New Program Proposal
Bachelor of Arts in Secondary Education, Modern Languages
Clemson University

Summary

Clemson University requests approval to offer a program leading to the Bachelor of Arts in Secondary Education, Modern Languages, to be implemented in the Fall of 2022 through traditional and blended course delivery. The following chart outlines the stages of approval for the proposed program. The Committee on Academic Affairs and Licensing (CAAL) voted unanimously to recommend approval of the proposal. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Proposal Received	1/28/21	Not Applicable
ACAP Consideration	3/25/21	The Clemson University representative presented the B.A. in Secondary Education, Modern Languages proposal jointly with the Master of Arts (M.A.T.) Teacher Residency in Secondary Education. Both the B.A. and the M.A.T., Teacher Residency in Secondary Education degree programs are offered at Clemson already. However, curricula leading to certification in Modern Languages would be new and per policy require full consideration. The proposed programs provide emphases in modern languages and American Sign Language in secondary education to expand the opportunities for students. The B.A. program would provide students who are interested in teaching the opportunity to double major in teaching and a language. The intent is to incentivize pathways for students in content areas to consider education as a career option. The budget includes only new costs associated with marketing. The program utilizes existing faculty and staff to manage operations. With no remaining discussion, ACAP voted unanimously to approve the program proposal.
CAAL Consideration	5/13/21	The Clemson University representative shared that the program provides a modern languages track to the extant B.A. in Secondary Education program to expand opportunities for students who are majoring in language content areas so that they can coherently double major. Clemson has found that, unfortunately, turnover in the field remains high. CAAL members remarked the proposal was very well prepared and asked how CHE can help the state get more teachers. They added that responses Clemson representatives provided questions in preparation for consideration were substantive and helpful to help understand how stakeholders could partner to support the teaching profession more.

Stages of Consideration	Date	Comments
		Clemson representatives stated their appreciation for the Commission emphasis on teacher education, and added that student retention in many of their programs has increased. Other Clemson representatives added their appreciation of the Commission's interest and support on this topic, sharing that data indicates that teachers are more likely to leave the profession since the pandemic started. CAAL members asked staff to discuss to what degree teacher recruitment and retention could be considered a priority of the CHE public agenda. Other CAAL members discussed how programs could survey recent graduates to consider how their teaching program prepared them for their positions. The member suggested that the Commission fund a survey of 100 recent graduates to get feedback about what is needed in the educational workplace. The CAAL member asked that it be an action item by the CAAL committee. The Clemson representative said that they have resources to interview students but have challenges in tracking former students. The representative suggested that a state-wide tracking system for teaching graduates could help improve information on how teacher education programs can improve. CAAL representatives suggested that institutions could find contact information from graduates to aid in tracking students during post-graduation. Staff noted recent legislation proposing for CHE to work with state agencies to publish information on teacher education programs and district teacher retention. Additionally, the Commission is in discussion with the Department of Employment and Workforce about a data sharing MOU that will allow the agency to better track teachers and other graduates. With no remaining discussion, CAAL voted unanimously to approve the program proposal.

Review

Committee consideration included discussion on how to improve state-wide teacher recruitment and retention. Institutional representatives satisfactorily addressed committee inquiries.

Recommendation

The Committee on Academic Affairs and Licensing recommends the Commission approve the program leading to the Bachelor of Arts in Secondary Education, Modern Languages at Clemson University to be implemented in Fall 2022.

Clemson University Graduate Student and Program Data

Undergraduate In-State/Out-of-State Enrollment, Fall 2018	13,734 (69.83%) / 5,935 (30.17%)
Number of Approved Programs in 10 Yrs. (FY 2010- 2019)	40
Number of Terminated Programs in 10 Yrs. (FY 2010- 2019)	16

Industry related Occupational Wages and Projections in South Carolina, 2018 – 2028*

Occupational Field [1]	2019 Median Income [2]	2018-2028 Estimated Employment [3]	2018-2028 Projected Employment	Total 2018-2028 Employment Change	2018-2028 Annual Avg. Percent Change	Total Percent Change
Education, Training, and Library	$59,946	114,175	120,195	6,020	0.52%	5.27%

[1] "Occupational Field" represents the closest related occupation category that includes the occupations aligned with the program proposal.

[2] SC Department of Employment & Workforce (DEW), Labor Market Information. (2020). Occupational Employment and Wage Rates (OES) for All Major Groups in South Carolina in 2019 [Data file]. Retrieved from https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1.

[3] SC Department of Employment & Workforce (DEW), Labor Market Information. (2020). Occupational Projections (Long-term) for Multiple Occupations in South Carolina in 2018-2028 [Data file]. Retrieved from https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1

[4] Total median income for the following categories is adjusted to accommodate occupations with missing median income data.

* Data downloaded December 18, 2020; Most recent data available.

NEW PROGRAM PROPOSAL FORM

Name of Institution: **Clemson University**

Current Name of Program (include degree designation and all concentrations, options, and tracks):
BA Secondary Education -- adds the emphasis/teaching area in Modern Languages (French, Spanish and American Sign Language) (Teacher Certificate and Non-certification options).

Program Designation:

☐ Associate's Degree   ☐ Master's Degree

☒ Bachelor's Degree: 4 Year   ☐ Specialist

☐ Bachelor's Degree: 5 Year   ☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

☐ Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

☐ Yes

☒ No

Proposed Date of Implementation**:   Fall 2022**
CIP Code: **13.1205**

Delivery Site(s): **Clemson University Main Campus (50104)**

Delivery Mode:
☒ Traditional/face-to-face   ☐ Distance Education
*select if less than 25% online   ☐ 100% online

                                        ☒ Blended/hybrid (50% or more online)

                                        ☒ Blended/hybrid (25-49% online)

                                        ☐ Other distance education (explain if selected)

Program Contact Information (name, title, telephone number, and email address):
- Dr. Michelle Cook, Associate Dean, College of Education, mcook@clemson.edu, 864-656-5119
- Dr. Cynthia Deaton, Associate Professor and Chair, Department of Teaching and Learning, cdeaton@clemson.edu, 864.656.5115
- Dr. Debbie Jackson, Professor Emerita, Visiting Professor EOLD, dbj@clemson.edu 864.650.0667
- Dr. Jeremy King, Associate Provost for Institutional Effectiveness, jking2@clemson.edu, 864.934.3554

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):
> **Department of Teaching and Learning Curriculum Committee:** 17 September 2020
> **College Curriculum Committee:** 22 0ctober 2020
> **University Undergraduate Curriculum Committee:** 4 December 2020
> **Provost/President:** 7 December 2020
> **Clemson University Board of Trustees:** 23 October 2020

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

This proposal requests the addition of Modern Languages (French, Spanish, American Sign Language) emphasis area to the BA in Secondary Education (with both Teaching Certification and Non-certification options). This would expand opportunities for Clemson University students majoring in content areas in French, Spanish, and American Sign Language and who are interested in a teaching credential to enroll in the BA.

A study by the SC Center for Educator Recruitment Retention and Advancement (CERRA, 2021) found that in the fall of 2019-20, the number of South Carolina college students who had completed a teacher education program declined from 1752 to 1697 students. Another 370 students completed a masters initial certification program. CERRA reviewed six years of data finding that 2019-20 had the fewest graduates since 2014-15. While 24% of the new teachers hired in the state had graduated from an in-state teacher preparation program, this has remained consistent in the last three years. Overall, in 2020, 100 international teachers were hired, compared to 400 in 2018.

South Carolina colleges are not preparing enough students to meet the demands in South Carolina for K-12 teachers.

This teacher shortfall is most problematic in rural schools and schools with high rates of poverty. The study predicts that the state's chronic teacher shortage in these critical subjects will grow worse over the next 10 years. CERRA reports that the growing disparity between teacher preparation rates and teacher exit/attrition rates means that we must look for alternative programs and services to prepare qualified teachers.

The Program Goals for the BA in Secondary Education program include:
- All participants who enroll in the program will graduate within the time allocated for the program.
- All program graduates will pass the state required PRAXIS exam in their area of concentration.
- All program graduates will report positive self-efficacy ratings across knowledge and skills addressed within the program (e.g. explicit instruction, assessment, curriculum-based measurement, IEP development, research-based academic and behavioral interventions).
- All program graduates will be employed in their field of study within one year of graduation.
- Employers will rate program graduates' teaching competency as effective.

The addition of Modern Languages proposed here maintains and strengthens the College of Education's vision and mission to be a transformative leader in improving education; serving underperforming schools and underserved communities; engaging in active service throughout the state and nation to improve life outcomes for the greater benefit of society; and addressing the current and future challenges of access, inclusivity, poverty, diversity, and innovative teaching throughout our state and nation. These are all central to our work and to this program. The BA in Secondary Education program supports this mission by providing graduates skilled in content areas a smooth pathway to the SC teacher workforce.

While we recognize that South Carolina offers PK-12 licensure in World Languages in ASL, French, and Spanish, the College of Education will situate our modern languages teacher preparation program within Secondary Education. Our district partners have indicated the need for modern language teachers who are prepared to teach at the high school level. Also, including the program under the structure of Secondary Education allows students the room in their degree program to specialize in their content area. Students in the BA Secondary Education Program in Modern Languages will earn a double major in both education and the language they select. While this program in secondary education will offer field experiences predominately at the high school level (especially for senior practicum and student teaching), students in this program will also have early field experiences in elementary and middle school settings to learn how to teach language at different developmental levels. Modern languages education coursework, while primary addressing secondary teaching, will also emphasize PK-12 aspects.

This program will adhere to CAEP policy and be directly tied to CAEP standards for accreditation. Additionally, this program will adhere to South Carolina EPP policies and standards and South Carolina requirements related to clinical experiences. Clemson College of Education leadership, faculty, staff, and students act on a collective commitment to transform education in South Carolina. As a hub connecting education to vibrant communities, workforce development, and economic prosperity, the College is making a difference in the lives of students and is moving the needle forward for all South Carolinians.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

In their most recent report, the Center for Educator Recruitment Retention and Advancement (CERRA, 2021)) released a South Carolina Educator Supply and Demand Report that found the following:

- 24% of teachers hired in 2020-21 graduated from a S.C. educator preparation program, and this percentage has been consistent since 2018-19.
- The number of S.C. students graduating with a bachelor's degree eligible for teacher certification in 2020-21 was down by 55 new teachers.
- 370 new teachers completed an initial EPP master's program compared to 418 the previous year (data is limited to public institutions)
- 42% of teachers with five years or less teaching experience left their positions during or at the end of 2019-20 school year and are no longer teaching in any S.C. public school district, a 6% from the previous year.
- 16% of teachers who left the classroom 2019-20 had one year or less of S.C. teaching experience.
- 36% of first-year teachers hired for 2019-20 school year did not return, up from 28% the previous year.
- 700 teaching positions in S.C. were left unfilled in 2020-21, a 26% increase over the number of vacancies reported the previous year.
- 172.5 teachers who were completing an alternative certification program left teaching.

This ongoing teacher shortfall is most problematic in rural schools and schools with high rates of poverty. The state's chronic teacher shortage in these critical subjects will grow worse over the next 10 years. CERRA reports that the growing disparity between teacher preparation rates and the number of teachers leaving the profession means that we must look for alternative programs and services to prepare qualified teachers. In the area of modern languages, this proposal adds the opportunity for Spanish, French and American Sign Language (ASL) to be part of the secondary education curriculum.

In meetings with eight (8) school districts in South Carolina, the districts have repeatedly asked Clemson for help in preparing secondary modern language teachers. The faculty in the Department of Teaching and Learning and the College's associate dean have met with Clemson University's Department of Languages to develop the proposed program of study adding modern languages to the emphasis areas available for Secondary Education teacher preparation. The two departments agreed that this would be beneficial for both departments.

Transfer and Articulation

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

N/A

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Secondary Education Teachers	420	1113	1,072,500	38,200 or 4% increase (as fast as average)	SC Works Online Services, Secondary Ed Teachers (131205) (https://jobs.scworks.org/vosnet/lmi/profiles/profileSummary.aspx?session=occdetail&valueName=occupation) Downloaded 8/26/2020; Projected Annual exits and Annual Openings provided. US Bureau of Labor and Statistics, Occupational Handbook, High School Teachers https://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm Downloaded: 8/26/2020

Supporting Evidence of Anticipated Employment Opportunities
Provide supporting evidence of anticipated employment opportunities for graduates.

The College's expansive field and clinical experiences are made possible through strong partnerships with schools and school districts, and help ensure graduates are ready to serve P-12 students upon graduation. In meetings with eight (8) school districts in South Carolina, the districts have repeatedly asked Clemson for help in preparing secondary modern language teachers. According to CERRA (2021), there are 1,193 world language teaching positions across PK-12 school levels. 140.5 world language new certified teachers were hired in 2020-21. An additional 36 positions were filled by first-year alternative certification program participants. Overall vacant positions in Modern Languages in the Fall of 2020 included:

> Modern Languages: 30.5 (including all languages)

While not broken down by language in the 2021 report, the CERRA data, in 2019-2020, the number of vacant positions in the modern language field to (addressed in this proposal) included:
> Spanish: 15
> French: 2
> American Sign Language: There are only 2 teachers in the state prepared in ASL; and most schools cannot offer the language.

We have also employed the Chmura Economics JobsEQ® Real Time Intelligence analytics suite to examine SC job posting history and SC-based degree award gaps associated with SOCS2010-coded positions that are associated with the BA program's CIP code in the Chmura CIP-SOCS crosswalk. Utilizing the most recent IPEDS data and 2020Q1 occupation data for SC, there is an annual SC master's

degree gap of 16 degrees (the annual gap is 15 degrees at the baccalaureate level; 2 at the doctoral level).

Moreover, since mid-September 2019, including the entirety of the current COVID19 pandemic, the volume of online new SC daily job postings for the SOCS-coded positions associated with this CIP code has remained constant with prior year levels. Indeed, on 16 September 2020, the 45 online daily job postings were above the 30 postings on the same date in 2019.

Description of the Program

Year	Fall Headcount		Spring Headcount		Summer Headcount	
New Modern Language Concentration: **Projected Enrollment- CHE Summary Table**						
	New	Total	New	Total	New	Total
2022-23	5	5	0	5	0	0
2023-24	10	15	0	15	0	0
2024-25	15	30	0	30	0	0
2025-26	15	45	0	45	0	0
2026-27	15	55	0	55	0	0

Year	Fall Headcount		Spring Headcount		Summer Headcount	
Secondary Education, BA All Concentrations: **Projected Enrollment- CHE Summary Table**						
	New	Total	New	Total	New	Total
2022-23	25	150	0	150		
2023-24	30	155	0	155		
2024-25	35	160	0	160		
2025-26	35	160	0	160		
2026-27	35	160	0	160		

Explain how the enrollment projections were calculated.
Enrollment numbers for the emphasis areas are based on: a) our experiences with the secondary education current enrollment, b) the addition of modern language as an undergraduate option, and c) our communications with current Clemson undergraduate students interested in the Modern Language BA program. Modern Languages provides an additional employment pathway for students majoring in languages. Students start in the Fall semester of their freshman year and take 8 semesters to complete the program. It should be noted that because students majoring in Secondary Education (all emphasis areas) have a core set of courses, an increase of new students in Modern Languages will be supported by these existing courses. For this reason, the projected enrollment across all secondary education emphasis areas is included.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

☐Yes

☒No

Curriculum

The BA degree in Secondary Education is available to students preparing to teach English, mathematics, modern languages, or social studies on the secondary school level (grades 9-12). The teaching field is

selected as early as possible so that appropriate freshman and sophomore courses may be taken. Each curriculum may lead to a double major composed of the major concentration in the teaching field and the corresponding content major. To achieve a double major, the appropriate plan of study under Secondary Education must be followed and all major requirements from both programs must be satisfied. Specific courses and sequences have been designated to meet requirements for those planning to teach. The professional education courses should be completed in sequence. To be recommended for licensure, students must earn a C or higher in all required Modern Language content and education courses.

While the state certification for modern languages is PK-12.   Clemson's modern languages program is anchored within secondary education because of stated district needs. Candidates will complete field experience across the PK-12 grade band and learn how to teach language across different developmental levels, however most of the field placements, particularly the final teaching internship, will be in a high school setting.

