### 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**

#### COVER SHEET

1. **Institution Name**
   - The University of Memphis

2. **State**
   - Tennessee

3. **Date submitted**
   - 09/16/2007

4. **Report Preparer's Information:**

   **Name of Preparer:**
   - Jennifer A. Borek, Ph.D.

   **Phone:**
   - (901) 678-4777
   - Ext.

   **E-mail:**
   - jborek@memphis.edu

5. **NCATE Coordinator's Information:**

   **Name:**
   - John M. Johnston

   **Phone:**
   - (901) 678-2365
   - Ext.

   **E-mail:**
   - jmjhnstn@memphis.edu

6. **Name of institution's program**
   - Secondary Foreign Language MAT Degree and Teacher Licensure
7. NCATE Category
Foreign Language Education (multiple)

8. Grade levels\(^{(1)}\) for which candidates are being prepared
7-12

(1) e.g. Early Childhood; Elementary K-6

9. Program Type
- Advanced Teaching
- First teaching license
- Other School Personnel
- Unspecified

10. Degree or award level
- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. Is this program offered at more than one site?
- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared
Foreign Language 7-12

14. Program report status:
- Initial Review
- Response to a Not Recognized Decision
- Response to National Recognition With Conditions

15. 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

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of ACTFL standards. (Response limited to 4,000 characters)

Secondary Education Foreign Language licensure (grades 7-12) at The University of Memphis is part of the Instruction and Curriculum Leadership Department in The College of Education. Secondary licensure is only offered at the Master’s Degree level through the Master of Arts in Teaching (MAT) or licensure only programs for those with a Bachelor’s Degree in their licensure language or appropriate coursework verified by the Certification Officer.

The Tennessee Department of Education require that Foreign Language 7-12 certification candidates successfully pass the PRAXIS II content knowledge exams, participate in field experiences on an ongoing basis, and pass an internship or student teaching experience. Language teacher preparation must address the American Council of Teachers of Foreign Language (ACTFL) standards that have been aligned with the State of Tennessee standards. This ensures all candidates achieve proficiency in the areas of spoken and written language, pedagogy, diversity, inclusion, and technology integration.

The Secondary Education Program at UM has aligned our program, admissions standards, and graduation requirements to the state and ACTFL standards. Students are required to demonstrate oral and written language proficiency by working directly with secondary teachers in their language of licensure. While we do not teach any courses in foreign languages during the MAT program, nor do we have study abroad opportunities or use the OPI or TOPT tests, students have multiple opportunities to demonstrate their fluency, and are required to do so for program completion.

The secondary education faculty works closely with the faculty of Arts and Sciences’ Modern Languages program. Beginning in academic year 2007-08 students will take a written and oral exam administered by the ML faculty each spring. These exams are used for entrance into the Modern Language Master of Arts program, and are aligned with ACTFL 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. (Response limited to 8,000 characters)

All candidates fulfill the required number of clinical/field hours prior to student teaching, at which time they complete their required number of weeks. Students who are teaching on alternative licenses in lieu of student teaching must present two years of satisfactory evaluations from their supervisor, usually an assistant principal or principal. Those candidates are still required to complete the 40 hours of fieldwork during the appropriate courses.

The Secondary Education division has a partnership with Craigmont High School. All field placements are completed at this site under the supervision of teacher selected for the partnership. Students begin fieldwork with individual tutoring or small group assignments, building up to a full day of teaching during their methods class. Student teaching placements are made with licensed teachers of language, and students have the opportunity to work at both the secondary and middle levels, as their licensure is 7-12.
Craigmont High School is the international language school for Memphis City Schools, meaning that they have several more foreign languages taught there than any other high school in the city. This partnership affords our students the opportunity to work with a highly-qualified professional in their licensure language. They are mentored in teaching language, linguistics, culture, and literature in the licensure language.

See attached table

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. (Response limited to 4,000 characters)

The Master of Arts in Teaching (MAT) degree in secondary foreign language serves those seeking initial teacher licensure at the graduate level, and culminates in a master's degree. Students must hold a bachelor's degree from an accredited institution prior to acceptance into the program. The concentrations for this degree include all modern languages except English. Students can either get the Master's of Arts in Teaching (MAT) degree with licensure or licensure only. The differences in the programs are that the MAT requires two (6 semester hours) research courses and full admission to the Graduate School as a degree-seeking student.

