process. Interviews are conducted with faculty members in the School of Education who serve as editors of peer-reviewed educational research journals. This field experience demonstrates to candidates how they, too, can contribute to the body of educational research as they develop into *competent researchers*. In all, candidates spend approximately 50 hours in field experiences prior to enrolling in their French methods course.

"Observation and Participation" Field Experiences: Evidence for meeting ACTFL Standards 1 and 2

The observation and participation field experiences take place when undergraduate and graduate candidates are enrolled in the course, *Educational Methods in Foreign Language Teaching – Course FREN 187*) during the fall semester of the year. All candidates are in the field (placed in a classroom) for at least two half-days per week for 10 weeks.

The methods course is usually taken the semester before clinical practice or internship. The accompanying field experience -- referred to as "Observation and Participation (O&P)" -- takes place either in middle school or high school setting. If the candidate is placed in a middle school for O&P, then the placement for the clinical practice field experience is in a high school.

A cooperating teacher, a university faculty supervisor, and the Director of Teacher Education support candidates. The Director of Teacher Education locates an appropriate placement, taking into consideration the candidate's interests and preferences. Candidates observe the cooperating teacher teaching and assist the teacher by participating in individual or group instruction. Gradually, the candidate is integrated into the teaching process and is scheduled to teach two lessons -- preferably focusing on two different ACTFL content standards. During the teaching of the lesson, the university faculty supervisor and the cooperating teacher observe and evaluate the candidate's performance. A meeting follows each observation immediately with the candidate during which time feedback on the performance is provided to the candidate. Areas of weakness that are identified during the first observation are expected to show improvement during the second observation.

Clinical Practice Field Experience: Evidence for meeting ACTFL Standards 1,2,3,4

The clinical practice field experience is approximately 7 hours per day for 15 weeks during a 16-week semester or 525 hours plus an additional 20-hour on campus seminar in *Student Teaching (SEED 135 for undergraduates and Internship -- EDUC 296 and EDUC 297 for graduate candidates)*.

During clinical practice, undergraduate and graduate candidates are at the school site on a full-time basis. This experience provides candidates an opportunity to engage in a variety of teaching experiences including planning instruction, implementing instruction, assessing student learning, communicating student progress with students and their parents/guardians, collaborating with other educational professionals, and participating in professional development activities. Candidates begin full-time teaching approximately five weeks after they begin their student teaching experience. Candidates are observed formally two times by the cooperating teachers and a minimum of three times by the university faculty supervisor. Two of the observations by the university faculty supervisor are planned, and one observation is unannounced.

All field experiences are supervised by one of two DMLL faculty, who have Ph.D. in Foreign Language and are national leaders in the field. The methods courses are specific to the teaching of foreign languages and are taught by these same qualified faculty.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirement for the content courses accepted by the program:

The criteria for admission, retention, and exit depends on whether the candidate is pursuing initial certification in (a) the undergraduate secondary education professional minor program

(and a major in mathematics), (b) the Master of Arts in Teaching program, or (c) the Alternative Certification Program (ACP), *Transition to Teaching*.

Candidates are assessed at key transitions points in their respective programs in order to ensure that they are qualified to advance to the next level of the program. A candidate who does not meet the criteria is notified of his/her failure to meet the criteria and is offered assistance to remedy the situation. A candidate may be given additional time, advised out of the program or dismissed from the program if the remediation efforts are not successful.

Undergraduate Secondary Education Professional Minor (30 Credits)

Admission

To be admitted to the undergraduate secondary education professional minor, a candidate must pass all parts of Praxis I (reading, writing, mathematics), have a cumulative grade point average of 2.3 (4.0 scale), and a grade point average of 2.5 (4.0 scale) in French and education courses. Additionally, only education courses with a grade of “C” or better are accepted -- with the exception of the content methods course and the Student Teaching and Classroom Management seminar course, SEED 135.