New Courses *List and provide course descriptions for new courses.*

EDSC 3250/3251 Practicum in Secondary Modern Languages and Laboratory (3 cr. hr.)
Pre-service secondary modern language students will participate in the development of instructional practices and materials appropriate for secondary modern languages and become familiar with curriculum materials. Students will collaborate with mentor teachers and university instructors in conducting focused observations, tutoring individual students, and leading instructional activities.

EDSC 4450 Teaching Internship in Modern Languages (9 cr. hrs.)
This course provides students with an opportunity to learn to teach under the direction and guidance of certified, experienced Classroom Teachers and University Supervisors. This experience provides opportunities to incorporate theory with practice, coupled with real world training, for learning in a diverse global environment.

EDSC 4550 Secondary Modern Language Capstone Seminar (3 cr. hrs.)
Capstone seminar accompanying supervised modern language teaching internship. Satisfies part of the requirement for SC modern language certification.

Total Credit Hours Required: **120:** *FRENCH AND SPANISH EMPHASIS AREA CURRICLUM PLAN*

Course Name	Credit	Course Name	Credit	Course Name	Credit
		Curriculum by Year			
Year 1					
Fall		**Spring**		**First Summer**	
ED 1050 Orientation to Education	2	GEOG 1030 World Regional Geography	3		
ENGL 1030 Composition and Rhetoric	3	Modern Language Requirement[1]	3		
MATH 1010 Essential Mathematics for the Informed Society	3	Arts and Humanities (Literature) Requirement[3]	3		
Modern Language Requirement[1]	3	Natural Science with Lab Requirement[3]	4		
Arts and Humanities (Non-Literature) Requirement[2]	3	Mathematics or Natural Science[4]	3		
Total Semester Hours	**14**	**Total Semester Hours**	**16**		
Year 2					
Fall		**Spring**		**Summer**	
ED 3010 Principles of American Education	3	EDF 3020 Educational Psychology	3		
PSYC 2010 Introduction to Psychology	3	SOC 2010 Introduction to Sociology	3		
History Requirement[5]	3	Teaching Major[6] Spanish Group II or French Group IV	6		
Teaching Major[6] Spanish Group I or French Group I	6	History Requirement[7]	3		
Total Semester Hours	**15**	**Total Semester Hours**	**15**		
Year 3					
Fall		**Spring**		**Summer**	
EDF 3350 Adolescent Growth and Development	3	**STUDY ABROAD SEMESTER**			
EDF 3350 Adolescent Growth and Development	3	Teaching Major[6] Spanish Group III or French Group II	3		
EDSP 3700 Introduction to Special Education	3	Teaching Major[6] Spanish Group V or French Group III	3		
EDSC 3250/3251 Practicum in Modern Language Studies/Practicum in Modern Language Studies Laboratory	3	Teaching Major[6] Spanish Group VI or French Group V	6		
Teaching Major[6] Spanish Group III or French Group IV	3	Elective	3		
Oral Communication[3]	3				
Total Semester Hours	**18**	**Total Semester Hours**	**15**		

Curriculum by Year					
Course Name	**Credit**	**Course Name**	**Credit**	**Course Name**	**Credit**
Year 4					
Fall		**Spring**		**Summer**	
EDF 3080 Classroom Assessment	3				
EDLT 4980/4981 Content Area Reading and Writing for Middle and Secondary Teachers and Laboratory	3	Emphasis Area Requirement[8]	12		
EDSC 4250/4251 Teaching Secondary Modern Languages and Laboratory	3				
Teaching Major[6] Spanish Groups VII or French Group V	3				
Teaching Major[6] Spanish Group IV or French Group VI	3				
Total Semester Hours	**15**	**Total Semester Hours**	**12**		

Footnotes

[1]Students must complete through 2020 in a modern language. See Modern Languages Requirement at Clemson University in Academic Regulations.

[2]Select from any AAH course, MUSC 1420, MUSC 2100, MUSC 2950, MUSC 3140, MUSC 3180, MUSC 3620, MUSC 3630, MUSC 3640, MUSC 3690, MUSC 3700, MUSC 3710, MUSC 3720, MUSC 3980, MUSC 4150, MUSC 3290, THEA 2100, THEA 2950, THEA 3150, THEA 3160, THEA 3170, THEA 3180, THEA 3720, THEA 3790, THEA 3980, THEA 3470, and THEA 4300 for a total of three credits.

[3]See General Education Requirement List

[4]Select from BIOL 2000* or 2010* or 2030* or 2040 or 2100* or 2200 or CH 1050 or 1060* or ENSP 2000* or 3150* or ENT 2000 or GEOL 1200 or 3000* or 3800 or PES 3150* or PHYS 2450 or PLPA 2130 or STAT 2220* or STS 2160

[5]Select from HIST 1010, HIST 1020, HIST 1720, or HIST 1730

[6]The teaching major requires 33 credits

    French – 33 credits arranged as follows:
        Group I – FR 3050 **and** FR 3120
        Group II (civilization) – Six credits from FR 3070 *or* FR 3170 *or* FR 3270 ***or*** 3570
        Group III (3000-level literature) – FR 3000 *or* FR 3910 **and** FR 3040 *or* FR 3200 *or* 3630
        Group IV (linguistics) – FR 3080 or FR 3090
        Group V – Nine credits from Advanced French (FR 3000:4999)
        Group VI (4000-level literature) – FR 4000, FR 4100, FR 4120, FR 4200, FR 4300, FR 4750, FR 4760, FR 4770, or FR 4990

    Spanish **–** 33 credits arranged as follows
        Group I – SPAN 3020 and SPAN 3050
        Group II – SPAN 3070 and 3080
        Group III – SPAN 3110 and 3130
        Group IV – SPAN 3140 or 4230
        Group V – SPAN 4110
        Group VI – Six credits of Advanced Spanish (SPAN 4000:4999)

Group VII – Three credits from SPAN 4010, SPAN 4030, SPAN 4040, SPAN 4050, SPAN 4060, SPAN 4070, SPAN 4200, SPAN 4210, SPAN 4220, SPAN 4230, or SPAN 4990

[7] History Requirement:

- **French Majors**: Select from HIST 3700, HIST 3720, HIST 3730, HIST 3740, HIST 3750, HIST 3770, HIST 3780, HIST 3840, HIST 4700, HIST 4710, HIST 4950
- **Spanish Majors**: Select from HIST 3400, HIST 3410, HIST 3420, HIST 3700, HIST 3720, HIST 3740, HIST 3750, HIST 3770, HIST 3780, HIST 4400, HIST 4710

[8] Completion of one of the following emphasis areas is required:

(1) Teacher Certification Emphasis Area - Students completing the coursework for the Teacher Certification Emphasis Area must complete the following coursework and meet all requirements for enrollment in professional courses, apply for directed teaching/teaching internship, and meet all requirements for recommendation for initial licensure as stated in the Undergraduate Catalog under Teacher Education Programs. The following courses must be taken the spring semester of the senior year.

- **EDSC 4450 - Teaching Internship in Secondary Modern Languages 9 Credits**
- **EDSC 4550 - Secondary Modern Languages Capstone Seminar 3 Credits**

(2) Non-Certification Emphasis Area - Individual students who have a minimum of 90 semester credit hours, have senior status in the degree program, and do not complete student teaching/internship and capstone requirements may be recommended by the faculty for the Non-Certification option. **Students in the Non-Certification Emphasis Area will <u>not</u> meet the South Carolina Department of Education requirements for initial teacher certification.** The Non-Certification option allows 12 credits of elective coursework to be substituted in lieu of the nine credits of student teaching/internship and three-credit capstone course. In consultation with and based on the recommendation of their faculty advisor, students may initiate the formal change for the Non-Certification Emphasis Area through the Change of Academic Program Form approved by the faculty advisor and department chair. It is recommended that students consult with their faculty advisor to select courses to meet the 12-credit elective requirement.

Total Credit Hours Required: **125: *AMERICAN SIGN LANGUAGE EMPHASIS AREA CURRICLUM PLAN***

Curriculum by Year					
Course Name	**Credit**	**Course Name**	**Credit**	**Course Name**	**Credit**
Year 1					
Fall		**Spring**		**First Summer**	
ED 1050 Orientation to Education	2	GEOG 1030 World Regional Geography	3		
ENGL 1030 Composition and Rhetoric	3	ASL 1020/1021 American Sign Language I[1]	4		
MATH 1010 Essential Mathematics for the Informed Society	3	ART 2100 Art Appreciation	3		
ASL 1010/1011 American Sign Language I[1]	4	Natural Science with Lab Requirement[3]	4		
ASL 3050 Deaf Studies in the United States	3	Mathematics or Natural Science[4]	3		

Curriculum by Year					
Course Name	**Credit**	**Course Name**	**Credit**	**Course Name**	**Credit**
Total Semester Hours	**15**	**Total Semester Hours**	**17**		
Year 2					
Fall		**Spring**		**Summer**	
ASL 2010 American Sign Language II	3	ASL 2020 American Sign Language II	3		
ED 3010 Principles of American Education	3	EDF 3020 Educational Psychology	3		
PSYC 2010 Introduction to Psychology	3	EDSP 3700 Introduction to Special Education	3		
History Requirement[4]	3	Arts and Humanities (Literature) Requirement[2]	3		
Oral Communication Requirement[2]	3	History Requirement[5]	3		
		ASL 3100 ASL Classifiers and Depicting Verbs	3		
Total Semester Hours	**15**	**Total Semester Hours**	**18**		
Year 3					
Fall		**Spring**		**Summer**	
ASL 3000 Fingerspelling and Numbers in American Sign Language	3	EDF 3350 Adolescent Growth and Development	3		
EDLT 4800 Foundations in Adolescent Literacy	3	Teaching Major[6] (Cluster II: ASL 3020, ASL 4020, ASL 4050, ASL 4600)	12		
EDF 3080 Classroom Assessment	3		3		
EDSC 3250/3251 Practicum in Modern Language Studies/Practicum in Modern Language Studies Laboratory	3		6		
Teaching Major[6] (Cluster I: ASL 3020, ASL 4020)	6				
Total Semester Hours	**18**	**Total Semester Hours**	**12**		
Year 4					
Fall		**Spring**		**Summer**	
ASL 4900 Senior Seminar	3				
EDLT 4980/4981 Content Area Reading and Writing for Middle and Secondary Teachers and Laboratory	3	Emphasis Area Requirement[8]	12		
EDSC 4250/4251 Teaching Secondary Modern Languages and Laboratory	3				

Curriculum by Year					
Course Name	**Credit**	**Course Name**	**Credit**	**Course Name**	**Credit**
Teaching Major[6] (Cluster III: ASL 4200, 4100 or any 3000-4999)	6				
Total Semester Hours	**15**	**Total Semester Hours**	**12**		

Footnotes

[1]Students must complete through 2020 in a modern language. See Modern Languages Requirement at Clemson University in Academic Regulations.

[2]See General Education Requirement List

[3]Select from BIOL 2000* or 2010* or 2030* or 2040 or 2100* or 2200 or CH 1050 or 1060* or ENSP 2000* or 3150* or ENT 2000 or GEOL 1200 or 3000* or 3800 or PES 3150* or PHYS 2450 or PLPA 2130 or STAT 2220* or STS 2160

[4]Select from HIST 1010, HIST 1020, HIST 1720, or HIST 1730

[5]Select any 3000 or 4000 level HIST

[6]The teaching major requires an additional 24 credits in ASL, resulting in 36 credit hours of total ASL content
   Cluster I, 6 credits: ASL 3010 and ASL 4010
   Cluster II: 12 credits: ASL 3030, ASL 4020, ASL 4050, and ASL 4600
   Cluster III: 6 credits: ASL 4100, ASL 4200 or any ASL 3000-4999

[7]Completion of one of the following emphasis areas is required:

(1) Teacher Certification Emphasis Area - Students completing the coursework for the Teacher Certification Emphasis Area must complete the following coursework and meet all requirements for enrollment in professional courses, apply for directed teaching/teaching internship, and meet all requirements for recommendation for initial licensure as stated in the Undergraduate Catalog under Teacher Education Programs. The following courses must be taken the spring semester of the senior year.
- EDSC 4450 - Teaching Internship in Secondary Modern Languages 9 Credits
- EDSC 4550 - Secondary Modern Languages Capstone Seminar 3 Credits

(2) Non-Certification Emphasis Area - Individual students who have a minimum of 90 semester credit hours, have senior status in the degree program, and do not complete student teaching/internship and capstone requirements may be recommended by the faculty for the Non-Certification option. Students in the Non-Certification Emphasis Area will not meet the South Carolina Department of Education requirements for initial teacher certification. The Non-Certification option allows 12 credits of elective coursework to be substituted in lieu of the nine credits of student teaching/internship and three-credit capstone course. In consultation with and based on the recommendation of their faculty advisor, students may initiate the formal change for the Non-Certification Emphasis Area through the Change of Academic Program Form approved by the faculty advisor and department chair. It is recommended that students consult with their faculty advisor to select courses to meet the 12-credit elective requirement.

Similar Programs in South Carolina offered by Public and Independent Institutions
Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Credit Hours	Institution	Similarities	Differences
Spanish Education, BS	120	Bob Jones University	The Spanish content and the educational core requirements for both programs are similar. The students are prepared to meet the SC state standards for teacher candidacy.	Bob Jones programs prepares students for Pre-K to 12 in Spanish Education. While Clemson students will have experience across multiple grade bands, Clemson has chosen to primarily focus its preparation of modern languages teachers at the secondary level. Both programs support study abroad requirements for the degree.
Foreign Language Education, BS (French and Francophone Studies, German, Classics, or Spanish)	122	College of Charleston	The Foreign Language education program at the College of Charleston provides students with several options: French, German, Spanish, and Classics. While Clemson's program is focused on French, Spanish, and American Sign Language. Both colleges have programs that prepare graduates to meet all SC state standards for teacher candidacy.	There are minor differences in the overall curriculum of the program, but because teacher certification is a key component, the course requirements are more alike than different. Clemson provides ASL as an option but doesn't include all the languages taught at the university.
Secondary Teacher Education: (French or Spanish)	120	Furman	Both colleges have programs that prepare graduates to meet all SC state standards for teacher candidacy.	Furman prepares students for 9-12 or PK-12 in French, and Spanish. While Clemson students will have experience across multiple grade bands, Clemson has chosen to primarily focus its preparation of modern languages teachers at the secondary level. Clemson also includes ASL. Clemson's program provides students an opportunity to earn a dual BA degree.

Spanish Education, BA	120	North Greenville University	Both colleges have programs that prepare graduates to meet all SC state standards for teacher candidacy through core courses in education. Study abroad is a requirement for students in both Spanish programs as well.	Students at North Greenville University has the option for minors in ASL, French, Linguistics, Spanish, and TESOL. Clemson has a major in ASL. Clemson provides the opportunity for a dual degree in the language and students will have experience across multiple grade bands.
Modern Languages, BA, (French. German, or Spanish)	120	The Citadel	The Citadel offers Modern Languages with teaching specialization in French, German, and Spanish for grades K-12. Both colleges have programs that prepare graduates to meet all SC state standards for teacher candidacy through core courses in education.	While CU students will have experience across multiple grade bands, Clemson has chosen to primarily focus its preparation of modern languages teachers at the secondary level. Clemson requires study abroad for Spanish and French majors. The Citadel provides study abroad opportunities for Modern Language majors. Clemson provides the opportunity for a dual degree in the language and teacher preparation.
Modern Languages, BA, (French, or Spanish) (K-12)	120	Winthrop University	Both colleges have programs that prepare graduates to meet all SC state standards for teacher candidacy through core courses in education.	While CU students will have experience across multiple grade bands, Clemson has chosen to primarily focus its preparation of modern languages teachers at the secondary level. Clemson requires study abroad for Spanish and French majors. Clemson provides the opportunity for a dual degree in the language and teacher preparation.
Secondary Education, Foreign Language, BS, (French or Spanish)	122-125	USC Upstate	Both colleges have programs that prepare graduates to meet all SC state standards for teacher candidacy in secondary education (9-12) through core courses in education and a foreign language.	Clemson requires study abroad for Spanish and French majors. Clemson provides the opportunity for a dual degree in the language and teacher preparation with experience across multiple grade bands. ASL is an option at Clemson.

Foreign Language Education, BA	USC Columbia	USC offers a certificate program for undergraduate students seeking to teach foreign languages for secondary education and elementary schools. The certificate is based on a minor in education while majoring in the language. Both universities provide students an opportunity to add a teaching certificate for their students majoring in languages.	Clemson program proposal allows students to earn a dual degree in education and in the modern language; while USC-C's program is an add-on minor in education to a degree in a modern language.