Students seeking admission to the MAT degree program must attend a mandatory Informational Meeting hosted by the Instruction and Curriculum Leadership Admissions Office. These students must be fully admitted to the graduate school as degree seeking students, and to the Teacher Education Program (TEP). The major for all MAT degrees is Instruction and Curriculum Leadership. The two courses completed in addition to licensure requirements are Introduction to Educational Research and the Master’s Project, which requires an action research paper and presentation to faculty.

Students who do not desire the MAT degree can obtain initial licensure by completing all applicable requirements and courses in curriculum, instruction, and foundations, as indicated on the ICL advising form. Those seeking Licensure Only must be admitted to the graduate school as a non-degree student and fully admitted to the TEP, maintain a 2.5 grade point average, and complete all required courses.

Admission to Teacher Education Program
Retention in TEP
Admission to Student teaching
Exit / Certification

1. Complete faculty interview (with 2 faculty members)
2. Passing scores (as determined by the State of TN DOE) on the Praxis Pre professional Skills Test (Praxis I).
3. Completion of 9 credits with a GPA of 2.5 (first three courses).
4. Passing scores (as determined by the State of TN DOE) on the Praxis II content exams for language licensure area.

1. Candidate’s progress and mastery of competencies by adviser.
2. Maintain a cumulative average of 2.5
3. Receive a C or better in all required teacher education courses.
1. Completion of all prerequisite education courses
2. GPA average of 2.5.
3. Complete a self-evaluation and a faculty evaluation using the Disposition Assessment that demonstrates health, personal characteristics, and professional attitudes considered essential for successful teaching.
6. Fingerprinting for state and federal background search
1. Pass student teaching
2. Receive a positive rating on the Disposition Assessment
3. Satisfy all program requirements for the degree and/or teacher certification, including a 2.50 GPA.
4. Be endorsed by the faculty adviser, the department, and the Certification Officer.
The Secondary Division of Instruction and Curriculum Leadership within The University of Memphis is committed to developing teachers who are inspired to engage in critical thinking, problem solving, and lifelong learning. Completion of our secondary teacher preparation program signifies that candidates for licensure have developed knowledge and skills in pedagogy and in a modern language, which address performance outcomes required by the state of Tennessee. The teacher preparation program is built on a conceptual framework that includes three components:

1) facilitating learning for students and themselves;
2) understanding and appreciating diversity, particularly in an urban setting; and
3) fostering professionalism and vision.

The primary focus of this program in relationship to the unit’s conceptual framework is that our students must display substantial knowledge of content and pedagogy in the area of instruction, and remains current of new ideas and understandings in the discipline being taught if they are to be successful in our program and in their careers. The assessment systems that is evolving ensures that students will have the tools and dispositions to create positive classroom environments for students within their content area, and make a positive contribution to their school environment.

The conceptual framework of the University of Memphis College of Education consists of its vision for preparing educational leaders, its mission to pursue engaged scholarship, its philosophical commitments and principles, and its high expectations for candidate performance. By articulating our values, we are better able to ensure that we are engaged with our community, relevant both to our stakeholders and within our disciplines, and leading our profession.

Vision and Mission
The vision of the College of Education is to be a leader in the preparation of urban professionals. The mission of the College of Education is to provide high-quality undergraduate and graduate instruction for urban students, to conduct meaningful research designed to illuminate and solve problems, and to use our expertise to serve our community. The theoretical model uniting all of these activities is engaged scholarship.

Commitments
All initial and advanced programs for the preparation of teachers and other school personnel are guided by these three fundamental commitments. Commitment to Effective Practice: All faculty members are committed to preparing candidates with the knowledge, skills, and dispositions necessary to begin practice as competent professionals who meet and exceed the requirements for successful work in their chosen fields. Commitment to Diverse Communities: We are committed to preparing effective professionals who understand and value diversity, and who act proactively in all relationships. Commitment to Leadership: We are committed to the notion of leaders as problem-solvers who embrace change. Our faculty and student leaders are disposed to positive change through active engagement with their various professional communities.

Outcomes for Professional Educators
These three commitments are expressed in these six College of Education Outcomes for Professional Educators: Content Knowledge and Skills, Knowledge of the Learner, Pedagogy and Instruction, Assessment and Responsive Practice, Management of Classrooms and Individuals, and Personal and Professional Growth and Development. Alignment between these outcome standards and ACTFL standards are demonstrated in the attached table.
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 (Response limited to 4,000 characters)

The College of Education Assessment System (COEAS) is consistent with the college conceptual framework and provides a structure for all college program assessments. COEAS identifies four transition points for initial licensure programs: 1) admission to the Teacher Education Program/admission to a graduate program, 2) admission to student teaching/capstone internship or course, 3) completion of student teaching/capstone internship or course and graduation, and 4) follow-up during professional practice. COEAS is designed so that all programs include a combination of six to eight college-level and program specific key assessments. Thus, the University of Memphis Secondary Foreign Language program assessment system includes both college-wide assessments and key assessments that are unique to the SCED-FL program.