Retention

To be retained in the undergraduate professional minor program, a candidate has to maintain good academic standing in the College of Arts & Sciences (COAS) and a minimum of grade “C” in all courses prior to taking the methods course, and a grade of “B” in methods (FREN 187) and student teaching (SEED 135). Candidates must also pass all parts of the Praxis I examination, earning at least the minimum score set for each test by the District of Columbia.

Exit

In order to exit the program, a candidate must be recommended for certification. Not all candidates who graduate from the College of Arts and Sciences with a major in Spanish and began the secondary education professional minor program during their matriculation actually “exit” the program. Beginning in Spring Semester 2005, all candidates exiting the program had to complete *all* 30 credits hours of the *professional minor program*, receive a minimum grade of “B” in Student Teaching (SEED 135), pass the content pedagogy, and proofs tests of Praxis II in mathematics, and earn satisfactory marks on his/her professional portfolio.

Master of Arts in Teaching (M.A.T.) Program (36 Credit Hours)

Admission

To be admitted to the Master of Arts in Teaching (MAT) Secondary Education Program, a candidate must pass all parts of Praxis I (reading, writing, mathematics), have 3 satisfactory recommendations that speak to the candidate’s potential to be successful in a graduate program, a personal statement of the candidate’s interest in teaching, a biographical sketch, a minimum overall grade point average of 2.7, a completed graduate application, and the equivalent of at least 18 hours in French (or have a plan to complete the coursework).

Retention

To be retained in the MAT Secondary Education Program, a candidate must maintain good academic standing (3.0 on a 4.0 scale) in the School of Education and a minimum of grade “B” in the methods course, Methods in Foreign Language Teaching (FREN 187). A candidate must also demonstrate progress toward completing the minimum number of credit hours in Spanish content course, if applicable.

Exit

from the M.A.T Secondary Education Program: In order to exit the program, a candidate must be recommended for certification. A candidate must pass Praxis II – French Content Knowledge test. They must also earn a passing score on the Department of Modern Languages and Literatures comprehensive examination, earn satisfactory marks on his/her professional portfolio and action research paper, and earn a minimum grade of “B” in *Internship (EDUC 296 & 297)*,

Alternative Certification Program in French

Admission

To be admitted to the Alternative Certification Program a candidate must earn passing scores in Praxis I (reading, writing, mathematics) and Praxis II (French content knowledge and Productive Language Skills). All other criteria are the same as that for admission to the M.A.T. Secondary Education Program.

Retention

See information for MAT Secondary Education Program above.

Exit

In order to exit the program, a candidate must be recommended for certification. Upon satisfactory completion of required coursework and a one school-year satisfactory supervised internship, a candidate is recommended for certification.

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

The mission of the School of Education (the Unit hereafter) is to prepare professional educators and human development specialists in teaching, research, service delivery, policy, and advocacy. The conceptual framework, which guides the work of the Unit, identifies seven candidate outcomes. Candidates are afforded an opportunity to exhibit these outcomes in various courses and experiences in the program. Specifically, candidates must: (1) think critically, (2) analyze and solve problems, (3) make ethical decisions, (4) apply knowledge by linking theory and practice, (5) know and understand self, history, and community, (6) assume leadership roles in the global community, and (7) demonstrate knowledge, sensitivity, and skills in working with diverse populations. Moreover, all programs in the Unit, including the French Education Programs in the Department of Modern Languages and Literature, prepare candidates to function as *reflective educators/practitioners, competent researchers, educational leaders, and change agents*.

Candidates in the French Education program are required to be *reflective educators/practitioners*. They reflect on matters related to self, teaching and learning of French, and educational issues in general. Additionally, candidates must develop an educational philosophy of their own. These reflections allow them to consider how they will teach Spanish to students with different interests and abilities in a society and world that values second language literacy.