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Dept Chair/Head (F)	**Fall 2019** ED 7350, Emotional Poverty: Impact on, 1 (G) ED 9020, Reviewing STEM Literature, 1 (G) ED 9800, Intern Curr & Instr, 1 (G) EDEL 4510, Elem Methods in Science Tchg, 3 (UT) EDEL 4511, Ele Meth Sci Tch Lab, 0 (UT) **Spring 2020** ED 7350, Emotional Poverty: Impact on, 1 (G) EDSC 8430, Adv Study Sec Sci, 3 (G)	PhD, Science Education. University of Georgia, 2007. MEd, Science Education. Georgia Southern University, 2001. BS, Biology. Valdosta State University, 1998.	
Associate Professor #1 (F)	**Fall 2019** ED 9010, Critical Persp of US Schooling, 1 (G) ED 9030, Intro Doc Seminar I, 1 (G) ED 9910, Doctoral Dissertation Research, 1 (G) ED 9940, Directed Research, 1 (G) EDSC 2260, Pr Apprch to Sec Alg, 3 (UT) **Spring 2020** **ED 8600, Classroom-Based Research, 3 (G)** ED 9910, Doctoral Dissertation Research, 1 (G) ED 9940, Directed Research, 1 (G) HON 2200, Tomboys, Jocks & Drama Queens, 3 (UT)	PhD, Instructional Leadership and Academic Curriculum. University of Oklahoma, 2005. MS, Mathematics. Colorado State University, 1997. BS, Meteorology. University of Oklahoma, 1995.	

Associate Professor #2 (F)	**Fall 2019** ED 9020, English Ed for LLC, 1 (G) ED 9910, Doctoral Dissertation Research, 1 (G) EDF 9790, Qualitative Research in Educ, 3 (G) EDSC 3240, Practicum Sec Engl, 3 (UT) EDSC 3241, Prac Sec Engl Lab, 0 (UT) **Spring 2020** **ED 8250, Cultural Diversity in Ed, 3 (G)** ED 9910, Doctoral Dissertation Research, 1 (G) EDHD 3110, CI-Immigration and K-12 Educ., 1 (UT) EDSC 4540, Sec Eng Capstone Sem, 3 (UT) EDSC 4541, Sec Eng Cap Sem Lab, 0 (UT)	PhD, Educational Studies - Literacy. Emory University, 2010. MAT, Secondary English Education. Johns Hopkins University, 2003. BA, English Literature. Rhodes College, 2001.	
Associate Professor #3 (F)	**Fall 2019** EDEL 4870, Ele Meth Soc Studies, 3 (UT) EDEL 4871, Ele Mth Soc Stud Lab, 0 (UT) **Spring 2020** **ED 8650, Curriculum Theory, 3 (G)**	PhD, Curriculum and Instruction. University of Texas, 2006. MA, Classics. University of Texas, 1999. BA, Classics and History. Trinity University, 1997.	
Assistant Professor #1 (F)	**Fall 2019** EDSC 3280, Practicum Sec Soc St, 3 (UT) EDSC 3281, Prac Sec Soc St Lab, 0 (UT) EDSC 4280, Tchng Secondary Social Studies, 3 (UT) EDSC 4281, Tch Sec Soc St Lab, 0 (UT) HON 4000, Honors Contract - EDSC 3280, 0 (UT) **Spring 2020**	PhD, Education Theory and Practice. University of Georgia, 2016. MEd, Social Studies Education. University of Georgia, 2008. BA, German. University of Georgia, 2006. BS, Psychology. University of Georgia, 2006.	

	ED 9020, Independent Doctoral Study, 1 (G) EDEL 4870, Ele Meth Soc Studies, 3 (UT) EDEL 4871, Ele Mth Soc Stud Lab, 0 (UT) EDSC 4580, Sec Soc Capstone, 3 (UT) EDSC 4581, Sec Soc Capstone Lab, 0 (UT)		
Assistant Professor #2 (F)	**Fall 2019** ED 8380, Math Ed. Research Seminar, 1 (G) ED 9020, Independent Doctoral Study, 1 (G) ED 9910, Doctoral Dissertation Research, 1 (G) ED 9940, Directed Research, 1 (G) MATH 2160, Geometry for Elem Sch Teachers, 3 (UT) MATH 4080, Secondary Math Analysis, 3 (UT) **Spring 2020** ED 9020, Independent Doctoral Study, 1 (G) ED 9040, Intro Doc Seminar II, 1 (G) ED 9910, Doctoral Dissertation Research, 1 (G) EDSC 4370, Technology in Math, 3 (UT) EDSC 6370, Technology in Math, 3 (G) MATH 3080, College Geometry, 3 (UT)	PhD, Mathematics Education. University of Georgia, 2016. MEd, Mathematics Education. University of Georgia, 2010. BS, Mathematics. University of Texas-El Paso, 2007.	
Clinical Assistant Professor #1 (F)	**Fall 2019** ED 8700, STEAM Instructional Design, 3 (G) ED 8720, STEAM Enacted and Evaluated, 3 (G) ED 8721, STEAM Enact and Eval Lab, 0 (G)	PhD, Educational Studies. Purdue University, 2012. MEd, Curriculum and Instruction. North Carolina State University, 2006. MS, Human Resources Management. Troy University, 2001.	

| | ED 8990, Capstone Research Project, 3 (G)

Spring 2020
ED 8600, Classroom-Based Research, 3 (G)
ED 8650, Curriculum Theory, 3 (G)
ED 8710, STEAM Transdisc Teaching, 3 (G)
ED 8711, STEAM Transdisc Teach Lab, 0 (G) | BS, Elementary Education. Florida State University, 1998. | |

F, P: Full-time or Part-time
UN, UT, U, G: Undergraduate Nontransferable, Undergraduate Transferable, Undergraduate, Graduate

Faculty, Staff, and Administrative Personnel
Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

Total FTE needed to support the proposed program:
    Faculty: 0.25 FTE faculty
    Staff: no new staff are required
    Administration: no new administration is required

This program leverages the faculty and staff in place for the three extant Secondary Education programs at Clemson University: MAT Secondary Education; the MAT Teacher Residency in Secondary Education; and the BA Secondary Education (this program). The addition of modern languages (French, Spanish, ASL) will not require faculty to be added. A lecturer position is shared between the three Secondary Education programs and the department of Modern Languages where she/he will teach in her/his language. A percentage of the appointment is allocated to this proposed program proposal.

<p style="text-align:center;">Resources</p>

Library and Learning Resources
Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

The Clemson University library resources required for the proposed program are already in place; therefore, there is no need for additional library resources. All major journals in our files are available online or through open access. The Clemson University Libraries hold more than 1.8 million items including books, periodicals, electronic resources, digital media collections, government publications and patents, musical recordings, maps and microforms. Over 4,000 print journal titles, 49,000 e-journals, 170,000 e-books, and 480 online databases are available. Cooper Library is linked electronically to the On-line Computer Library Center Inc. and *WorldCat* database providing access to more 71,000 libraries worldwide for interlibrary loan services. PASCAL and Kudzu Consortium provide access to 12 million volumes held by academic libraries in SC and 30 million volumes by 17 SE universities.

Students request journal articles through interlibrary loan and are emailed in 2-3 days. Reference librarians assist students by telephone, text, instant message and in-person consultation 79 hours per week and the College of Education has a dedicated research librarian. In addition to annual expenditures,

current Library policy allocates additional funds for the exclusive purchase of materials for newly approved doctoral programs, if needed. Prioritizing funds for electronic resources, CU demonstrates a commitment to online educational programs and no new funding is required to support the library and learning resources.

My Library Account
Students enrolled in off campus programs can log in to their My Library Account to search the Clemson Libraries catalog and request the delivery of print books. In addition to print books, Clemson affiliates have access to 458,239 electronic books via individual subscriptions, aggregator databases, and consortial agreements.

Books and Articles not owned by Clemson University Libraries
Students may use the PASCAL Delivers service to borrow books from any college or university in South Carolina. Requests are made through the Clemson University Libraries home page and delivered to a participating Charleston library. Students can borrow up to 25 books for six weeks, with an additional three-week renewal period.

If a book is not owned by the Clemson University Library and is not available via PASCAL Delivers, students may directly request the item from the Reference Librarian. Approved books will be rush ordered/cataloged and sent to the requesting patron, who will be responsible for returning them to Cooper Library (via either mail or return to a PASCAL Delivers library.)

Articles owned by Clemson University Libraries: Students requiring articles from print journals owned by the Library may request a scanned copy via http://www.clemson.edu/culib/forms/secure/ill/emp/dd-rp.php.

Articles not available from Clemson University Libraries: Students also have free access to interlibrary loan to request copies of articles from journals not available at Clemson. Students must create an account prior to borrowing via the following website: http://libguides.clemson.edu/ill

*Reference Assistance***:** Students encountering difficulties finding resource materials may contact the Reference Librarian, who will respond to requests often immediately or within 24 hours. Students also have access to the Ask a Librarian service to request immediate assistance via phone/chat /text/ or email during normal Reference Desk hours.

Student Support Services
Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

Student services are in place for the proposed program. Each student is assigned a faculty advisor (i.e., a "major professor") with whom they will collaborate to develop a degree plan until the student forms his/her graduate committee. In addition, graduate students will be assigned to a master teacher who serves as a mentor for teacher residency experience. The graduate advisory committee will review both the student's course plan and teacher residency. University policy dictates the details and procedures that are required for graduate degrees at the University. The nature of graduate study is individualized, and graduate students and their graduate committees develop and approve the Plan of Study (GS-2) for each student which includes any core requirements, other courses that may be selected by the student with faculty approvals.

Physical Resources/Facilities
Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

There are no additional major equipment items needed to support the proposed program. The College of Education's current facility encompasses recently renovated space that includes department offices, graduate student offices, a technology center, digital media center, technology labs, and

classrooms as well as space for research and general use. The existing facilities will be adequate for the proposed program.

Equipment
Identify new instructional equipment needed for the proposed program.

There are no additional equipment items needed to support the proposed program.

Impact on Existing Programs
Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

☐Yes

☒No

Financial Support

	Sources of Financing for the Program by Year											
	1st		**2nd**		**3rd**		**4th**		**5th**		**Grand Total**	
Category	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**
Tuition Funding	$81,600	$81,600	$252,144	$252,144	$519,417	$519,417	$802,499	$802,499	$1,010,257	$1,010,257	$2,665,916	$2,665,916
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds	$190,680	$190,680	$196,965	$196,965	$203,473	$203,473	$210,213	$210,213	$217,192	$217,192	$1,018,524	$1,018,524
Federal, Grant, or Other Funding												
Total	**$272,280**	**$272,280**	**$449,109**	**$449,109**	**$722,890**	**$722,890**	**$1,012,711**	**$1,012,711**	**$1,227,449**	**$1,227,449**	**$3,684,440**	**$3,684,440**
Estimated Costs Associated with Implementing the Program by Year												
	1st		**2nd**		**3rd**		**4th**		**5th**		**Grand Total**	
Category	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**
Program Administration and Faculty/Staff Salaries	$190,680	$190,680	$196,965	$196,965	$203,473	$203,473	$210,213	$210,213	$217,192	$217,192	$1,018,524	$1,018,524
Facilities, Equipment, Supplies, and Materials												
Library Resources												
Other (specify)												
Total	**$190,680**	**$190,680**	**$196,965**	**$196,965**	**$203,473**	**$203,473**	**$210,213**	**$210,213**	**$217,192**	**$217,192**	**$1,018,524**	**$1,018,524**
Net Total (Sources of Financing Minus Estimated Costs)	$81,600	$81,600	$252,144	$252,144	$519,417	$519,417	$802,499	$802,499	$1,010,257	$1,010,257	$2,665,916	$2,665,916

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification
Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

Financial Analysis: The program leverages current teaching capacity in existing secondary education programs and will need minimal resources to support the requested program modifications. The enrollment targets are conservative as are the tuition projections based upon them. The Modern Languages concentration in Secondary Education will be supported by reallocated resources, as well as one reallocated faculty line and new courses provided by the College.

Revenue Highlights:

Tuition and Fees: The revenue model uses a projection of an annual three percent tuition increase.

Reallocated Resources: The college will reallocate the funds towards shared support for a lecturer who will teach in modern languages and support students in the modern languages emphasis areas in Secondary Education. Also included in the reallocated resources are the total faculty salaries that support the Secondary Education undergraduate students in all areas of specialization.

Expense Highlights:

- **Personnel (Salary Costs):** No administrative cost are associated with adding modern languages areas. One lecturer will be reallocated to teach across three programs in Secondary Education and Modern Languages (BA, MAT, and MAT-TR) to support students selecting the modern language emphasis area and is shown in the reallocated resources.

Evaluation and Assessment

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

Program Objectives	Student Learning Outcomes Aligned	Methods of Assessment
The following are program goals and objectives: • All participants who enroll in the program will graduate within the time allocated for the program. • All program graduates will pass the state required PRAXIS exam in their area of concentration. • All graduates will be prepared as critically reflective practitioners. • All program graduates will report positive self-efficacy ratings across knowledge and skills addressed within the program (e.g., explicit instruction, assessment, curriculum-based measurement, IEP development, research-based academic and behavioral interventions). • All program graduates will be employed in their field of study within one year of graduation. • Employers will rate program graduates' teaching competency as effective.	Students will be able to: • Implement research-based instructional and assessment practices to improve classroom outcomes. • Implement a variety of intentional instructional practices in the classroom. • Apply developmental and sociocultural contexts to learning. • Advocate for students and families.	EDF 3350 Adolescent Growth and Development (3 credits): Shadowing Assignment EDLT 4800 Foundations in Adolescent Literacy (3 credits): Incorporating Disciplinary Literacy Assignment EDSP 3700 Introduction to Special Education (3 credits): Common Final ED 3010 Principles of American Education (3 credits): Understanding Student Context Assignment Field and clinical practice are integral to teacher preparation, starting the freshmen year and culminating in the final semester. EDSC 3250/3251 Practicum in Modern Language Studies/Practicum in Modern Language Studies Laboratory (3 credits): A combination of summative assessments on various course projects EDSC 4250/4251 Teaching Secondary Modern Languages and Laboratory (3 credits): Summative assessment of teaching unit; assessment of candidate ability to plan instruction or offer evidence of emerging pedagogical and professional knowledge, skills and dispositions EDSC 4450 - Teaching Internship in Secondary Modern Languages 9 Credits: Summative assessment of impact on student learning assessment; assessment of candidate effect on student learning The College of Education is committed to providing candidates with purposeful, challenging, and diverse experiences. It is through a

		range of diverse, carefully constructed, and challenging field-based experiences, in conjunction with classroom instruction, that candidates recognize the inherent dignity and value of all individuals, value social justice, and advocate on behalf of children and families. Assessments of students occurs in the course/class as well as in the field placement. Reflective journaling is one strategy of assessment. Observations by master teachers and faculty as well as rubric-based assessment of instructional plans.
	Students will be able to: • Utilize current disciplinary knowledge to integrate educational theory, research, and practice in the classroom. • Demonstrate leadership skills in the classroom, in collaboration with school partners, in work with parents and family, and in professional organizations.	EDF 3080 Classroom Assessment (3 credits): Development of classroom assessment strategies EDLT 4980/4981 Content Area Reading and Writing for Middle and Secondary Teachers and Laboratory (3 credits): Disciplinary Literacy Practices and Assessments EDSC 4450 - Teaching Internship in Secondary Modern Languages 9 Credits: Summative Lesson Observation, Mid-Term and Final Summary Evaluation EDSC 4550 - Secondary Modern Languages Capstone Seminar 3 Credits: Summative assessment of impact on student learning assessment; assessment of candidate effect on student learning Students complete a minimum of 33 credit hours in the teaching language (Spanish, French, or ASL) and demonstrate a proficiency. Successful completion of PRAXIS exam in their area of concentration.

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

All of Clemson College of Education initial licensure programs use the SC academic standards as the clear set of shared goals and expectations for the knowledge, skills, and practices K-12 students need in the various disciplines to be college and career ready. These standards are embedded in the coursework for all the programs.

Likewise, State academic standards are incorporated in all corresponding teacher preparation programs. Our secondary education students focus specifically on the standards of their discipline (science, math, English/Language arts, modern language, social studies), but we also place a heavy emphasis on integration of multiple disciplines even at the secondary level. In our unit and lesson planning assignments, students are encouraged to make connections to other disciplines in their planning. Student Learning Outcomes and Expectations for the Secondary Education BA graduates are outlined in the table above.