The first transition point for the teacher education program candidates is Admission to the Teacher Education Program and Admission to the Graduate School and a specific graduate program. At this first transition point all assessments are universal college level requirements across all programs, for example, minimum 2.5 gpa, passing scores on the state-mandated basic skills Praxis I Pre-Professional Skills Test, pre-requisite coursework, etc. All secondary licensure areas require passing scores on the content PRAXIS II exams prior to admission.

The second transition point for teacher education program candidates is Admission to Student Teaching. In the program phase between the first and second transition points, SCED-FL candidates complete three Key Assessments that are unique to the foreign language licensure program, including, a clinical teaching evaluation during the methods class, a parent interview, and a unit plan.

The third transition point for teacher education program candidates is completion of student teaching. During student teaching—the program phase leading up to the third transition point—program candidates are assessed using a college-wide student teaching evaluation that is aligned directly with INTASC standards, the Tennessee Framework for Evaluation and Professional Growth, and the college conceptual framework outcomes.

The fourth and final transition point occurs a year after program completion and is assessed using a college-level follow-up survey aligned with INTASC standards, the Tennessee Framework for Evaluation and Professional Growth, and the college conceptual framework outcomes.

In sum, Secondary Foreign Language candidates are assessed over time at four transition points, using multiple sources of internal and external evidence, and different types of assessments. Some assessments are college-level although COEAS is designed so that most key assessments are program specific and unique to the SCED-FL program.

6. Please attach files to describe 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.)

See Attachments panel below.

7. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the
8. 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 (column 1) as appropriate for your data span. Create additional tables as necessary.

<table>
<thead>
<tr>
<th>Program: Secondary Foreign Language MAT Degree Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>2006-07</td>
</tr>
<tr>
<td>2005-06</td>
</tr>
<tr>
<td>2004-05</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program: Secondary Foreign Language Licensure Only Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>2006-07</td>
</tr>
<tr>
<td>2005-06</td>
</tr>
<tr>
<td>2004-05</td>
</tr>
</tbody>
</table>

(4) 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.

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

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Abraham, Katherine A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University(5)</td>
<td>Ph.D., Higher Education, University of Mississippi</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member(6)</td>
<td>Secondary Mathematics Education, Assistant Chair</td>
</tr>
<tr>
<td>Faculty Rank(7)</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>b YES</td>
</tr>
<tr>
<td>Scholarship(8), Leadership in Professional Associations, and “</td>
<td></td>
</tr>
</tbody>
</table>