Candidates demonstrate the skills of a *competent researcher* at a level that is commensurate with their training and development. All candidates in secondary education programs must conduct an action research study and present the findings. They complete these tasks with the assistance of a faculty advisor. Undergraduate candidates begin the process of becoming competent researchers by presenting abstracts, analyzing and critiquing journal articles on foreign language teaching in the classroom. The candidates thoroughly review and practice the major elements of French grammar (FREN 040) and develop speaking and listening skills (FREN 050). Candidates enroll in survey of French literature and civilization (FREN 082/083) that presents a historical and cultural context of the culture. Thereafter, undergraduate candidates are guided through the process of conducting a research study while enrolled in their student teaching and seminar course. Graduate candidates receive a more extensive preparation in the course, *Research in Curriculum and Teaching (EDUC 379)*. In that course, they prepare a research proposal. All candidates must carry out their research studies during student teaching or clinical practice.

Leadership in the area of French education is crucial for the candidates to be able to help students to develop abilities in two or more languages throughout their school years to provide a deeper understanding of language and how to use it effectively. Candidates must be able to speak and write in simple French in a range of every day situation. Our candidates must be *leaders and change agents* in leading this country in the direction of a broader emphasis on bilingual education.

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 French Education Program has several assessments that are unique to the program. Examples of assessments that are aligned with one or more of the afore-mentioned candidate outcomes (in parenthesis) include: lesson and unit plans (2, 3), and the Comprehensive Examination which is administered by the Department of Modern Languages and Literature (1,2), Praxis I and Praxis II (1,2), Teacher Candidate Assessment Instrument (3,4,7), and an action research project (4). (See #4 above).

All of the afore-mentioned unique program assessments and the associated candidate outcomes are aligned with the conceptual framework that guides the work of the Unit and serves as the basis of the Unit's assessment system.

SECTION II— LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ACTFL standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

Name of Assessment ⁴	Type or Form of Assessment ⁵	When the Assessment Is Administered ⁶
[Licensure assessment, or other content-based assessment] Praxis II: French Content and Productive Language Skills Exam	State Licensure Tests	Completion of Program (Minors & MAT)
[Assessment of content knowledge in language to be taught] College of Arts & Sciences Senior Exam & Grades in French Courses	Spanish Senior Comprehensive Exam (Minors) Grades (M.A.T. and Alternative Cert)	Admission to Program (Alternative Cert) Completion of Program (Minors) Admission to Program (MAT & AC)
[Assessment of candidate ability to plan instruction] Unit Plan	*Written plans	During content methods course, <i>Methods in Foreign Language Teaching (FREN 187)</i>
[Assessment of student teaching] Teacher Candidate Evaluation Instrument	*Student Teaching Performance Evaluation	During Student Teaching (Minors) and Internship (MAT & AC).
[Assessment of candidate effect on student learning] Action Research Project	*Research Paper	Student Teaching (Minors) Internship (MAT & AC)
Additional assessment that addresses ACTFL standards (required)] Oral Proficiency Interview	Oral Assessment	Before completion of program
Additional assessment that addresses ACTL standards (optional)] Praxis II: Productive Language Skills Exam	State Licensure Test * Assessed with Departmental Rubric	Completion of Program

⁷Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

⁵ Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

⁶ 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).

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 STANDARD⁷	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>	<p>X<input type="checkbox"/>#1 X<input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>X#6 <input type="checkbox"/>X#7 <input type="checkbox"/>X#8</p>
<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>	<p><input type="checkbox"/>X#1 <input type="checkbox"/>X#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>X#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 X<input type="checkbox"/>#8</p>
<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>	<p><input type="checkbox"/>#1 <input type="checkbox"/>X#2 <input type="checkbox"/>X#3 <input type="checkbox"/>#4 <input type="checkbox"/>X#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<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>	<p><input type="checkbox"/>#1 <input type="checkbox"/>X#2 <input type="checkbox"/>X#3 <input type="checkbox"/>#4 <input type="checkbox"/>X#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>

⁷ NCATE will provide a link to the full set of SPA standards, including rubrics and supporting explanations.

ACTFL STANDARD⁷

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.

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.