The BA in Secondary Education (Modern Languages) adheres to content-specific professional and ethical principles and standards for professional practice. Coursework and practical experiences will address these, and candidates' knowledge, skills, and dispositions across the principles and standards will be assessed through course assignments, observation, and evaluation of teaching in practicum experiences, and state and national teaching exams (PRAXIS). Candidates who complete the BA in Secondary Education will demonstrate competence across content specific standards and meet requirements for recommendation for initial teaching certification in South Carolina.

All assignments and key assessments related to candidate learning outcomes will be evaluated. The College of Education's assessment and accreditation system, Chalk & Wire, will maintain longitudinal candidate data. This new system will allow faculty, the program coordinator, students, and stakeholders to assess candidate performance, effect continuous improvement of the program, and meet accreditation and reporting needs.

Entering academic credentials for program participants will be analyzed and evaluated to determine potential strengths or concerns related to background information or previous undergraduate majors.

The following program outcomes will be analyzed annually and across time:

A. All participants who enroll in the program will graduate within the time allocated for the program.
B. All program graduates will pass the state required PRAXIS exam in their area of concentration.
C. All program graduates will report positive self-efficacy ratings across knowledge and skills addressed within the program (e.g., explicit instruction, assessment, curriculum-based measurement, IEP development, research-based academic and behavioral interventions).
D. All program graduates will be employed in their field of study within one year of graduation.
E. Employers will rate program graduates' teaching competency as effective.

Data will be collected annually and will be analyzed to facilitate program improvement. Data plan includes:
Departmental tracking of students' incoming credentials (SAT, ACT, and Praxis core)
Departmental tracking of program graduates.
Departmental tracking of PRAXIS scores for all candidates.
End-of-program survey of students' self-efficacy ratings related to program components.
Follow-up survey of program graduates regarding employment position/location.
Follow-up survey of graduates' employers related to graduates' teaching competency.

To that end, we will conduct formative and summative evaluations to provide timely information to our leadership team at Clemson, to partner districts, and to CHE and SCDE to identify successes and address challenges.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

☒Yes

☐No

The College of Education (COE) will seek and maintain unit accreditation as an Educator Preparation Program under our state entered partnership accreditation organization, the Council for the Accreditation of Educator Preparation (CAEP). The COE has completed a three-year data gathering cycle to prepare our CAEP Self Study to be submitted in 2020. The COE will undergo site review by CAEP in Spring 2021. All our EPP programs seek program review and program recognition. as stated above.

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

☒Yes

☐No

Explain how the program will prepare students for this licensure or certification.

Candidates will have clinical experiences throughout their undergraduate studies, gradually increasing in scope and responsibility, with placements in classrooms, schools and districts that have longstanding commitments to high quality educational experiences for all children. By the end of program of study, candidates recommended for certification will have a strong base of disciplinary/content knowledge, classroom management skills, pedagogical and professional skills and a deep understanding of foundational issues related to academic success and educational opportunities.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

☒Yes

☐No

Content Specific Areas and Professional Organizations

Secondary Modern Languages
American Council of the Teaching of Foreign Languages (ACTFL)

Secondary Education (concentration areas include English Language Arts, Mathematics, Science, Social Studies and Modern Languages are currently approved or in the approval process.

All assignments and key assessments related to candidate learning outcomes will be evaluated. The College of Education's new assessment and accreditation system, Chalk & Wire, will maintain longitudinal candidate data. This new system will allow faculty, the program coordinator, students and stakeholders to assess candidate performance, effect continuous improvement of the program, and meet accreditation and reporting needs.

Sections III and IV as required by SCDE follow in Appendix A:
1. Modern Languages, American Sign Language Sections III and IV
2. Modern Languages, French, Sections III and IV
3. Modern Languages, Spanish, Sections III and IV

AMERICAN SIGN LANGUAGE SECTION III AND IV

South Carolina Department of Education New or Modified Program Proposal Guidelines for Educator Preparation Programs for Public Institutions of Higher Education

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

The BA in Secondary Education (Modern Languages-Spanish, French, and ASL) is aligned with teacher preparation standards from ACTFL (American Council on the Teaching of Foreign Languages). *While the state certification for modern languages is PK-12, because of district needs, Clemson's modern languages program is anchored within secondary education. Clemson's secondary education programs prepares candidates to instruct students in grades 9-12 but with one additional course (middle level curriculum), candidates can add on middle level licensure and be certified to instruct students in grades 5-12. Candidates will complete field experience across the PK-12 grade band, however most of their field placements, particularly their final teaching internship, will be in a high school setting.*

The South Carolina Department of Education (SCDE) relies on the outcomes of national unit accreditation and national program recognition as well as outcomes related to standards adopted by the State Board of Education (SBE) specific to the state and Council for the Accreditation of Educator Preparation (CAEP). Standards unique to the state are based on state law, state regulations, and State Board–approved policies and guidelines. Standards Related to state laws and regulations include: Expanded Assisting, Developing, and Evaluating Professional Teaching (ADEPT) performance standards, South Carolina Teaching Standards 4.0, Education and Economic Development Act (EEDA) standards, Standards of Conduct, standards associated with the Safe Schools Climate Act, and South Carolina PK–12 Academic Curriculum Standards. Standards Related to Board of Education Policies include: ISTE Standards for Technology in Education, meeting admission requirements, field and clinical experience requirements, and meeting eligibility for initial certification requirements. The material included in Sections III reflects the assessment of the SCDE standards.

Article I.   Section III: South Carolina State Department of Education Requirements

Article II.   ADEPT
Clemson's College of Education's assessment system for initial educator preparation programs effectively incorporates all components of the Expanded ADEPT competencies as evidenced by the following table.

BA Secondary Education (Modern Languages)

ADEPT Performance Dimension	Course Where Addressed	Assignment(s)/Task(s) Addressing the APS
Introduction to ADEPT Evaluation	ED 1050 Orientation to Education	ADEPT APS 1-10 Orientation
APS 1 Long-Range Planning	EDSC 4250 Teaching Modern Languages	Student Learning Objective (SLO) Evaluation
	EDSC 4450 Teaching Internship in Modern Languages	Student Learning Objective (SLO) Evaluation
APS 2 Short-Range Planning	EDSC 4250 Teaching Modern Languages	Formative Lesson Observations, Final Summary Evaluation
	EDSC 4450 Teaching Internship in Modern Languages	Unit Plan assignment, Unit Evaluation, Mid-Term and Final Summary Evaluations
	EDSC 4550 Modern Languages Capstone Seminar	Unit Plan assignment, Unit Evaluation
APS 3 Planning Assessments and Using Data	EDSC 4250 Teaching Modern Languages	Formative Lesson Observations, Final Summary Evaluation
	EDSC 4450 Teaching Internship in Modern Languages	Unit Plan assignment, Unit Evaluation, Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 4 Establishing and Maintaining High Expectations for Learning	EDSC 4250 Teaching Modern Languages	Formative Lesson Observations, Final Summary Evaluation
	EDSC 4450 Teaching Internship in Modern Languages	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations

APS 5 Using Instructional Strategies to Facilitate Learning	EDSC 4250 Teaching Modern Languages	Formative Lesson Observations, Final Summary Evaluation
	EDSC 4450 Teaching Internship in Modern Languages	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 6 Providing Content for Learners	EDSC 4250 Teaching Modern Languages	Formative Lesson Observations, Final Summary Evaluation
	EDSC 4450 Teaching Internship in Modern Languages	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 7 Monitoring and Enhancing Learning	EDSC 4450 Teaching Internship in Modern Languages	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 8 Maintaining and Environment that Promotes Learning	EDSC 4250 Teaching Modern Languages	Formative Lesson Observations, Final Summary Evaluation
	EDSC 4250 Teaching Modern Languages	Classroom Plan
	EDSC 4450 Teaching Internship in Modern Languages	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 9 Managing the Classroom	EDSC 4250 Teaching Modern Languages	Formative Lesson Observations, Final Summary Evaluation
	EDSC 4250 Teaching Modern Languages	Classroom Plan
	EDSC 4450 Teaching Internship in Modern Languages	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations

APS 10 Fulfilling Professional Responsibilities	EDSC 4250 Teaching Modern Languages	Final Summary Evaluation
	EDSC 4450 Teaching Internship in Modern Languages	Mid-Term and Final Summary Evaluation

The Unit is effectively implementing the Expanded ADEPT system in field and clinical experiences. Expanded ADEPT Standards are integrated in the practica for all initial programs through the use of the following assessments:
- Formative Lesson Observation Form (practicum, internship)
- Student Learning Objective Evaluation (internship)
- Unit Plan and Unit Plan Evaluation (internship)
- Summative Lesson Observation Form (internship)
- Mid-Term Summary Evaluation (internship)
- Final Summary Evaluation (practicum, internship)

ADEPT Performance Standards (APSs)
- Candidates submit a Student Learning Objective (SLO) Evaluation to Chalk & Wire. The Student Learning Objective (SLO) is aligned to ADEPT Performance Standard 1.
- Formative and Summative Lesson Observations are submitted to Chalk & Wire by the university supervisor and cooperating teacher. Formative and Summative Lesson Observations are aligned to ADEPT Performance Standards 1-10 and the South Carolina Teaching Standards. All data will be downloaded to Excel spreadsheets to aggregate and summarize.
- Candidates submit all lesson and unit plans to Chalk & Wire. All lesson and unit plans are aligned with the South Carolina College-and-Career-Ready Standards.
- Mid-Term and Final Summary Evaluations are submitted to Chalk & Wire by the university supervisor. Mid-Term and Final Summary Evaluations are aligned to ADEPT Performance Standards 1-10 and the South Carolina Teaching Standards.

Clinical Practice: Formal Assessments and Assistance
- University Supervisors: meet with interns a minimum of seven times in accordance with state guidelines. The university supervisor is required to meet with the intern and cooperating teacher within the first two weeks of the internship.
- Formal Observations: University supervisors conduct a minimum of three formative observations and a minimum of one summative observation (minimum of four observations). Cooperating teachers conduct a minimum of two formative observations and a minimum of one summative observation (minimum of three observations).
- Seminars: Candidates' internship is held in conjunction with a faculty led seminar. ADEPT Performance Standards 1-10 and Expanded ADEPT are discussed in context.
- Self-reflection: Candidates reflect on their internship learning and self-assess their understanding of each of the ADEPT Performance Standards 1-10 and the South Carolina Teaching Standards. In addition to their reflection and self-assessment, candidates provide artifacts that represent their understanding and learning.

Clinical Experiences include a minimum of the following:

Candidate Orientation
- Review College of Education Internship Handbook, required assignments and forms, review the South Carolina Teaching Standards Rubric, professionalism expectations, Code of Conduct, Model Code of Ethics, Safe Schools Climate Act and Bullying

Cooperating Teacher Orientation
- Review South Carolina Teaching Standards Rubric, required assignments and forms, and required technology (Chalk & Wire)

University Supervisor Orientation
- Review South Carolina Teaching Standards Rubric (new supervisors undergo extensive training and pass the required certification examination), required assignments and forms, and required technology (Chalk & Wire)

Article III.   PADEPP (Applicable to Educational Leadership Programs Only) – NA

Article IV.   Education Economic Development Act (EEDA)
Candidates in the teacher education preparation programs have the knowledge, skills, and dispositions to achieve EEDA performance standards for teacher education programs.

EEDA Performance Standard	Activity/Course Where Addressed	Assessment
Standard 1: Career Guidance	Internship Orientation	Professionalism and career rubric
	EDSC 4550 Modern Languages Capstone Seminar	Professionalism and career rubric
Standard 2: Career Clusters and Individual Graduation Plan	EDSC 4550 Modern Languages Capstone Seminar	Pre-Post Assessment
Standard 3: Career Guidance Model	EDSC 4550 Modern Languages Capstone Seminar	Pre-Post Assessment
Standard 4: Character Education	EDSC 4250 Teaching Modern Languages	Classroom Plan
Standard 5: Contextual Teaching	EDSC 4450 Teaching Internship in Modern Languages	Summative Lesson Observation, Mid-Term and Final Summary Evaluation
Standard 6: Cooperative Learning	EDSC 4450 Teaching Internship in Modern Languages	Summative Lesson Observation, Mid-Term and Final Summary Evaluation
Standard 7: Accommodating Diverse Learning Styles	EDSC 4250 Teaching Modern Languages	Lesson Plan template and rubric
	EDSC 4550 Modern Languages Capstone Seminar	Lesson Plan template and rubric
	EDSC 4450 Teaching Internship in Modern Languages	Summative Lesson Observation, Mid-Term and Final Summary Evaluation

Article V.   South Carolina Standards of Conduct
Candidates are informed in writing of the state Standards of Conduct (59-25-160; 59-25-530; 63-17-1060) required for initial certification. All initial licensure candidates attend a mandatory Orientation session in preparation for the internship; during the meeting the South Carolina Code of Conduct is addressed. Additionally, candidates are provided with a Code of Conduct Handout and the handout is reviewed.

Article VI.   South Carolina Safe School Climate Act
Candidates in all initial licensure programs have the knowledge, skills, and dispositions to identify and prevent bullying, harassment, and intimidation in schools. All initial licensure candidates attend a mandatory Orientation session in preparation for the internship. During the

Orientation, students are introduced to and have opportunities to discuss in-depth bullying, harassment, and intimidation and the effects of those acts. Students are also introduced to the Safe Schools Climate Act. All initial licensure candidates demonstrate their knowledge and skills related to this act through completion of the assessment listed in the South Carolina Safe School Climate Act table.

South Carolina Safe School Climate Act

Activity/Course Where Addressed	Assessment
Internship Orientation	Bullying Awareness Quiz

Article VII.   P-12 Academic Standards
Candidates in all certification programs know, understand, and can apply the South Carolina College-and-Career-Ready P-12 Academic Standards in the area in which they seek certification. Candidates in all programs align their lesson plans and lesson with the *South Carolina College-and-Career-Ready Academic Standards* for their certification area.

The Lesson Plan Template demonstrates this alignment. In addition, all interns are required to include the *South Carolina College-and-Career-Ready P-12 Academic Standards* in their Student Learning Objective Evaluation, Unit Plan, and Lessons.

Article VIII.   Admission Requirements (Assurance of Compliance)
Candidates admitted to initial educator preparation programs demonstrate basic academic proficiencies by meeting the standards set by the State Board of Education on Praxis *Core Academic Skills for Educators tests or on the SAT or ACT.* All students seeking to complete the Modern Languages program must meet all admission requirements and be formally admitted before they are allowed to enroll in restricted professional courses.

Students must fulfill Clemson University admission requirements to enroll in general education or program specific courses. Transfer students are required to have a 2.75 cumulative GPA in all previous college-level work. They must also be in good standing and eligible to return to the institution last attended.

Students are admitted to the professional level during their second year of enrollment in the university if they meet the following requirements:
- at least 60 credit hours of coursework.
- passing scores on all areas of the Praxis CORE; (Praxis CORE may be exempted if the student meets minimum ACT or SAT requirements as determined by the South Carolina State Department of Education).
- minimum cumulative GPA of 2.75.

Additional requirements after entering the professional level:
- attendance at the Internship/Teacher Residency Orientation.
- Criminal Background Check and Full Disclosure Statement from the State Law Enforcement Division (SLED).
- meet with academic advisors at least twice per academic year to assure that they are in meeting the above requirements.

Article IX.   Field and Clinical Experience Requirements
Candidates at the initial undergraduate level have completed a minimum of 100 hours of field experiences prior to clinical practice.

Modern Languages

While the state certification for modern languages is PK-12, because of district needs, Clemson's modern languages program is anchored within secondary education. Clemson's secondary education programs prepares candidates to instruct students in grades 9-12 but with one additional course (middle level curriculum), candidates can add on middle level licensure and be certified to instruct students in grades 5-12. Candidates will complete field experience across the PK-12 grade band, however most of their field placements, particularly their final teaching internship, will be in a high school setting.