See Attachments panel below.
<table>
<thead>
<tr>
<th><strong>Faculty Member Name</strong></th>
<th>Borek, Jennifer A.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highest Degree, Field, &amp; University</strong></td>
<td>Ph.D., Curriculum and Instruction, St Louis University</td>
</tr>
<tr>
<td><strong>Assignment: Indicate the role of the faculty member</strong></td>
<td>Secondary English Education</td>
</tr>
<tr>
<td><strong>Faculty Rank</strong></td>
<td>Associate Professor</td>
</tr>
<tr>
<td><strong>Tenure Track</strong></td>
<td>YES</td>
</tr>
<tr>
<td><strong>Scholarship, Leadership in Professional Associations, and Service</strong></td>
<td>Adolescent CD writing research, Secondary Education curriculum revisions, AERA LIT-SIG board member</td>
</tr>
<tr>
<td><strong>Teaching or other professional experience in P-12 schools</strong></td>
<td>HS teacher for 6 years, PDS liaison, clinical and student teaching supervisor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Faculty Member Name</strong></th>
<th>Flynt, E. Sutton</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highest Degree, Field, &amp; University</strong></td>
<td>Ed.D., Reading Education, University of Georgia</td>
</tr>
<tr>
<td><strong>Assignment: Indicate the role of the faculty member</strong></td>
<td>Director of Teacher Education</td>
</tr>
<tr>
<td><strong>Faculty Rank</strong></td>
<td>Professor</td>
</tr>
<tr>
<td><strong>Tenure Track</strong></td>
<td>YES</td>
</tr>
<tr>
<td><strong>Teaching or other professional experience in P-12 schools</strong></td>
<td>Taught High School and Middle School in MS for four years. Established Professional Development Schools in Clarksville, TN. Conducted three all day workshops during the 2006-07 academic year for MCS. Lead Content Literacy Consultant for the Memphis Content Literacy grant involving 8 low performing middle schools.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Faculty Member Name</strong></th>
<th>Franceschini, Louis A.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highest Degree, Field, &amp; University</strong></td>
<td>Ph.D., Educational Research and Methodology, University of Memphis</td>
</tr>
<tr>
<td><strong>Assignment: Indicate the role of the faculty member</strong></td>
<td>College Research Consultant/Instructor</td>
</tr>
<tr>
<td><strong>Faculty Rank</strong></td>
<td>Adjunct</td>
</tr>
<tr>
<td>Faculty Member Name</td>
<td>Key, Shirley Gholston</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ed.D., Curriculum &amp; Instruction, University of Houston</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Middle School Science</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>Researcher/Evaluator, Office of Research and Evaluation, Memphis City Schools, 1988-2000.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Seed, Allen H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph.D., Educational Leadership, Miami University</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Curriculum, Middle school Education</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>Clinical supervision Inservice training, Kirby High School, 2007 Inservice and Professional Development, Fairview Middle School, 2006 Lifetime Biology and Professional Biology, Composite Science (6-12), Texas Teacher License</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Troutman, Anne C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph.D., Special Education, Georgia State University</td>
</tr>
</tbody>
</table>
Assignment: Indicate the role of the faculty member

<table>
<thead>
<tr>
<th>Faculty Rank</th>
<th>Associates Professor (ret.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
</tbody>
</table>

Scholarship, Leadership in Professional Associations, and Service:

8th Edition of Applied Behavior Analysis for Teachers, the best-selling text in the USA, Canada, and Australia; translated into Chinese and Japanese, and in the process of translation into Korean

Teaching or other professional experience in P-12 schools:

Elementary school self-contained sped (emotional disturbance) for 2 years, resource SPED for a year and SPED supervisor for 2 years

10. Complete the ACTFL/NCATE Program Self-Assessment Table (Attachment C at end of this form) and attach below.

| Attachment C |

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.

1. Please provide following assessment information (Response limited to 250 characters each field)

<table>
<thead>
<tr>
<th>Type and Number of Assessment</th>
<th>Name of Assessment (12)</th>
<th>Type or Form of Assessment (13)</th>
<th>When the Assessment Is Administered (14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1: Licensure assessment, or other content-based assessment (required)</td>
<td>Appropriate PRAXIS II Foreign Language Content Knowledge exam: (French-20173, German-20181, or Spanish-10191)</td>
<td>Standardized test</td>
<td>Prior to admission to the program</td>
</tr>
<tr>
<td>Assessment #2:</td>
<td>MATEC Student Teaching Evaluation Instrument, Domain 1, Indicator B: Content Knowledge</td>
<td>Performance assessment</td>
<td>Fall and Spring semesters, at the end of matriculation</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Content knowledge in language to be taught (required)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #3:</td>
<td>Methods Course Unit Plan</td>
<td>Project</td>
<td>Fall term, Secondary Foreign Language Methods (ICL 7174), approximate middle of the program</td>
</tr>
<tr>
<td>Candidate ability to plan (required)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #4:</td>
<td>MATEC Student Teaching Evaluation Instrument</td>
<td>Performance assessment</td>
<td>Fall and Spring semesters, at the end of matriculation</td>
</tr>
<tr>
<td>Student teaching (required)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #5:</td>
<td>Clinical Teaching Experience evaluation</td>
<td>Performance assessment</td>
<td>Fall term, Secondary Foreign Language Methods (ICL 7174), approximate middle of the program</td>
</tr>
<tr>
<td>Candidate effect on student leaning (required)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #6:</td>
<td>Self Assessment and Future Growth Plan</td>
<td>Project with oral presentation</td>
<td>Fall and Spring semesters, at the end of matriculation</td>
</tr>
<tr>
<td>Additional assessment that addresses candidates oral proficiency (required)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #7:</td>
<td>Parent Interview</td>
<td>Project</td>
<td>Each semester including summer, Urban Learning Environment (ICL 7709), early in the program</td>
</tr>
<tr>
<td>Additional assessment that addresses ACTFL standards (required)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #8:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional assessment that addresses ACTFL standards (optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

**SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS**

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

<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
<th>#7</th>
<th>#8</th>
</tr>
</thead>
</table>

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 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.