**APPLICABLE ASSESSMENTS
FROM SECTION II**

X#1 #2 X#3 X#4

X#5 #6 #7 #8

#1 #2 #3 X#4

X#5 #6 #7 #8

SECTION IV—EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE's unit standard 1:

- Content knowledge⁸
- Pedagogical and professional knowledge, skills and dispositions
- Focus on student learning

For each assessment, the evidence for meeting standards should include the following information:

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards; and
5. Attachment of assessment documentation, including:⁹
 - (a) the assessment tool or description of the assignment;
 - (b) the scoring guide for the assessment; and
 - (c) candidate data derived from the assessment.

*The narrative section for **each** assessment (1-4 above) is limited to two text pages. It is preferred that each attachment for a specific assessment (5a-c above) is limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond 5 pages.*

#1 (Required)-CONTENT KNOWLEDGE: Data from licensure tests or professional examinations of content knowledge. ACTFL standards addressed in this assessment could include but are not limited to 1 and 2. If your state does not require licensure tests or professional examinations in the content area, another assessment must be presented to document candidate attainment of content knowledge. Praxis II: French Content Knowledge and Productive Language Skills.

⁸ In some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

⁹ All three components of the assessment – as identified in 5a-c – must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available.

1. A brief description of the assessment and its use in the program:

The Praxis II Content Knowledge test in French is designed to assess the knowledge and competencies necessary for a beginning teacher of secondary school teaching of French. Teacher candidates are expected to understand content knowledge, linguistics and cultural awareness.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III.

Content Category	ACTFL Standards in which specific indicators exist.
Grammatical and Conversational Content	1.a
Linguistic Competence	1.b, 2.b
Socioculture Knowledge	2.a

The French Education candidates are reaching the expectations outlined in the ACTFL/NCATE Program Standards with regards to pedagogical knowledge, skills and dispositions.

3. A brief analysis of the data findings:

There were no candidates among undergraduate secondary education minors or MAT degree candidates for the year 2006-07 who took Praxis II Content Knowledge and Productive Language Skills.

4. An interpretation of how the data provides evidence of meeting standards:

There were no candidates among undergraduate secondary education minors or MAT degree candidates for the year 2006-07 who took Praxis II French Content Knowledge and Productive Language Skills.

5. Attachment of assessment documentation:

- (a) Not applicable for this assessment.
- (b) Not applicable for this assessment.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

#2 (Required)-CONTENT KNOWLEDGE: Assessment of content knowledge in the language to be taught. ACTFL standards addressed in this assessment could include but are not limited to Standards 1 and 2. Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks.¹⁰

Section IV – Assessment 2

Department of Modern Languages and Literatures Comprehensive Examination and Transcript Analysis of Spanish Education Coursework and Grades

1. A brief description of the assessment and its use in the program:

For undergraduate secondary professional minors in French. The Department of *Modern Language and Literatures Senior Comprehensive Examination* is administered annually in the Fall Semester of the academic year to all French majors, including secondary education professional minors. The examination covers content coursework (See #2) that is common to all majors in the following strands: linguistic competence, socio-cultural knowledge, grammar and conversational content and secondary education.

For candidates in the M.A.T. Secondary Education Program and the Alternative Certification Program. A *transcript analysis* of their undergraduate Spanish coursework and grades is the assessment method used to determine knowledge of content.

2. A description of how these assessments specifically align with the standards it is cited for in Section III.

Coursework covered by the French Education Senior Comps and the Transcript Analysis	ACTFL Standards
FREN 040	1.a., 2.a.
FREN 060	1.a., 2.b., 3.a.,
FREN 077	1.a., 2.b., 3.a., 3.b., 5.a.
FREN 082	1.a., 2.a., 2.b., 3.a., 4.a., 5.a.
FREN 083	1.a., 2.a., 2.b.,3.a.,3.b.,
FREN 084	1.a., 2.a., 2.b.,3.a.,3.b.,
FREN 150	1.a., 2.a., 2.b.,3.a.,3.b.,

¹⁰ A portfolio is a collection of candidate work. The information to be reported here requires an assessment of candidates' content knowledge as revealed in the work product contained in a portfolio. If the portfolio contains pieces that are interdependent and the portfolio is evaluated by faculty as one assessment using a scoring guide, then the portfolio could be counted as one assessment. Often the assessment addresses an independent product within the portfolio rather than the complete portfolio. In the latter case the assessment and scoring guide for the independent product should be presented.