Field experiences and clinical practice are critical components of the College of Education Modern Languages teaching degree program. Candidates are prepared for teaching positions primarily in high school modern languages classrooms by engaging in diverse clinical experiences and diverse populations. Through field experiences and clinical practice, teacher candidates are provided opportunities to apply their knowledge, skills, and dispositions in a variety of settings. Candidates participate in numerous and diverse clinical experiences focusing on a variety of settings beginning their first academic year. South Carolina's minimum requirement for field hours prior to student teaching is 100 hours. All candidates are also required to complete a culminating, semester-long teaching internship in a public school setting, which exceeds the state's certification requirements of 60 days. Altogether, Secondary Modern Languages candidates spend at least 650 hours engaged in clinical experiences throughout their course of study. The Office of Field and Clinical Partnerships and Outreach in the College of Education coordinates field and student teaching internships for candidates.

During their early clinical experiences (prior to student teaching), candidates have opportunities to work one-on-one with elementary students (ED 1050), engage in purposeful, challenging, diverse, and supervised field-based observations, tutoring, and co-teaching across elementary, middle and high school settings (EDF 3350, EDSC 3250, EDSC 4250), service learning (EDF 3350), and lesson planning, assessment development, data analysis, differentiated teaching practices, and reflective practices in middle and high school settings (EDSC 4250). In all that they do throughout their coursework and associated clinical experiences, candidates focus on and develop their content knowledge, pedagogical content knowledge, and their pedagogical knowledge.

Our candidates apply and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of field experiences prior to their student teaching internship. Field experiences represent a variety of early and ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct, or conduct applied research. These field experiences align to and extend beyond South Carolina's Expanded ADEPT (Assisting, Developing, and Evaluating Professional Teaching) performance standards into practice in school settings.

All field experiences are monitored to ensure that candidates have the opportunity to work with exceptional students and students from different ethnic, racial, gender, and socioeconomic groups. Candidates are surveyed at the completion of each field experience to determine the

diversity of students with whom the candidates observed/worked to ensure a diverse spectrum of future experiences. Our candidates have the opportunity to work with Appalachian, African America, Hispanic, and a variety of socio-economic backgrounds in rural and urban settings.

All student teacher candidates work under the mentorship of a cooperating teacher and are assigned a university supervisor mentor/evaluator. Teachers selected to serve as Cooperating Teachers must have an interest in supervising candidates as part of their responsibility to the profession; possess full certification for the area in which they are teaching; have taught successfully for a minimum of three years; have the capacity to mentor with skills in observation, providing feedback, holding professional conversations, and working collaboratively; be aware of new teaching methods, flexible, and receptive to new ideas; demonstrate the ability to have a positive impact on student learning; have a positive attitude toward their profession, the candidate, and others; work with candidates and supervisors using the Expanded ADEPT Performance Standards; and be recommended by a school or district administrator. University Supervisors must have a minimum of a master's degree, three years of experience teaching in a secondary school setting or institution of higher education, a solid foundation in professional education, and a strong academic background in the certification area of the assigned candidates. Additionally, all University Supervisors must take and pass South Carolina's SC Teaching Standards 4.0 Rubric certification exam.

As the Secondary Modern Languages Initial Licensure Program, BA table indicates, candidates complete a minimum of 110 hours prior to entering their EDSC 4550 Teaching Internship.

Secondary Modern Languages Initial Licensure Program, BA

Course	Description of the Field Experience and clinical practice (practica and internships)	# of hours
ED 1050	Orientation to Education: Candidates (typically freshman year) tutor in public schools to begin their training as educators and acquaint themselves with school age student behaviors in an elementary setting	10
EDF 3350	Adolescent Growth and Development: Candidates (typically sophomore year) observe adolescents' development and behavior in a middle or high school setting.	10
EDSC 3250	Practicum in Secondary Modern Languages: Candidates (typically junior year) collaborate with mentor teachers and university instructors in conducting focused observations, tutoring individual students, and leading instructional activities at both the middle and high school levels	45
EDSC 4250	Teaching Secondary Modern Languages: Candidates (typically senior year) are placed in a public high school modern language classroom where they observe, assist, and co-teach with their cooperating teacher.	45
EDSC 4450	Teaching Internship in Secondary Modern Languages (Student Teaching): Candidates are placed in a public high school classroom where they observe, assist, and teach under the supervision of their cooperating teacher and university supervisor.	540
Total Hours		650

Procedures for Monitoring Candidates' Progress

Transition Point 1: Admission to Secondary Education Modern Languages
Initial Undergraduate Level:
1. The undergraduate candidate applies to Clemson University Office of Admissions. Upon acceptance, the College of Education receives a list of students identifying themselves as pre-professional majors in Modern Languages Education.
2. Pre-professional majors are assigned an academic advisor who facilitates and monitors progression through the program.
3. Pre-professional majors complete a minimum of 60 credit hours in general education coursework and pre-professional coursework with a minimum GPA of 2.75, successfully pass the Praxis Core (Praxis CORE may be exempted if the student meets minimum ACT or SAT requirements as determined by the South Carolina State Department of Education).
4. Pre-professional majors meet with an academic advisor and apply to the professional level prior to the semester they wish to enter the program.
5. The academic advisor verifies the satisfactory completion of all requirements with the applicant and recommends the candidate to the professional education program.
6. Advancement to the professional level is noted in the candidate's records so that course holds can be lifted which allows students to take professional level courses.

Transition Point 2: Admission to Internship

1. All candidates complete the State Department of Education online application for a South Carolina Teaching Certificate and schedule an appointment for electronic fingerprinting prior to their internship.
2. The Certification Coordinator monitors and verifies the completion of all requirements for admission to the internship.
3. The Office of Field and Clinical Partnerships and Outreach begins to coordinate the placement process.
4. Candidate records indicate the candidate is ready to register for internship course(s) and accompanying seminar course(s).
5. The Office of Field and Clinical Partnership and Outreach finalizes internships. Candidates are notified of their internships the semester prior to the beginning of their internship.

Transition Point 3: Completion on Internship
1. Candidate's progress during the internship is monitored and assessed by the university supervisor and cooperating teacher for required coursework completion.
2. The Office of Field and Clinical Partnership and Outreach verifies and documents the completion of all requirements for the internship.

Transition Point 4: Program Completion and Recommendation for Certification
1. The candidate submits a Graduation Application prior to graduation.
2. The Office of Field and Clinical Partnerships and Outreach verifies that each candidate has passed the required Praxis II exams (content and PLT).
3. The Office of the Registrar audits the candidate's completion of program requirements.
4. The Office of Field and Clinical Partnerships and Outreach, specifically, the Certification Coordinator, submits the names and appropriate documentation to the South Carolina State Department of Education for initial licensure. The signed original Verification of Program Completion is mailed to the South Carolina Department of Education Office of Educator Services (certification) and one copy is retained in the candidate's file.

Article X.   Eligibility for Certification

Candidates for Secondary Education certification will complete credit hours in their area of content concentration. Clemson's secondary education programs are designed to be dual majors with the content area and candidates will have a minimum of 30 credit hours in either ASL, French, or Spanish. Candidates will initially certify as PK-12 Spanish, French, or ASL teachers. The Secondary program seeks national recognition by the CAEP-designated SPA (ACTFL for Modern Languages). In addition, candidates must successfully complete the following Praxis Subject Assessments and Principles of Learning (PLT) requirements.

Test Name	CDT Code	Qualifying Score
Spanish: World Language	5195	168
French: World Language	5174	162
American Sign Language Proficiency Interview (ASLPI)--suggested	0634	Needs to be determined by state if this is acceptable test
Principles of Learning and Teaching: Grades 7-12	5624	157*

* https://www.ets.org/praxis/sc/requirements

J. Annual Reports (AACTE/CAEP and Title II)
Annual reports (e.g., Diversity Plan, Unit Assessment System, Title II, and CAEP) will be completed and submitted at the required deadlines.

K. Commitment to Diversity Assurance
Clemson's College of Education mission statement and coursework reflects its commitment to diversity. Annual reports will provide evidence of this commitment to diversity in the following ways.

- *Candidates possess a strong knowledge of cultural diversity issues that includes global and multicultural perspectives.*

Clemson's College of Education general and discipline-specific methods courses include a distribution of the requirements on global and multicultural understanding.

- *Candidates can teach all students, regardless of exceptionalities or backgrounds.*

Assignments in EDSP 3700, Introduction to Special Education, and lesson plans during the internship serve as the primary measurements of candidates' abilities to teach all students.

L. Professional Development Courses – NA

M. Advanced Programs for the Preparation of Teachers Alignment with NBPTS – NA

N. Student Health and Fitness Act of 2005 – NA

O. Read to Succeed Requirements
Candidates in Clemson's Secondary Education Modern Languages program will be required to take approved course sequence in literacy that meet South Carolina's Read to Succeed Guidelines. Courses will focus on literacy competencies identified as critical for middle and high school content area teachers as a way to ensure candidates, upon graduation, possess the knowledge and skills to effectively assist students in becoming proficient readers. Clemson will see approval for the following courses to be implemented in candidates' program of study.

Secondary BA Courses and Literacy Standards Addressed

Courses	Literacy Competencies Addressed
Foundations of Adolescent Literacy (EDLT 4800)	1.1, 1.2, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4
Content Area Reading and Writing for Middle and Secondary Teachers (EDLT 4980)	2.1, 2.2, 2.3, 6.1, 6.2

P. Parental Involvement

Candidates are asked in methods courses to determine how they will build relationships, engage, communicate with parents as part of long-range planning assignments. Candidates demonstrate that communication and collaboration with parents during their student teaching internships and are asked to reflect on the quality and success of that engagement during capstone seminars.

Q. Educator Ethics

Per state standards and requirements, all candidates will be provided with instruction in ethical principles and decision making aligned with the Model Code of Ethics for Educators. All candidates will be required to attend a mandatory orientation to the clinical internship that will address the following: Model Code of Ethics; responsibility to the profession; responsibility for professional competence; responsibility to students; responsibility to the school community; responsible and ethical use of technology; and the South Carolina Code of Conduct, including just cause for disciplinary action. Candidates will also be provided with instruction as required in the Safe Schools Climate Act during the clinical internship orientation meeting.

Additionally, prior to the clinical experience, all candidates will be notified of the SCDE fingerprint-based criminal background check requirements, SCDE timelines for completion of the application and clearance process, and of the potential adverse impact of criminal charges on approval for student teaching and eligibility for certification.

R. Experimental or Innovative Programs-NA

S. ISTE National Educational Technology for Teachers (NETS.T) Standards Alignment

This educator preparation program integrates the ISTE National Educational Technology Standards throughout candidate's time in the program. ISTE Standards are presented in the EDLT 4800, Foundations in Literacy, course and are added to rubrics throughout the program. To view the alignment, see the ISTE National Educational Technology for Teachers (NETS.T) Standards Alignment table.

ISTE National Educational Technology for Teachers (NETS.T) Standards Alignment

ISTE NETS-T	Courses Where Addressed	Assignment/Task
Facilitate and inspire student learning and creativity Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. a. Promote, support, and model creative and innovative thinking and inventiveness b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments	EDLT 4800 Foundations in Literacy EDSC 4450 Student Teaching Internship	▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Summary Evaluation ▪ Final Summary Evaluation
Design and develop digital age learning experiences and assessments Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards. a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources d. Provide students with multiple and varied formative and summative assessments aligned	EDLT 4800 Foundations in Literacy EDSC 4450 Student Teaching Internship	▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Summary Evaluation ▪ Final Summary Evaluation

ISTE NETS-T	Courses Where Addressed	Assignment/Task
with content and technology standards, and use resulting data to inform learning and teaching		
Model digital age work and learning Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning	EDLT 4800 Foundations in Literacy EDSC 4450 Student Teaching Internship	▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Summary Evaluation ▪ Final Summary Evaluation
Promote and model digital citizenship and responsibility Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information	EDLT 4800 Foundations in Literacy EDSC 4450 Student Teaching Internship	▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Summary Evaluation ▪ Final Summary Evaluation

ISTE NETS-T	Courses Where Addressed	Assignment/Task
d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools		
Engage in professional growth and leadership Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. a. Participate in local and global learning communities to explore creative applications of technology to improve student learning b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community	EDLT 4800 Foundations in Literacy EDSC 4450 Student Teaching Internship	▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Summary Evaluation ▪ Final Summary Evaluation

Article XI.   Section IV. National Accreditor and SPA Standards, and Assessments
American Sign Language
ACTFL Standards and Key Elements

ACTFL STANDARD 1: Language Proficiency: Interpersonal, Interpretive, and Presentational.

Candidates in foreign language teacher preparation programs possess a high level of proficiency in the target languages they will teach. They are able to communicate effectively in interpersonal, interpretive, and presentational contexts. Candidates speak in the interpersonal mode at a minimum level of "Advanced Low" (French, German, Hebrew, Italian, Portuguese, Russian, and Spanish) or "Intermediate High" (Arabic, Chinese, Japanese, and Korean) on the ACTFL Oral Proficiency Interview (OPI). For international programs, where candidates' first language is not English and where candidates are preparing to teach English as a Foreign Language, candidates speak at the proficiency level equivalent to the categories above. Ex.

Candidates whose first language is Spanish speak English at "Advanced Low"; candidates whose first language is Arabic speak English at "Intermediate High". Candidates comprehend and interpret oral, printed, and video texts by identifying the main idea(s) and supporting details, inferring and interpreting the author's intent and cultural perspectives, and offering a personal interpretation of the text. Candidates present information, concepts, and ideas to an audience of listeners or readers with language proficiency characteristic of a minimum level of "Advanced Low" or "Intermediate High" according to the target language, as described above.

Key Elements of Standard 1
Pre-service teachers will:

1a) Speak in the interpersonal mode of communication at a minimum level of "Advanced Low" or "Intermediate High" (for Arabic, Chinese, Japanese and Korean) on the ACTFL Oral Proficiency
Interview (OPI) according to the target language being taught.
1b) Interpret oral, printed, and video texts by demonstrating both literal and figurative or symbolic comprehension.
1c) Present oral and written information to audiences of listeners or readers, using language at a minimum level of "Advanced Low" or "Intermediate High" according to the target language being taught.

ACTFL STANDARD 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines

Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language.

Key Elements of Standard 2
Pre-service teachers will:

2a) Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.
2b) Demonstrate understanding of linguistics and the changing nature of language and compare language systems.
2c) Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.

ACTFL STANDARD 3: Language Acquisition Theories and Knowledge of Students and Their Needs

Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs.

Key Elements of Standard 3
Pre-service teachers will:

3a) Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.

3b) Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.

ACTFL STANDARD 4: Integration of Standards in Planning and Instruction.
Candidates in foreign language teacher preparation programs understand and use the national *Standards for Foreign Language Learning in the 21st Century* (2006) or their recently refreshed version *World-Readiness Standards for Learning Languages* (2015) and their state standards to make instructional decisions. Candidates demonstrate an understanding of the standards and integrate them into their curricular planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms.

    Key Elements of Standard 4
    Pre-service teachers will:

4a) Demonstrate an understanding of the *Standards for Foreign Language Learning in the 21st Century* or their recently refreshed version *World-Readiness Standards for Learning Languages* (2015) and their state standards and use them as the basis for instructional planning.

4b) Integrate the goal areas of the *Standards for Foreign Language Learning in the 21st Century* or their recently refreshed version *World-Readiness Standards for Learning Languages* (2015) and their state standards in their classroom practice.

4c) Use the *Standards for Foreign Language Learning in the 21st Century* or their recently refreshed version *World-Readiness Standards for Learning Languages* (2015) and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.

ACTFL STANDARD 5: Assessment of Languages and Cultures—Impact on Student Learning.
Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students' ability to communicate in the instructed language in interpretive, interpersonal, and presentational modes, and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders.

    Key elements of Standard 5
    Pre-service teachers will:

5a) Design and use ongoing authentic performance assessments using a variety of assessment models for
all learners, including diverse students.

5b) Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use
data to inform and strengthen subsequent instruction.

5c) Interpret and report the results of student performances to all stakeholders in the community, with
particular emphasis on building student responsibility for their own learning.

ACTFL STANDARD 6: Professional Development, Advocacy, and Ethics.

Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students to interact successful in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.

Key Elements of Standard 6
Pre-service teachers will:

6a) Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.

6b) Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders.

6c) Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.

American Sign Language
A. Context

State or Institutional Policies that Influence Application of SPA Standards

Clemson University, located in Clemson, South Carolina, is a public institution accredited by Southern Association of Colleges and Schools and holds a Carnegie classification of a highest research activity institution (R1). Clemson has over 20,000 undergraduate and nearly 6,000 graduate students. Clemson College of Education programs share the vision of being a transformative leader in systematically improving education. We continuously use data to monitor and improve programs. Our mission is to engage candidates in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation. The College of Education has over 1,800 students in initial teacher preparation programs and other Masters, Educational Specialist and Doctoral level programs. Educator Preparation Programs in South Carolina adhere to review by a two-way partnership with the SC Department of Education and CAEP and are required to meet CAEP and SC Department of Education standards.