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>4. Integration of Standards into Curriculum and Instruction. Candidates (a) demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning; (b) integrate the Standards for Foreign Language learning and their state standards into language instruction; and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**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. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA 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 knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that 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.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

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. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
   (a) the assessment tool or description of the assignment;
   (b) the scoring guide for the assessment; and
   (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

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 avail

1. CONTENT KNOWLEDGE: State licensure tests or professional examinations of content knowledge. ACTFL standards addressed in this entry could include but are not limited to standards 1 and 2. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV
2. CONTENT KNOWLEDGE: Assessment of content knowledge in the language to be taught. ACTFL standards addressed in this entry 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. (Answer Required)

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

3. 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. (Answer Required)

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

4. 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. An assessment instrument used in student teaching should be submitted. (Answer Required)

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

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

See Assessment 5

6. 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. (Answer Required)

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

See Assessment 6

7. 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

See Assessment 7

8. 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 PROGRAM

1. 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 12,000 characters)

Overview

The College of Education Assessment System (COEAS) structures review of assessment data by each program to insure systematic use of assessment results to improve candidate and program performance. An Assessment Retreat is held each year in May at the end of the spring semester. During this retreat, each program faculty group meets with its Community Advisory Committee to review the data collected over the past year, make necessary suggestions for needed program changes, and to evaluate the program and college assessment systems. To monitor the system, each program submits an Annual Program Report to the Department Chair, Director of Assessment, Dean’s office, and the College of Education Teacher Education Advisor Council.

CONTENT KNOWLEDGE

Principal Findings

Standard 1 Language, Linguistics, and Comparisons is evaluated by the Praxis II content knowledge exam, an oral presentation of the Self Evaluation and Future Growth Plan, and the content section of the student teaching evaluation. While most candidates appear to master the standardized section of the Praxis, many struggle with the spoken and written exams and with the student teaching evaluations. We must work more closely with the world languages faculty in order to ensure student success.

Standard 6 Professionalism is assessed by the candidates’ Self Assessment and Future Growth Plan. This assessment is completed during their Student Teaching Seminar. These self-evaluations require candidates to evaluate their past growth, current practice, and create a plan for their future growth both in content knowledge and pedagogical expertise. These are excellent evaluations. What needs to be added to them are more complete instructions and a specific rubric for evaluation of success. All students were scored “adequate” or “exceptional,” both by classroom teachers who evaluated them on their oral presentation, and by the university evaluator who evaluated the written document in English.

Faculty Interpretation

While our secondary foreign language students seem to have done well on the Praxis exams, concern continues surrounding the adequacy of language teachers in the city schools. The fact that all students mastered the language presentation of the Self Assessment and Future growth plan is heartening, but we want further structured evidence that students have oral and written language proficiency.

Changes

Those present at the assessment retreat discussed specific short-term actions that will be taken during the 2007-08 academic year in order to improve candidate performance. Candidates must receive more specific directions regarding their assessments, and more intensive clinical experiences. We will work to develop more specific and detailed instructions for prompts, more detailed and specific rubric, and make sure each faculty member is trained in the use of these. Candidates’ clinical experiences will be more focused on teaching age-appropriate students, and candidates who are currently teaching in their own classrooms will need to have a supervisor to work with them on their clinical evaluation. Faculty and secondary clinical faculty will be trained to use the clinical rubric for student learning.

The group discussed long-term action implications. Planned actions include replacing Assessment 6 with an assessment conducted by The University of Memphis Foreign Language Faculty. Each spring those faculty members give written and oral exams to their entering Master’s Degree candidates. These
exams will be given to the MAT degree candidates whose licensure area is foreign language. This will be a more consistent and authentic test of oral fluency than the current assessment.

Secondary Education has plans to examine its degree program for changes that will be submitted in the fall of 2008. In addition, we will be meeting with our advisory council to examine other actions to take. Secondary faculty will work with arts and sciences, public and private schools, and the directors of clinical practice in order to create more opportunities for candidates to gain experience in the teaching of their discipline. More specific rubrics and prompts will be developed, and those who work with candidates will be trained in their use. Meetings with adjunct faculty, clinical school faculty, and other stakeholders will be held in order to insure consistency of evaluation.

Steps Taken to Improve Candidate Performance
Tracking candidates longitudinally would provide additional data for areas. Secondary Education faculty members plan to pursue the possibility of creating student web portfolios so that faculty can better track students in their area of concentration. Also partnering with Arts and Sciences faculty to evaluate content knowledge will provide further information.