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* Comprehensive Exam courses; #* Transcript Analysis courses

3. A brief analysis of the data findings:

No undergraduate secondary education minor took the Department of Modern Languages and Literatures Senior Comprehensive Examination in 2006-07.

4. An interpretation of how the data provides evidence of meeting the standards:

For undergraduate secondary professional minors in Spanish education.

Not applicable.

For candidates in the M.A.T. Secondary Education Program and the Alternative Certification Program.

There is alignment of the courses and the standards; therefore, ACP candidates who earn at least of grade of “C” or better in the courses listed above meet the content knowledge standards.

No M.A.T. Secondary Education Program candidates were enrolled for the year 2006-07.

5. Attachment of assessment documentation:

- (a) Senior Comprehensive Examination and copy of Transcript Analysis Form (not applicable)
- (b) Not applicable

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

#3 (Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction. ACTFL standards that could be addressed in this assessment include but are not limited to Standards 3, 4, and 5. Examples of assessments include the evaluation of candidates’ abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans.

**Section IV – Assessment 3
Unit Plan in the Content Areas**

1. A brief description of the assessment and its use in the program:

A mini teaching Unit in the Content Area assessment is embedded in the methods course, (*FREN187/287*) for undergraduate and graduate candidates. The Unit Plan assesses candidates' ability to conduct short-term and long-term instructional activities based on the curricular goals of the school district, knowledge of their students and their special learning needs, and learning theories and philosophies of education. A scoring rubric is used to assess and evaluate how well candidates meet the ACTFL/NCATE standards associated with the unit plan.

2. A description of how this assessment specifically aligns with the standard it is cited for in Section III.

The Unit Plan in French education is an assessment of the candidates' expertise in planning long-range (2 week) instruction. In that regard the following ACTFL /NCATE standards are met 1.a., 1.b., 1.c., 2.a., 2.b., 2.c., 3.a., 3.b., 4.b., 4.c., 5a., 5.b., and 5.c.

3. A brief analysis of the data findings;

There was 1 undergraduate candidate in the course, *Methods in Foreign Language Teaching (FREN 187)*. During the 2006-07 academic year; however, there were no graduate candidates enrolled in the course *FREN 287*. The candidates obtain an overall score of 4.0 (on a scale of 5.0) or 80 (on a scale of 100) on the Unit Plan. This is level of performance demonstrates that the candidate met the standards that are aligned with this assessment.

4. An interpretation of how the data provides evidence of meeting the standards.

There are several types of evidence can be used to show how the data provide evidence of meeting the standards. First, the assessment on which the data are drawn is aligned with the specific ACTFL standards (See #2). Second, the candidate's performance overall score on the Unit Plan (4.0 on a 5 point scale or 80 on a 100 point scale) provides a holistic assessment and evaluation of the candidates' ability to design long-range instructional plans.

Attachment of assessment documentation is not available.

- (a) Unit Plan description (Description is embedded in syllabus for the course.
- (b) Unit Plan rubric
- (c) Unit Plan data (See #3).

Rubric for Scoring Unit Plan*

**Area/
ACTL
standard**

**L
e
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n
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n
g**

**ACTFL
Standards
4.a.,1.a.,3.a,4.b.
4.c.**

Excellent --5

- Unit plan reinforces language skills, grammar content, drill exercises, performance types of activities conducted in Spanish
- Include working in groups, interaction and participation through role-plays, simulations, presentations, games etc.
- All learning objectives clearly align with state framework, content standards, and benchmarks of the subject area(s).
- Unit plan has well-defined accommodations to support a diversity of learners.

Good--3

- Unit plan moderately reinforces language skills, grammar content, drill exercises, performance types of activities conducted in Spanish
- Include working in groups, interaction and participation without role-plays, simulations, presentations, games etc.
- Some learning objectives align with state frameworks, content standards, and benchmarks or the subject area(s).
- Unit Plan offers minimal accommodations to support a diversity of learners.