The South Carolina Educator Licensure Manual provides information about requirements for certification to teach in the state. The requirements for this program are as follows:

(1) Bachelor's degree or higher
(2) Initial, or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level
(3) Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education
(4) Completion of Required Coursework with a "C" or better
(5) Required Coursework

ASL Coursework- 12 semester hours
ASL Electives- 9 semester hours
Linguistics must be included in the ASL elective hours.
Additional hours may include
- Deaf Literature and Folklore
- Discourse in American Sign Language
- Deaf Studies in these United States
- Discourse Analysis of ASL
- Deaf History
- Deaf Culture
- Careers in American Sign Language or other related coursework

Another document outlining requirements Standards, Policy, and Procedures for Educator Preparation Units can be found here: https://ed.sc.gov/educators/educator-preparation/educator-preparation-units/accreditation/policies-and-regulations/#Units. Section III, A-O outlines the ways in which this program meets the requirements outlined in the EPP policy document.

During the reported years, ADEPT was South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching. Beginning in 2016-2017, Clemson candidates were introduced to the new National Institute for Excellence in Teaching (NIET) Teaching Standards 4.0 rubric, which the South Carolina Department of Education adopted as the South Carolina Teaching Standards (SCTS) 4.0 Rubric. This rubric forms the basis for the Expanded ADEPT Support and Evaluation System. This new rubric was fully implemented across the state in academic year 2018-2019. This expanded system is designed for the continuous professional development of educators at all performance levels through a valid and reliable evaluation system that produces actionable and constructive feedback in support of professional growth. The performance standards are aligned with nationally recognized professional standards. In addition to its applications to classroom-based teachers, the ADEPT system also includes standards and models for assisting, developing, and evaluating special-area educators. Clemson's College of Education evaluates each teacher candidate on the ADEPT standards at three points prior to student teaching clinical practice and at nine points during student teaching clinical practice using rubrics based on the SCTS and the ADEPT standards.

Field and Clinical Experiences Required for the Program
The EPP guidelines provide information about the field and clinical experiences required for all teacher preparation programs. Section III, H will provide specific information about the field and clinical experiences required for this program.

Educator preparation programs and other school personnel preparation programs must provide field experiences (also known as the practicum) that provide candidates with a variety of progressive experiences in multiple and diverse settings. All candidates must complete a minimum of 100 hours of field experiences prior to clinical practice (student teaching) at the initial undergraduate level. At the initial graduate level, all candidates must complete a minimum of 75 hours of field experiences prior to clinical practice. Given the importance of these experiences in educator preparation, the state has specific requirements that must be met.

All educator preparation programs, including programs for the preparation of other school personnel, must provide candidates with a variety of progressive experiences in multiple and diverse settings. Units must present evidence that

• Teacher education candidates at the initial undergraduate level complete a minimum of 100 hours of field experiences in multiple and diverse settings prior to their clinical experience (student teaching).

• Teacher education candidates at the initial graduate level must complete a minimum of 75 hours of field experiences prior to their clinical experience.

• Teacher education candidates have an intensive, continuous clinical experience in a public school in the state of South Carolina. Occasionally extraordinary circumstances arise when the candidate has completed all work, but the clinical phase of training and the candidate wishes to request a variance to complete the clinical in a public school in another state. If the unit in South Carolina that will ultimately recommend the candidate for certification agrees to supervise the candidate and fulfill all state requirements of this section, the unit may appeal to the Education Professions Committee (EPC) of the State Board of Education, describing in detail how the unit will ensure that the candidate meets all South Carolina criteria for completion of the clinical, including especially clinical supervision of the candidate by unit faculty. The unit will submit its proposal to the South Carolina Department of Education Division of School Effectiveness. After a staff review of the unit proposal, the proposal will be place on the EPC agenda. If the EPC approves the proposal, it will be taken to the State Board for final review.

• The clinical experience must be the equivalent of a minimum of twelve weeks or sixty full days.

• The candidate must teach independently a minimum of ten full days in one setting.

• During the clinical phase, the candidate adheres to the daily schedule of the cooperating teacher including activities such as bus duty, faculty meetings and parent conferences.

• Each candidate is supervised by one or more institutional clinical faculty who has preparation in both the supervision of education and in the teaching area of the candidate and is ADEPT-trained.

• Each candidate must be supervised by one or more school-based clinical faculty (the cooperating teacher) who is trained in the ADEPT system.

• Each candidate must receive formative ADEPT evaluations and assistance from both their institutional clinical faculty and their school-based clinical faculty. These formative evaluations will provide the candidate with written and oral feedback in terms of all ADEPT standards and must be based on a minimum of four classroom observations (at least two by the institutional clinical faculty and two by the cooperating teacher). Formative ADEPT evaluations, based on appropriate ADEPT standards, are also required for candidates preparing to work as other school personnel.

Each candidate must receive at least one summative ADEPT evaluation prepared by both the institutional clinical faculty and the cooperating teacher. The summative evaluation must be aligned with all ADEPT formal evaluation guidelines; must include all evaluation procedures, including at least one summative evaluation by the faculty supervisor and one summative evaluation by the cooperating teacher; and must ensure that the candidate receives both oral and written feedback on all ADEPT standards. Summative evaluations based on appropriate ADEPT standards are also required for candidates preparing to work as other school personnel.

• Each candidate's background must be screened and approved through a SLED check prior to participation in any field experience.

• Each candidate's background must be reviewed and cleared by SLED and the Federal Bureau of Investigation prior to clinical practice.
• Each candidate must be advised that prior arrests or convictions could affect ability to complete the clinical experience and qualify for certification in South Carolina.

Program of Study and Faculty Information
This information is included in the full CHE proposal under Description of the Program, Curriculum, and Faculty.

B. List of Assessments (Completion of Chart)

	Name of Assessment	Type or Form of Assessment	When the Assessment Is Administered
1	**Licensure Assessment or other content based assessment**	American Sign Language Proficiency Interview (ASLPI)	Semester before student teaching internship.
2	**Content Knowledge in Language to be taught**	Transcript review	Prior to recommendation for certification
3	**Candidate Ability to Plan**	Unit Plan with accompanying lesson plans, materials, and assessments	Methods course (EDSC 4250), semester before student teaching internship.
4	**ACTFL Teaching Evaluation**	Teaching Evaluation	During student teaching internship (EDSC 4550)
5	**Candidate Effect on Student Learning**	Report on unit of teaching, assessment, results of assessment, and reflection on assessment	During student teaching internship in capstone seminar (EDSC 4450)
6	**Additional Assessment that Addresses Candidates' Oral Proficiency**	*Exempt	
7	**Additional Assessment that Addresses ACTFL Standards**	Professional, Advocacy and Resources Project	During student teaching internship in capstone seminar (EDSC 4450)

C. Relationship of Assessments to Standards (Completion of Chart)

		Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
A1	Official ASLPI	a,b,c					
A2	Transcript Review	a,b,c	a,b,c				
A3	Unit Plan			a,b	a,b,c	a	
A4	ACTFL Teaching Evaluation			a,b	a,b,c		
A5	Candidate Work Sample					a,b,c	
A6	*Oral Proficiency						
A7	Professional, Advocacy and Resources Project						a,b,c

*Based on our interpretation of ACTFL standards, this assessment applies to spoken languages. Languages like Latin and ASL are not included. The ASL Proficiency Interview is used for Assessment 1.

D. Planned evidence for meeting standards (Assessment documents)

Assessment #1: State Licensure Assessment

Note to Reviewers: National and state standards for American Sign Language (ASL) guided the word choices and descriptions in this narrative. The *Standards for Learning American Sign Language* was made possible through the collaborative effort of the American Sign Language Teachers Association (ASLTA) and the National Consortium of Interpreter Education Centers (NCIEC), with the encouragement and additional financial support of the American Council on the Teaching of Foreign Languages (ACTFL). The committee members and reviewers represented K-16 ASL instructors. The content of the *South Carolina Standard for American Sign Language Proficiency* is organized according to the national standards, blending the two focus goal areas of Communication and Cultures into one standard. The remaining goals of Connections, Comparisons, and Communities are embedded within Communication and Cultures. The language competencies are: interpretive one-way communication, interpersonal two-way communication, and one-way presentational communication. The intercultural communicative competencies are: investigation of cultural products and practices, understanding of cultural perspectives (ways of thinking), and interaction—bridging one's own and the other's culture. Please view the following documents for more details concerning state licensure:
https://aslta.org/wp-content/uploads/2014/07/National_ASL_Standards.pdf
https://ed.sc.gov/scdoe/assets/File/instruction/standards/World%20Languages/SC%20Standard%20for%20American%20Sign%20Language%20Proficiency%202016.pdf

Description of the assessment. The American Sign Language Proficiency Interview (ASLPI) through the ETS PRAXIS and Gallaudet University partnership.

Teacher candidates in American Sign Language (ASL) education will take the ASLPI through the ETS PRAXIS and Gallaudet University partnership. This assessment addresses South Carolina's licensure and certification requirement of the PRAXIS Subject Assessment, a test that measures general and subject-specific content knowledge for beginning teaching. ASL education

candidates will take the ASLPI through their senior-level ASL course at Clemson University. The ASLPI is administered and proctored by ASL faculty in the Modern Language department. The required score of 3+ is indicated in the Program of Study.

The ASLPI that candidates take consists of the following content skill categories:
I.   Grammar: Linguistic elements include sentence types and discourse functions.
II. Vocabulary: Range and accuracy of vocabulary selection across a variety of topics.
III. Accent/Production: Accuracy of sign formation as well as clarity of fingerspelled words.
IV. Fluency: Flow of thought which follows a rhythm and pace of delivery.
V.   Comprehension: Overall understanding of the conversation.

Attachment A provides a description of the assessment and Attachment B provides the breakdown used to assess the ASLPI exam.

Alignment with the ACTFL/CAEP Standards.
Standard 1a. The test includes interpersonal two-way communication through a signed conversation with an evaluator.
Standard 1b. The test addresses overall comprehension through interpretive one-way communication with an evaluator.
Standard 1c. The test integrates language analysis, including accent, accuracy, and vocabulary, through one-way presentational communication with an evaluator.

ATTACHMENT A: Description of Assessment 1
Description of the American Sign Language Proficiency Interview (ASLPI)
Source: https://www.ets.org/praxis/ct/aslpi/

Description

The *Praxis*® program has made arrangements for the following candidates to take the American Sign Language Proficiency Interview (ASLPI) delivered and evaluated by ASL Diagnostic and Evaluation Services of Gallaudet University:

▪ candidates who plan to teach American Sign Language (ASL) as a language other than English
▪ candidates who plan to teach students who are deaf or hard of hearing

The ASLPI is a holistic language evaluation used to determine global ASL proficiency. The basic precept in this type of evaluation is to find out through an interview what an individual can do with the target language at a given point in time.

The ASLPI is a 20–25-minute video-recorded interactive dialogue between the examinee and the interviewer. The interview is rated by a team of evaluators, and examinees are awarded an overall proficiency level on a 0–5 rating scale. The interview is conducted face to face at Gallaudet in Washington, D.C., and via videophone from other locations.

We recognize that individuals apply their ASL and English skills in a variety of ways, depending upon the communication needs of specific situations. The purpose of the ASLPI is to measure

the American Sign Language (ASL) skills that an individual has at a given point in time. As a criterion-based evaluation designed to test your overall ability to use and understand ASL, each recorded interview is rated on the basis of specific criteria in five different categories:

- **Grammar:** linguistic elements include sentence types, grammatical categories and discourse functions. Such elements are conveyed by synchronization of non-manual components (e.g., eye-gaze, inflection, and movement).
- **Vocabulary:** range and accuracy of vocabulary selection across a variety of topics. The use of colloquial expressions and figurative language is also considered.
- **Accent/Production:** accuracy of sign formation, i.e., handshape, palm orientation, location and movement as well as clarity of fingerspelled words and numbers.
- **Fluency:** flow of thought which follows a rhythm and pace of delivery that fits the topic being discussed.
- **Comprehension:** overall understanding of the conversation. Also examined are the examinee's spontaneity, responses to questions, and ability to provide visual feedback to the interviewer.

I. Format

The ASLPI interview process has four phases which include: warm up, level check, probing, cool down. The warm-up phase is brief but gives the examinee a few minutes to calm. During the level check phase, familiar topics are raised which provides the evaluator with linguistic information as to what the examinee can do with the target language. The evaluator then moves into the probing phase which is designed to pull the examinee up to his/her highest proficiency level (challenging the examinee across topics). And finally, the cool down brings the examinee back to a comfortable language level before closing the evaluation.

ATTACHMENT B: Scoring Guide for Assessment 1

American Sign Language Proficiency Interview (ASLPI)
Source: https://www.ets.org/praxis/ct/aslpi/
Format: Video-recorded interview

ASLPI Proficiency Levels
Except for Level 5, the ASLPI proficiency level received may include the assignment of a plus value (+). This does not represent a midway point between two levels, but may be inferred to indicate that the examinee exceeds the requirements for a particular level but does not satisfy in all respects the requirements of the next higher level.

Scoring for Level 3+ Proficiency:
Signers at this proficiency level demonstrate spontaneous elaboration on all familiar and some unfamiliar topics with increasing incorporation of language patterns other than those of the target language. When they attempt to perform tasks at the next proficiency level, they exhibit features of breakdown, such as shorter paragraph-level discourse, errors with mapping, cohesion, affect and non-manual signals (NMS) and incorporation of English mouthing. Those breakdowns create an increased amount of hesitation in discourse. Despite noticeable imperfections, they are

able to present broad vocabulary with sufficient accuracy and clarity. Comprehension is good on all topics, but repetition and/or rephrasing might be needed.

Assessment #2: Transcript Review

[Note to Reviewers: This is the same assessment used by National Louis University. This assessment has been provided by ACTFL as a model assessment. The only changes made were that it was updated from 2002 standards to 2013 standards, and minor edits reflect course offerings at Clemson University.]

Description. Students are required to have 32 semester credit hours in content courses completed with a grade of C or higher. All Modern Languages certification candidates must satisfy content background requirements that address the ACTFL and state content standards. There are many ways in which a candidate can satisfy a proficiency in the pre-determined areas of subject mastery; however, for the purposes of this report, Clemson University will focus on the transcript review process. Before candidates are recommended for licensure, a transcript analysis is performed on all content coursework in language study by the program director. If candidates have successfully completed courses that satisfy a competency, they are given credit for fulfilling the required criteria. Successful completion is determined by examining the following categories: major, designated course, course title, and grade-specific evidence of meeting criteria.

Students' university coursework, overall GPA (minimum 2.75) serve as evidence that teachers understand and are able to articulate the knowledge and practices of language learning. Students' coursework and GPA serve as predictors of the quantity and quality of students' content knowledge and point out any insufficiencies in their education, which must be satisfied prior to full acceptance into the program by taking additional courses. Alignment to *Standard I: Language Proficiency: Interpersonal, Interpretive, and Presentational* is supported by candidates' coursework (14 semester hours) in beginning and intermediate foreign language basic skills. 6 semester hours in grammar, composition, literature, and culture support *Standard 1: Language Proficiency: Interpersonal, Interpretive, and Presentational* and *Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines.* 12 additional semester hours in topics such as phonetics, phonology, culture, civilization, literature, business language, and special topics also support the first two ACTFL Program Standards.

The program thus presents Assessment #2 to accompany Assessments #1 and #6 in evidence of candidates' content knowledge.

Alignment with the ACTFL/CAEP Standards.
Standard 1a. Speak in the interpersonal mode of communication at a minimum level of Advanced Low.
Standard 1b. Interpret oral/signed, printed, and videotexts by demonstrating both literal and figurative or symbolic comprehension.
Standard 1c. Present oral/signed and written information.
Standard 2a. Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.
Standard 2b. Demonstrate understandings of linguistics and the changing nature of language and compare language systems.

Standard 2c. Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.

The following table describes the relationship of required-for-entry coursework to ACTFL teacher preparation program standards.