Steps Taken to Improve Program
Secondary faculty will update the MAT degree program curriculum by including a general secondary methods course in place of the more general course, Urban Learning Environment. We are considering other curricular changes for courses that will be offered by secondary faculty, and, thus, give us an earlier relationship with our candidates.

PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

Principal Findings
Standard 2 Cultures, Literatures, Cross-Disciplinary Concepts are evaluated by the student teaching evaluation and clinical experience. Standard 3 Language Acquisition Theories and Instructional Practices is also assessed by the student teaching evaluation and the clinical field experience. These both require students to implement language acquisition theories and practices. Students demonstrated 100% mastery of the Clinical Experience, and over 95% success in student teaching. In these two experiences students demonstrate knowledge of how to teach students about these issues. In order to do this, they must understand these areas themselves.

Standard 4 Integration of Standards into Curriculum and Instruction is assessed by the unit plan that is developed during Foreign Language Methods. Candidate performance indicated mastery of this procedure.

Faculty Interpretation
Our faculty attributes candidate mastery of these concepts to candidates receiving instruction on planning both from the university and from the districts with whom they are working in their clinical placements.

Programmatic Changes
Those present at the annual Instruction and Curriculum Leadership Assessment Retreat discussed specific short-term actions that will be taken during the 2007-08 academic year in order to improve candidate performance. Candidates must receive more specific directions regarding their assessments, and more intensive clinical experiences. We will work to develop more specific and detailed instructions for prompts, more detailed and specific rubric, and make sure each faculty member is trained in the use of these. Candidates’ clinical experiences will be more focused on teaching age-appropriate students, and candidates who are currently teaching in their own classrooms will need to have a supervisor to
work with them on their clinical evaluation. Faculty and secondary clinical faculty will be trained to use
the clinical rubric for student learning.

Candidates must receive more specific directions, and more intensive clinical experiences. We will work
to develop more specific and detailed instructions for prompts, more detailed and specific rubric, and
make sure each faculty member is trained in the use of these. Candidates will be required to have clinical
experiences, and candidates who are currently teaching in their own classrooms will need to have a
supervisor or assistant principal work with them on their clinical evaluation. Faculty and secondary
clinical faculty will be trained to use the clinical rubric for student learning.

STUDENT LEARNING

Principal findings
Standard 5 Assessment of Language and Cultures is assessed through candidates’ clinical field
experiences. Domain 2 A asks candidates to demonstrate understanding of the central concepts,
assumptions, structures, and pedagogy of the content area. Domain 3A asks candidates to use
appropriate assessment to determine student mastery of content and make instructional decisions. While
these do not specifically state “language and culture” they do require that students demonstrate mastery
of the overarching area of modern language pedagogy. Students demonstrated 100% mastery of this
assessment.

Faculty Interpretation
Candidates are generally proficient in assessing their students. However, they must better connect theory
and practice through their knowledge of research and knowledge of pedagogy. The secondary education
faculty members believe that this variation is partly attributable to the short time secondary faculty have
with teacher candidates before they arrive in student teaching, as almost all Level 1 foundation courses
are taught by adjunct or elementary education faculty.

Changes
Secondary faculty members plan to align curriculum more completely between introductory and middle
courses prior to student teaching. Much more attention must be paid to introducing and further mastering
pedagogical theory throughout the program. Ensuring that those teaching each class understand the
particular needs of middle and secondary students is also critical.

Steps Taken to Improve Candidate Performance
Additional activities should be placed in the early courses so candidates begin to notice adolescent’s
learning as they plan and teach their early lessons. Professors should adjust syllabi accordingly for
immediate inclusion and implementation.

Steps Taken to Improve Program
Additional emphasis should be placed on adolescent learning and assessment in the introductory courses.
Both changing certain introductory courses to adolescent-specific courses and ensuring secondary
sections of general classes will aid in this effort.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. Describe what changes or additions have been made in response to issues cited in previous
recognition report. List the sections of the report you are resubmitting and the changes that have
been made. Specific instructions for preparing a revised report or a response to condition report
are available on the NCATE web site at http://www.ncate.org/institutions/process.asp?ch=4
(Response limited to 24,000 characters.)
2. ATTACHMENT C: ACTFL/NCATE Program Self-Assessment Table
To download the template Click here

THANK YOU

This is the end of the report. Please click "Next" to proceed.