Poor--1

- Unit Plan does not include grammatical and conversational content.
- Objectives are vague and not clearly supported. Relationship between learning objectives and state frameworks, content standards, and benchmarks unclear.
- Unit Plan does not accommodate a diversity of learners.

Rubric for Scoring Unit Plan, cont.

	5	3	1
<p>I m p l e m e n t a t i o n</p> <p>ACTFL Standards 1.a., 3.a., 4.b., 4.c</p>	<p>Excellent</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unit Plan provides a well-developed model and guideline for utilizing various linguistic and communicative forms in implementation. <input type="checkbox"/> Unit includes allowing students to apply their skills and learn from real-life situations in relation to social and cultural aspects of Spanish life. <input type="checkbox"/> Unit Plan can be easily modified and implemented in a variety of classrooms. 	<p>Good</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unit Plan provides a model and guideline for utilizing one linguistic and communicative form in implementation. <input type="checkbox"/> Unit minimally allows students to apply their skills and learn from real-life situations in relation to social and cultural aspects of Spanish life. <input type="checkbox"/> Unit Plan can be easily modified and implemented in a variety of classrooms 	<p>Poor</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unit Plan minimally provides a well-developed model and guideline for utilizing various linguistic and communicative forms in implementation. <input type="checkbox"/> Unit does not allow students to apply their skills and learn from real-life situations in relation to social and cultural aspects of Spanish life. <input type="checkbox"/> Unit Plan can be easily modified and implemented in a variety of classrooms
<p>A s s e s s m e n t</p> <p>ACTFL 5.a.,5.b.,5.c</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Instrument(s) for authentic assessment and evaluation are included. <input type="checkbox"/> A clear relationship is evident between learning objectives and assessment of student learning. <input type="checkbox"/> Assessment tools contain topic-specific criteria in order to serve as a helpful scaffold for students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instrument(s) for assessment of most targeted objectives are included. <input type="checkbox"/> Some relationship is evident between learning objectives and assessment. <input type="checkbox"/> Assessment tools contain some topic-specific criteria, but may be unclear to students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instruments for assessment of targeted objectives are not included or the assessment does not match the targeted objectives. <input type="checkbox"/> Relationship between objectives and assessment tool is unclear. <input type="checkbox"/> Assessment tools contain only general criteria.

Instructor's Comments:

Candidate: _____
Semester: _____
Status: ___ Undergraduate ___ Graduate
Instructor: _____
Score: _____

Note: Scores on a 5-point scale are calculated by taking an average of the scores across areas: learning, implementation, and assessment. Scores are continuous and can take on intermediate values.

Provide assessment information (items 1-5) as outlined in the directions for Sections IV.

#4 (Required)- PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. ACTFL standards that could be addressed in this assessment include but are not limited to Standards 3, 4, 5, and 6. The assessment instrument used in student teaching or the internship should be submitted.

Section IV – Assessment 4 Teacher Candidate Assessment Instrument

1. A brief description of the assessment and its use in the program:

All candidates in the Secondary Education Programs are required to complete a clinical practice internship in the District of Columbia public schools or surrounding school districts. The length of the internship depends on the program in which a candidate is enrolled. Undergraduate and M.A.T. candidates participate in a 12-week internship. During their internship, candidates are evaluated twice by their cooperating teacher and university supervisor, for a total of four evaluations throughout the 12-week internship. The first two evaluations are conducted at mid-point of the semester and the last two evaluations are conducted at the conclusion or end-point of the internship. The evaluation instrument used is the Teacher Candidate Assessment Instrument. ACP candidates participate in a yearlong supervised on-the-job clinical experience.