14 Semester Hours Target Language Basic Skills

Beginning Languages I and II	1a, 1b, 1c
Intermediate Languages I and II	1a, 1b, 1c

6 Semester Hours in the Target Language

TL Grammar and Composition	1a, 1b, 1c
TL Conversation and Composition	1a, 1b, 1c
TL Literature	2b
TL Culture	2a, 2b, 2c

12 Semester Hours in Upper Level Coursework

Phonetics and Phonology	1b
Culture and Civilization	2a, 2b, 2c
Literature	2b
Business Language	2a, 2b, 2c
Advanced Grammar	1a, 1b, 1c
Special Topics	TBD

Assessment #3: Unit Plan

[Note to Reviewers: This is adapted from the IUP (Indiana University of Pennsylvania) Unit plan that has been identified by ACTFL as a model. The only changes that were made were: updating it to 2013 ACTFL/CAEP standards; creating a new rubric that aligns to the ACTFL/CAEP performance descriptions from the standards; and including modifications for students of American Sign Language.]

<u>Description.</u> During the method course, EDSC 4250/8650, candidates create a comprehensive unit plan. The plan is designed throughout the course and brings together all of the theories and classroom practices that candidates have learned throughout the course. As explained in the unit plan assignment overview, candidates identify a theme or topic for the unit at the beginning of the course, they brainstorm ways to develop the theme into meaningful sub-categories by creating a thematic planning web, and they then develop a thematic unit plan that addresses all five of the goal areas of the Standards for Foreign Language Learning in the 21st Century. They "map out" the unit by identifying objectives for a series of daily lesson plans to accompany the unit. Throughout the course, each assignment that candidates prepare must relate to the unit theme and will become a part of the unit. Candidates submit assignments to the instructor as they are due and receive feedback. As they prepare the final unit plan to submit, they must address the feedback and make changes to the individual assignments. After designing the plan, candidates prepare a commentary in which they reflect on their development of the unit plan, characteristics of the plan in terms of the student standards and second language acquisition theories learned in the course, and how they envision implementing the unit plan.

<u>Alignment with the ACTFL/CAEP Standards.</u>
Standard 3a. "Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments." In order for candidates to perform at the "acceptable" level on this project, the majority of lesson activities must promote language acquisition and be learner-centered. The unit commentary must describe how the unit fosters second language acquisition, with mention of at least two SLA theories.
Standard 3b. "Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student." Lesson objectives must be functional, a variety of teaching strategies must be implemented and applied to the needs of diverse language learners, and there must be adaptations listed in which they describe how they would teach the content differently to other ages of students.
Standard 4a. "Demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century and the State Standards and use them as the basis for instructional planning." The standards must be implemented in each lesson plan and all activities must be aligned to the standards.
Standard 4b. "Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and the State Standards in their classroom practice." The standards must be implemented in each lesson plan and all activities must be aligned to the standards.
Standard 4c. "Use the Standards for Foreign Language Learning in the 21st Century and the State Standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication. Candidates must describe how they selected, adapted, and integrated authentic texts for use in the unit.

Standard 5a. "Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students." Candidates must describe how they designed a system of formative and summative assessments.

Unit Plan - Directions for candidates. Your final project is a comprehensive unit plan, which will bring together all of the theories and classroom applications that you have learned about throughout the course.

Purpose:
Preparing for good teaching begins with unit and lesson plans. Your plans represent a set of initial ideas for learning experiences that are appropriate for your curricular goals, relevant to your learners, and based upon principles of effective instruction. For this culminating project, you will present a cohesive set of lessons organized around an engaging topic or theme. You will provide the plans for your unit through a set of lessons. You will also write a commentary in which you highlight the content, the instructional materials, the activities, the ways you plan to accommodate the range of ways students learn, the ways you develop learners' language proficiency, and the ways in which you assess learning, citing specific examples as necessary from your lesson plans and linking your approach to relevant theories of second language acquisition explored throughout the methods course. Refer to the Assessment #3-Unit Plan rubric to make sure you include all necessary elements and the performance of at least "acceptable" for every element. Your "Teacher Talk" script, in which you write out every word you intend to sign to students, as well as your expectations for what they will sign, will allow the modern language faculty to see whether or not you plan for practices such as "target language input" and "negotiation of meaning."

You will turn in this unit at the end of the semester. It will be evaluated by the Modern Language Education faculty. You must receive a score of at least a "2" on 24 of the 26, <u>which means the passing score is 50</u>. If you do not receive a 50 you will have to meet with the Modern Language Education Advisor to determine what changes need to be made on the unit in order to pass. <u>If that cannot be accomplished before you begin your internship, you will need to write an entirely new unit during your internship before your mid-term assessment</u>. This new unit will be in addition to the units you will be writing for the other assessments during your internship. This unit will be evaluated as part of your mid-term.

Process:
You will be working on this final project throughout the semester. As you will see, the majority of your assignments throughout the semester will fit into this final project.

1. Begin by identifying a topic or theme for your unit. The unit must consist of a meaningful topic or theme around which you will build instruction.
2. Identify the level of instruction/particular class of students targeted for your unit.
3. Engage in brainstorming to develop the topic/theme into meaningful categories, using the thematic planning web.
4. Prepare a thematic unit plan that follows the examples provided. Your unit plan must address all 5 of the standards goal areas.

5. Map out 15 days in the unit. List what topics will be covered, what types of activities you will do, and which standards will be implemented.
6. Write out 5 complete consecutive daily lesson plans for the unit. These 5 lesson plans must be fully developed and have all materials developed (include authentic reading and/or audio/video segment). Technology must be included. Each lesson plan should address at least two standards goal areas. Write your "teacher talk," which is a script of every word you intend to sign. In addition:
   a. At least one day should be a grammar lesson.
   b. At least one day should include an authentic listening or reading text.
   c. At least one day should include a cultural lesson that addresses the 3-P Cultures framework.
   d. All days should include the three modes of communication, grouping, and critical thinking
   e. Include the adaptations for learning styles and needs for at least one of the 5 complete lesson plans.
   f. Include adaptations for different ages for one of the 5 complete lesson plans.
   g. Include at least one summative assessment.
   h. Include at least one formative assessment.
   i. Include at least one interpretive performance-based assessment.
   j. Include at least one interpersonal performance-based assessment.
   k. Include at least one presentational performance-based assessment.
   l. Include one Integrated Performance Based Assessment for this unit.
7. <u>Prepare a 4-5-page written commentary in which you describe:</u>
   a. The nature of the unit and your instructional goals
   b. How your unit addresses the 5 Cs and is student-centered
   c. How your unit fosters second language acquisition (mention at least 3 SLA theories)
   d. How your classroom activities promote proficiency for your students
   e. How you integrated and adapted authentic documents and used technology
   f. How you adapted at least one lesson plan for different learning styles, ages, and student needs
   g. How your performance-based assessments and integrated performance assessments meet the ACTFL/CAEP standards
   h. How your cultural activities incorporate the 3Ps
   i. What you have learned from completing this unit plan project

Assessment #3 Rubric – Unit Plan

ACTFL Standard	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard (Unacceptable) 1	Score
3a. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.	1. SLA theories	Candidates exhibit ease and flexibility in applying language acquisition theories to instructional practice. They use a wide variety of strategies to meet the linguistic needs of their K-12 students at various developmental levels. Candidates exhibit originality in the planning, creation, and implementation of instructional strategies that reflect language acquisition theories.	Candidates exhibit an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. They draw their knowledge of theories, as they apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language acquisition.	Candidates exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. They illustrate an ability to connect theory with practice. They show a growing awareness of the connection between student learning and the use of instructional strategies.	
3a. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments	2. Target Language Input	Candidates structure classes to maximize use of the target language at all levels of instruction. A key component of their classes is their spontaneous interaction with students in the target language. They assist students in developing a repertoire of strategies for understanding signed and written input. They use the target language to teach a variety of subject matter and cultural content.	Candidates use the target language to the maximum extent in classes at all levels of instruction. They designate certain times for spontaneous interaction with students in the target language. They tailor language use to students' developing proficiency levels. They use a variety of strategies to help students understand signed and written input. They use the target language to design content-based language lessons.	Candidates use the target language for specific parts of classroom lessons at all levels of instruction but avoid spontaneous interaction with students in the target language. They use some strategies to help students understand signed and written input.	
3a. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments	3. Negotiation of meaning	Negotiation of meaning is an integral part of classroom interaction. Candidates negotiate meaning regularly with students. They teach students to integrate negotiation of meaning strategies into their communication with others.	Candidates negotiate meaning with students when spontaneous interaction occurs. They teach students a variety of ways to negotiate meaning with others and provide opportunities for them to do so in classroom activities.	Since most classroom interaction is planned, candidates do not regularly negotiate meaning with students. They teach students some expressions in the target language for negotiating meaning, such as "Could you repeat that, please?"	

3a. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments	4. Meaningful Classroom Interaction	Meaningful classroom interaction is at the heart of language instruction. Candidates engage students in communicative and interesting activities and tasks on a regular basis. All classroom interaction reflects engaging contexts that are personalized to the interests of students and reflect curricular goals.	Candidates design activities in which students will have opportunities to interact meaningfully with one another. The majority of activities and tasks is standards-based and has meaningful contexts that reflect curricular themes and students' interests.	Candidates use communicative activities as the basis for engaging students in meaningful classroom interaction. These activities and meaningful contexts are those that occur in instructional materials.	
3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	5. Theories of Learner Development	Candidates plan for instruction according to the physical, cognitive, emotional, and social developmental needs of their K-12 students. They implement a broad variety of instructional models and techniques to accommodate these differences and tailor instruction to meet the developmental needs of their students.	Candidates describe the physical, cognitive, emotional, and social developmental characteristics of K-12 students. They implement a variety of instructional models and techniques to accommodate these differences.	Candidates recognize that K-12 students have different physical, cognitive, emotional, and social developmental characteristics. Candidates recognize the need to tailor instruction to accommodate their students' developmental needs. They are aware of but seldom make use of the many different instructional models and techniques that exist.	
3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	6. Adapting instruction to address students' language levels, language background, learning styles	Candidates consistently use information about their students' language levels, language backgrounds, and learning styles to plan for and implement language instruction.	Candidates seek out information regarding their students' language levels, language backgrounds, and learning styles. They implement a variety of instructional models and techniques to address these student differences.	Candidates recognize that their students have a wide range of language levels, language backgrounds, and learning styles. They attempt to address these differences by using a limited variety of instructional strategies.	

3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	7. Adapting instruction to address students' multiple ways of learning	Candidates plan for and implement a variety of instructional models and strategies that accommodate different ways of learning.	Candidates identify multiple ways in which students learn when engaged in language classroom activities.	Candidates recognize that students approach language learning in a variety of ways. They identify how individual students learn	
3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	8. Adapting instruction to meet students' special needs	Candidates anticipate their students' special needs by planning for differentiated alternative classroom activities as necessary.	Candidates implement a variety of instructional models and techniques that address specific special needs of their students.	Candidates identify special needs of their students, including cognitive, physical, linguistic, social, and emotional needs. They recognize that they may need to adapt instruction to meet these special needs.	
3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	9. Critical thinking and problem solving	Candidates reward their students for engaging in critical thinking and problem solving.	Candidates implement activities that promote critical thinking and problem-solving skills.	Candidates implement activities that have a limited number of answers and allow little room for critical thinking and/or problem solving.	
3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	10. Grouping	Candidates differentiate instruction by providing regular opportunities for students to work collaboratively in pairs and small-groups. They teach their students strategies for assuming roles, monitoring their progress in the task, and evaluating their performance at the end of the task.	Candidates differentiate instruction by conducting activities in which students work collaboratively in pairs and small groups. They define and model the task, give a time limit and expectations for follow-up, group students, assign students roles, monitor the task, and conduct a follow up activity.	Candidates teach primarily with large-group instruction. Pair- and small group activities generally consist of students grouped together but working individually.	

3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	11. Use of questioning and tasks	Candidates have an approach to planning and instruction that integrates the appropriate design and use of both questioning strategies and task-based activities, based on instructional objectives and the nature of language use that they want to elicit from students.	Candidates recognize that questioning strategies and task-based activities serve different instructional objectives. They use tasks as they appear in their instructional materials.	Candidates use short answer questioning as the primary strategy for eliciting language from students.	
4a. Demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century and their state standards and use them as the basis for instructional planning.	12. Integration of Standards into Planning	Candidates use the Standards for Foreign Language Learning in the 21st Century (SFLL) and state standards as a starting point to design curriculum and unit/lesson plans.	Candidates use the Standards for Foreign Language Learning in the 21st Century (SFLL) and state standards as a starting point to design curriculum and unit/lesson plans.	Candidates apply SFLL and state standards to their planning to the extent that their instructional materials do so.	
4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.	13. Integrate Standards into instruction	SFLL and state standards are the focus of classroom practice.	Candidates adapt activities as necessary to address SFLL and state standards.	Candidates conduct activities that address specific SFLL and state standards to the extent that their instructional materials include a connection to standards.	

4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.	14. Three modes of communication	Candidates use the interpersonal-interpretive-presentational framework as the basis for engaging learners actively in communication.	Candidates design opportunities for students to communicate by using the three modes of communication in an integrated manner.	Candidates understand the connection among the three modes of communication and focus on one mode at a time in communicative activities.	
4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.	15. The 3 Ps	Candidates use the products-practices-perspectives framework as the basis for engaging learners in cultural exploration and comparisons.	Candidates design opportunities for students to explore the target language culture(s) and make cultural comparisons by means of the 3Ps framework.	Candidates understand the anthropological view of cultures in terms of the 3Ps framework and refer to one or more of these areas in their classroom practice and comparisons of cultures.	
4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.	16. Connections	Candidates design a content-based curriculum and collaborate with colleagues from other subject areas. They assist their students in acquiring new information from other disciplines in the target language.	Candidates design opportunities for students to learn about other subject areas in the target language. They obtain information about other subject areas from colleagues who teach those subjects.	Candidates make connections to other subject areas whenever these connections occur in their existing instructional materials.	

4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.	17. Target Language Communities	Candidates engage learners in interacting with members of the target language communities through a variety of means that include technology, as a key component of their classroom practice.	Candidates provide opportunities for students to connect to target language communities through the Internet, email, social networking and other technologies.	Candidates introduce target language communities to the extent that they are presented in their existing instructional materials.	
4c. Use the Standards for Foreign Language Learning in the 21st Century and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.	18. Authentic Materials	Candidates use authentic materials and technology to drive standards-based classroom practice. They integrate multiple resources, including a variety of authentic materials and media, to engage students actively in their learning and enable them to acquire new information.	Candidates identify and integrate authentic materials and technology into support standards-based classroom practice. They help students to acquire strategies for understanding and interpreting authentic texts available through various media.	Candidates primarily use materials and technology created for classroom use or available as an ancillary to the textbook program, whether or not they are authentic or appropriate for standards-based practice.	

4c. Use the Standards for Foreign Language Learning in the 21st Century and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.	19. Adaption of Materials	An integral part of candidates' planning is to adapt materials to make standards-based learning more effective.	Candidates adapt materials as necessary to reflect standards-based goals and instruction when materials fall short.	Candidates use instructional materials that have been developed commercially.	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	20. Plan for assessment	Candidates share their designed assessments and rubrics with students prior to beginning instruction.	Candidates design and use authentic performance assessments to demonstrate what students should know and be able to do following instruction.	Candidates use assessments provided in their textbooks or other instructional materials without regard for student performance after instruction.	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	21. Formative and summative assessment models	Candidates design a system of formative and summative assessments that measures overall development of proficiency in an ongoing manner and at culminating points in the total program, using technology where appropriate to develop and deliver assessments.	Candidates design and use formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter.	Candidates recognize the purposes of formative and summative assessments as set forth in prepared testing materials.	