The construction of the Teacher Candidate Assessment Instrument was guided by the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards and is aligned with the teaching standards of the content professional organization such as the American Association of Teachers of French, Foreign Language Teaching Forum and the National Association for Bilingual Educators. The instrument assesses each candidate's competency in 10 areas that

include knowledge of subject matter, human development and learning, student diversity, instructional strategies, classroom organization and behavior management, communication, instructional planning skills, assessment, professional commitment and responsibility, and family, school and community partnerships.

All programs in the Department of Curriculum and Instruction to assess candidates' performance during their internship use this instrument universally.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III:

The alignment between the Teacher Candidate Assessment Instrument and the ACTFL Standards is presented below.

Teacher Candidate Assessment Instrument Subscales	ACTFL Standards
1. Knowledge of Subject Matter	1,2,3,4,5
2. Human Development and Learning	3,4,5
3. Student Diversity	3,4,5
4. Instructional Strategies	2,3,4,5
5a. Classroom Organization	3,4,5
5b. Behavior Management	3,4,5
6. Communication	3, 4, 5
7. Instructional Planning Skills	2,3,4,5
8. Assessment	3,4,5
9. Professional Commitment and Responsibility	1,2,5,6
10. Partnerships	1,2,6

3. A brief analysis of the data findings:

**Secondary Education
Mathematics Program**

Undergraduate Minor	No data to report
M.A.T. Program	No data to report
Alternative Certification	No data to report

4. An interpretation of how that data provides evidence for meeting standards:

No data to report.

5. Attachment of assessment documentation:

- (a) Teacher Candidate Assessment Instrument**
- (b) Scoring guide for the Teacher Candidate Assessment Instrument**
- (c) Candidate data derived from the assessment**

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

#5 (Required)-EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning. ACTFL standards that could be addressed in this assessment include but are not limited to Standard 3, 4, and 5. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

Section IV – Assessment 5 Action Research Project or Professional Portfolio

1. A brief description of the assessment and its use in the program:

All candidates in the Secondary Education Programs must conduct an Action Research project during the last year of their degree program. Through the action research project, candidates (1) demonstrate an understanding of some of the important educational problems that stakeholders in urban schools face, especially in the area of teaching and learning French; (2) provides an opportunity for the candidates to collect evidence of the impact of their training on student learning; and (3) demonstrate practical knowledge and skills of educational assessment and evaluation. Furthermore, by conducting an action research, candidates will exercise their abilities to think critically, to analyze and solve problems, to make ethical decisions, to apply knowledge by linking theory to practice, and to show their sensitivity to diverse populations in public schools.

For graduate candidates, the development of an action research project consists of two critical stages. First, in the semester prior to the clinical internship, candidates construct their action research proposals in EDUC 379 *Research in Curriculum and Teaching* course. Second, the research proposal is carried out in conjunction with candidates' clinical internship in the following semester. For undergraduate candidates, presentations on how to conduct the project are made during the student teaching seminar. Benchmarks with due dates for various components of the project and paper are established throughout the semester. Upon completion of the project, action research findings are presented before candidates' fellow student teachers, faculty members, and cooperating teachers at the end of the clinical internship. Faculty members in the program with a rubric system score research reports.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III.

The components of the Action Research Project are aligned with ACTFL standards 2.a.,2.b.,4.b.,4.c and INTASC Standard 8: Assessment. The action research process consists of candidates conducting a needs assessment, identifying a classroom based problem or a question, collecting and analyzing baseline data, identifying an intervention, implementing a classroom intervention; formative data collection, analyses and summative data; interpretations, and implications for future teaching. Projects are evaluated on these dimensions using a 3-point

rubric system that consists of indicators including “Exceeded,” “Met,” and “Needs Work – Resubmit.”

Alignment between the Action Research Project and ACTFL Standards

Components of Action Research Project	Aligned with ACTFL Standards
Conducting a needs assessment	5a, 5b, 5c
Identifying a classroom-based problem or a question	5a,5b,5c
Collecting and analyzing baseline data	5a, 5b,5c
Identifying an intervention	5b
Implementing a classroom intervention	5a
Formative data collection	5a
Analyzes and summative data	5c
Interpretation of findings	5c
Implications for future teaching	5b

3. A brief analysis of the data findings:

There were no program completers for the French undergraduate professional minor program or in the M.A.T. Spanish Secondary Education Program.

Candidates in the Alternative Certification Program are not required to complete an action research project for certification. They complete a professional portfolio.

4. An interpretation of how that data provides evidence for meeting standards:

5. Attachment of assessment documentation:

(d) Teacher Candidate Assessment Instrument

(e) Scoring guide for the Teacher Candidate Assessment Instrument

(f) Candidate data derived from the assessment

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

#6 (Required)-CONTENT KNOWLEDGE: Assessment that demonstrates candidates are orally proficient in the languages to be taught, according to proficiency levels stipulated in Standard 1.a. Results of the OPI/TOPT should be submitted. ACTFL standard addressed in this entry is Standard 1.

Section IV – Assessment 6

Praxis II: French Content Knowledge Test and Productive Language Skills

1. A brief description of the assessment and its use in the program:

The Praxis II French Content Knowledge and Productive Language Skills tests are designed to assess the content knowledge and competencies necessary for a beginning teacher of secondary French education. The test focuses interpretive listening, grammar accuracy, interpretive reading and culture.

Candidates in the secondary education programs must take and pass this test before program completion.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III.

According to the Praxis II French Content Knowledge test materials, the candidate can be asked to demonstrate the following competencies that are aligned with ACTFL standards.

Competencies assessed on Praxis II: Spanish Content Knowledge	ACTFL Standards
Interpretive Listening	1.a
Structure of the Language	1.b. 3.a.
Interpretive Reading	1.2.
Cultural Perspectives	2.a., 2.b.,

3. A brief analysis of the data findings:

For the year 2006-07, there were no program candidates in French in the Secondary Education Program. There were no program candidates in the undergraduate secondary education minor program or the MAT degree program for the year 2006-07.

4. An interpretation of how that data provides evidence from meeting standards:

The topics covered by the Praxis II: French Content Knowledge and Productive Language Skills are aligned with several ACTFL standards.

5. Attachment of assessment documentation:

- (c) Not applicable for this assessment.
- (d) Not applicable for this assessment.
- (e) See Attachment A

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

#7 (Required): Additional assessment that addresses ACTFL standards. Examples of assessments include evaluations of professional development experiences, memberships in professional organizations, conference participation, philosophy statements, and case studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

#8 (Optional): Additional assessment that addresses ACTFL standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

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

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. **This information should be organized around (1) content**

knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(response limited to 3 pages)

SECTION VI—For Revised Reports Only

Describe what changes or additions have been made in the report to address the standards that were not met in the original submission. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4>

ATTACHMENT A
Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years as appropriate for your data span.

Program: Secondary Minors

Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ¹¹
06-07	0	0
05-06	0	0
04-05	2	0

Program: Masters (MAT and Med)

Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
06-07	0	0
05-06	0	0
04-05	0	0

Program: Alternative Route

Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
06-07	0	0
05-06	2	1
04-05	0	0

¹¹ 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 ¹²	Assignment: Indicate the role of the faculty member ¹³	Faculty Rank ¹⁴	Tenure Track (Yes/No)	Scholarship, ¹⁵ Leadership in Professional Associations, and Service: ¹⁶ List up to 3 major contributions in the past 3 years ¹⁷	Teaching or other professional experience in P-12 schools ¹⁸
James Davis	<i>Ph.D.</i>	Dept. Chair	Professor	Yes	Published research in Language Teaching	
Marion Hines	<i>Ph.D.</i>	Faculty, Clinical supervisor	Associate Professor	Yes	Published in Language Teaching	30 years as a teacher and supervisor of Foreign Language in District of Columbia Schools.

¹² e.g., PhD in Curriculum & Instruction, University of Nebraska

¹³ e.g., faculty, clinical supervisor, department chair, administrator

¹⁴ e.g., professor, associate professor, assistant professor, adjunct professor, instructor

¹⁵ *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.

¹⁶ *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.

¹⁷ e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

¹⁸ 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.

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