5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	22. Interpretive communication	Candidates design and use assessment procedures that encourage students to interpret signed and printed texts of their choice. Many of these involve students' developing of self-assessment skills to encourage independent interpretation. Candidates incorporate technology-based delivery and analysis systems where available and appropriate.	Candidates design and use authentic performance assessments that measure students' abilities to comprehend and interpret authentic signed and written texts from the target cultures. These assessments encompass a variety of response types from forced choice to open-ended.	Candidates use interpretive assessments found in instructional materials prepared by others. The reading/signed materials with which they work tend to be those prepared for pedagogical purposes	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	23. Interpersonal communication	Candidates have had training or experience conducting and rating interpersonal assessments that have been developed according to procedures that assure reliability such as the MOPI (Modified Oral Proficiency Interview) or state-designed instruments.	Candidates design and use performance assessments that measure students' abilities to negotiate meaning as signers and as readers/writers in an interactive mode. Assessments focus on tasks at students' levels of comfort but pose some challenges.	Candidates use interpersonal assessment measures found in instructional materials prepared by others.	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	24. Presentational communication	Candidates create and use presentational tasks that develop students' abilities to self-assess which includes self-correction and revision in terms of audience, style, and cultural context. They encourage students to write or to sign on topics of interest to the students.	Candidates design and use assessments that capture how well students sign and write in planned contexts. The assessments focus on the final products created after a drafting process and look at how meaning is conveyed in culturally appropriate ways. They create and use effective holistic and/or analytical scoring methods.	Candidates use presentational assessment measures found in instructional materials prepared by others.	

5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	25. Cultural perspectives	Candidates design assessments of problem-solving tasks in content areas of interest to students and possibly on topics not familiar to the teacher.	Candidates devise assessments that allow students to apply the cultural framework to authentic documents. Student tasks include identifying the products, practices, and perspectives embedded in those documents.	Candidates assess isolated cultural facts.	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	26. Integrated communication assessments	Candidates design standards-based performance assessments for their students based upon models available in literature or from professional organizations.	Candidates use existing standards-based performance assessments (e.g., integrated performance assessments) that allow students to work through a series of communicative tasks on a particular theme (e.g., wellness, travel). They evaluate performance in a global manner.	Candidates recognize that assessments can lead students from one mode of communication to another (e.g., a reading task to written letter to a discussion) but they tend to score the subsets of skills.	
Total minimum passing score: 50					

Assessment #4: Student Teaching Evaluation

[Note to reviewers: This is a new assessment instrument that has been shared with us by our colleagues at the University of South Carolina, whose previous ACTFL-aligned state evaluation instrument was held up by ACTFL as a model assessment. We have used USC's new assessment with a few editing modifications only. We thank them for their collegiality in sharing this instrument with us.]

Description. The assessment is designed to assess pedagogical and professional knowledge, skills, and dispositions and is linked to the state instrument for pre- and in-service teacher assessment. The state instrument is entitled, "South Carolina Teaching Evaluation 4.0." This assessment takes place during the candidates' last semester in the program when they are student teaching. This Student Teaching Evaluation instrument has been aligned with the ACTFL/CAEP Program Standards. Candidates are evaluated on the performance descriptions that are aligned with ACTFL/CAEP, not with those in the generic state instrument. That is, **a passing score on this instrument means candidates meet ACTFL/CAEP standards and not only the generic state rubric descriptions.**

Alignment with the ACTFL/CAEP Standards.
Standard 3a. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.
Standard 3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student. Candidates are required to prepare units and daily lesson plans that integrate their knowledge of language acquisition theories and instructional practices. During their preparation of these plans, candidates reflect on learner outcomes and diversity. When implementing these plans, candidates show their ability to create meaningful classroom interaction and a supportive classroom environment by adapting instruction to students' multiple styles, backgrounds, levels, interests, and special needs.
Standard 4a. Demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century and their state standards and use them as the basis for instructional planning.
Standard 4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.
Standard 4c. Use the Standards for Foreign Language Learning in the 21st Century and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication. When planning their instruction, candidates demonstrate an understanding of the goal areas and Standards as well as their state standards. They integrate Standards into planning and instruction, including the 3 modes of communication and the 3 Ps. As they select and design instructional materials, candidates use authentic documents, including cultural/literary texts.

Student Teaching/Internship Requirements - Directions for candidates. During your student teaching/internship, the most important outcome of your experience is that you help your students to learn—i.e., that you have a positive impact on their learning. To this end, most of what is required in student teaching is that you engage in intensive planning of lessons, developing materials, teaching, reflecting on the results of your teaching, and assessing your students' progress.

Lesson Planning:
This is perhaps the most important responsibility that you have and should take up most of your time. Prepare a typewritten lesson plan for each lesson you teach. Use the lesson plan format that was given to you during the Methods class. Include your name, the date of the lesson, subject, and period number on each plan.

Lesson plans must be written a week ahead of time for the entire week. You must show them to your cooperating teacher the Thursday before the week that you teach them. They are to be typed and must include all materials prepared in advance (visuals, tests, audio segments, etc.). This rule is in place so that your lesson is planned thoroughly and so that your cooperating teacher may review your plan and suggest changes if necessary (this will give you time to make changes before the lesson is taught).

Any handouts that you plan to distribute to students must be approved in advance by your cooperating teacher to be sure that they are appropriate and free from errors. Changes to lesson plans may be made in pen/pencil. Provide a copy of all your lesson plans in your Teaching

Journal that you document each week. This way your college supervisor will know to which lesson plans you are referring when you write your reflections for that week.

You will be observed at least 8 times this semester-- 4 times by your cooperating teacher, and 4 times by your college supervisor. The scores on this ACTFL-aligned evaluation instrument from your second observation by both supervisors will be used in the mid-term evaluation; your scores on the third observation by both supervisors will be considered before you are allowed to start to "wind down" and give back some of your classes. Any scores lower than a "2" before the mid-term will be recorded and put into your plans for improvement. You must have a minimum score of 55 --which is at least a "3" on 17 elements and at least a "2" on two elements. If you do not have a minimum score of 55 by your third observation by both supervisors, you will not be allowed to stop your full-time teaching until you bring the score up to the minimum.

Assessment #4 Rubric – Student Teaching Evaluation ACTFL/CAEP Alignment to S.C. Teacher Evaluation 4.0

	Target 4	Acceptable High 3	Acceptable Low 2	Unacceptable 1
1. Language Acquisition Theories (3a) SC 4.0: Teacher Content Knowledge, Activities and Materials	Candidates exhibit ease and flexibility in applying language acquisition theories to instructional practice. They use a wide variety of strategies to meet the linguistic needs of their K-12 students at various developmental levels. Candidates exhibit originality in the planning, creation, and implementation of instructional strategies that reflect language acquisition theories.	Candidates exhibit a deep understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. They draw on their knowledge of theories, as they apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language acquisition.	Candidates exhibit a superficial understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. They begin to draw on their knowledge of theories, as they apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language acquisition.	Candidates exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. They illustrate an ability to connect theory with practice. They show a growing awareness of the connection between student learning and the use of instructional strategies.
2. Target language input (3a) SC 4.0: Teacher Content Knowledge	Candidates structure classes to maximize use of the target language at all levels of instruction. A key component of their classes is their spontaneous interaction with students in the target language. They assist students in developing a repertoire of strategies for understanding oral and written input. They use the target language to teach a variety of subject matter and cultural content.	Candidates use the target language to the maximum extent in classes at all levels of instruction. They designate certain times for spontaneous interaction with students in the target language. They tailor language use to students' developing proficiency levels. They use a variety of strategies to help students understand oral and written input. They use the target language to design content-based language lessons.	Candidates use the target language in classes for many levels of instruction. They designate some times for spontaneous interaction with students in the target language. They sometimes tailor language use to students' developing proficiency levels. They attempt to use a variety of strategies to help students understand oral and written input. They sometimes use the target language to design content-based language lessons.	Candidates use the target language for specific parts of classroom lessons at all levels of instruction, but avoid spontaneous interaction with students in the target language. They use some strategies to help students understand oral and written input.
3. Negotiation of Meaning (3a) SC 4.0: Teacher Knowledge of Students (3rd bullet)	Negotiation of meaning is an integral part of classroom interaction. Candidates negotiate meaning regularly with students. They teach students to integrate negotiation of meaning strategies into their communication with others.	Candidates negotiate meaning with students when spontaneous interaction occurs. They teach students a variety of ways to negotiate meaning with others and provide opportunities for them to do so in classroom activities.	Candidates try to negotiate meaning with students when spontaneous interaction occurs. They teach students a few ways to negotiate meaning with others and provide opportunities for them to do so in classroom activities.	Since most classroom interaction is planned, candidates do not regularly negotiate meaning with students. They teach students some expressions in the target language for negotiating meaning, such as "Could you repeat that, please?"

4. Meaningful Classroom Interaction (3a) SC 4.0: Motivating Students, Academic Feedback, Teacher Knowledge of Students	Meaningful classroom interaction is at the heart of language instruction. Candidates engage students in communicative and interesting activities and tasks on a regular basis. All classroom interaction reflects engaging contexts that are personalized to the interests of students and reflect curricular goals.	Candidates design activities in which students will have opportunities to interact meaningfully with one another. Almost all of the activities and tasks are standards-based and have meaningful contexts that reflect curricular themes and students' interests.	Candidates design some activities in which students will have opportunities to interact meaningfully with one another. The majority of activities and tasks is standards-based and has meaningful contexts that reflect curricular themes and students' interests.	Candidates use communicative activities as the basis for engaging students in meaningful classroom interaction. These activities and meaningful contexts are those that occur in instructional materials.
5. Theories of learner development and instruction (3b) SC 4.0: Instructional Plans, Standards and Objectives, Teacher Knowledge of Students	Candidates plan for instruction according to the physical, cognitive, emotional, and social developmental needs of their K-12 students. They implement a broad variety of instructional models and techniques to accommodate these differences and tailor instruction to meet the developmental needs of their students.	Candidates describe the physical, cognitive, emotional, and social developmental characteristics of K-12 students. They implement a variety of instructional models and techniques to accommodate these differences.	Candidates describe the physical, cognitive, emotional, and social developmental characteristics of K-12 students. They implement some instructional models and techniques to accommodate these differences.	Candidates recognize that K-12 students have different physical, cognitive, emotional, and social developmental characteristics. Candidates recognize the need to tailor instruction to accommodate their students' developmental needs. They are aware of but seldom make use of the many different instructional models and techniques that exist.
6. Adapting instruction to address students' language levels, language backgrounds, learning styles (3b) SC 4.0: Activities & Materials, Problem Solving, T̲e̲a̲c̲h̲	Candidates consistently use information about their students' language levels, language backgrounds, and learning styles to plan for and implement language instruction.	Candidates regularly seek out information regarding their students' language levels, language backgrounds, and learning styles. They implement a variety of instructional models and techniques to address these student differences.	Candidates begin to seek out information regarding their students' language levels, language backgrounds, and learning styles. They implement a few instructional models and techniques to address these student differences.	Candidates recognize that their students have a wide range of language levels, language backgrounds, and learning styles. They attempt to address these differences by using a limited variety of instructional strategies.

7. Adapting instruction to address students' multiple ways of learning (3b) SC 4.0: Thinking, Teacher	Candidates plan for and implement a variety of instructional models and strategies that accommodate different ways of learning.	Candidates identify multiple ways in which students learn when engaged in language classroom activities.	Candidates identify ways in which students learn when engaged in language classroom activities.	Candidates recognize that students approach language learning in a variety of ways. They identify how individual students learn.
8. Adapting instruction to meet students' special needs (3b) SC 4.0: Expectations, Teacher Knowledge of Students	Candidates anticipate their students' special needs by planning for differentiated alternative classroom activities as necessary.	Candidates implement a variety of instructional models and techniques that address specific special needs of their students.	Candidates implement some instructional models and techniques that address specific special needs of their students.	Candidates identify special needs of their students, including cognitive, physical, linguistic, social, and emotional needs. They recognize that they may need to adapt instruction to meet these special needs.
9. Critical thinking and problem solving (3b) SC 4.0: Questioning, Student Work	Candidates reward their students for engaging in critical thinking and problem solving.	Candidates implement a variety of activities that promote critical thinking and problem-solving skills.	Candidates implement activities that promote critical thinking and problem-solving skills.	Candidates implement activities that have a limited number of answers and allow little room for critical thinking and/or problem solving.

10. Grouping (3b) SC 4.0: Grouping Students, Respectful Culture	Candidates differentiate instruction by providing regular opportunities for students to work collaboratively in pairs and small groups. They teach their students strategies for assuming roles, monitoring their progress in the task, and evaluating their performance at the end of the task.	Candidates consistently differentiate instruction by conducting activities in which students work collaboratively in pairs and small groups. They define and model the task, give a time limit and expectations for follow-up, group students, assign students roles, monitor the task, and conduct a follow up activity.	Candidates differentiate instruction by conducting activities in which students work collaboratively in pairs and small groups. They sometimes define and model the task, give a time limit and expectations for follow-up, group students, assign students roles, monitor the task, and conduct a follow up activity.	Candidates teach primarily with large-group instruction. Pair and small group activities generally consist of students grouped together but working individually.
11. Use of questioning and tasks (3b) SC 4.0: Questioning	Candidates have an approach to planning and instruction that integrates the appropriate design and use of both questioning strategies and task-based activities, based on instructional objectives and the nature of language use that they want to elicit from students.	Candidates consistently recognize that questioning strategies and task-based activities serve different instructional objectives and incorporate them as appropriate in their teaching.	Candidates recognize that questioning strategies and task-based activities serve different instructional objectives. They use tasks as they appear in their instructional materials.	Candidates use short answer questioning as the primary strategy for eliciting language from students.
12. Integration of Standards into planning (4a) SC 4.0: Standards & Objectives, Instructional Plans	Candidates use the Standards for Foreign Language Learning in the 21st Century (SFLL) or their recently refreshed version World-Readiness Standards for Learning Languages (W-RSLL) and state standards as a starting point to design curriculum and unit/lesson plans.	Candidates create many activities and/or adapt existing instructional materials and activities to address specific SFLL or W-RSLL and state standards.	Candidates create few activities and/or adapt existing instructional materials and activities to address specific SFLL or W-RSLL and state standards.	Candidates apply SFLL or W-RSLL and state standards to their planning to the extent that their instructional materials do so.
13. Integration of Standards into teaching (4b) SC 4.0: Standards & Objectives, Assessment	SFLL or W-RSLL and state standards are the focus of classroom practice.	Candidates adapt most activities as necessary to address SFLL or W-RSLL and state standards.	Candidates adapt some activities to address SFLL or W-RSLL and state standards.	Candidates conduct activities that address specific SFLL or W-RSLL and state standards to the extent that their instructional materials include a connection to standards.

14. Integration of three modes of communication (4b) SC 4.0: Presenting Instructional Content	Candidates use the interpersonal-interpretive-presentational framework as the basis for engaging learners actively in communication.	Candidates design numerous opportunities for students to communicate by using the three modes of communication in an integrated manner.	Candidates design a few opportunities for students to communicate by using the three modes of communication in an integrated manner.	Candidates understand the connection among the three modes of communication and focus on one mode at a time in communicative activities.
15. Integration of cultural products, practices, perspectives (4b) SC 4.0: Presenting Instructional Content, Teacher Content	Candidates use the products-practices-perspectives framework as the basis for engaging learners in cultural exploration and comparisons.	Candidates design numerous opportunities for students to explore the target language culture(s) by making cultural comparisons by means of the 3Ps framework.	Candidates design a few opportunities for students to explore the target language culture(s) by making cultural comparisons by means of the 3Ps framework.	Candidates understand the anthropological view of cultures in terms of the 3Ps framework and refer to one or more of these areas in their classroom practice and comparisons of cultures.
16. Connections to other subject areas(4b) SC 4.0: Teacher Content Knowledge	Candidates design a content-based curriculum and collaborate with colleagues from other subject areas. They assist their students in acquiring new information from other disciplines in the target language.	Candidates design many opportunities for students to learn about other subject areas in the target language. They obtain information about other subject areas from colleagues who teach those subjects.	Candidates design a few opportunities for students to learn about other subject areas in the target language.	Candidates make connections to other subject areas whenever these connections occur in their existing instructional materials.
17. Connections to target language communities (4b) SC 4.0: Activities and Materials	Candidates engage learners in interacting with members of the target language communities through a variety of means that include technology, as a key component of their classroom practice.	Candidates provide numerous opportunities for students to connect to target language communities through the Internet, email, social networking and other technologies.	Candidates provide a few opportunities for students to connect to target language communities through the Internet, email, social networking and other technologies.	Candidates introduce target language communities to the extent that they are presented in their existing instructional materials.

18. Selection and integration of authentic materials and technology (4c) SC 4.0: Activities and Materials	Candidates use authentic materials and technology to drive standards-based classroom practice. They integrate multiple resources, including a variety of authentic materials and media, to engage students actively in their learning and enable them to acquire new information	Candidates identify and integrate authentic materials and technology into support standards-based classroom practice. They normally help students to acquire strategies for understanding and interpreting authentic texts available through various media.	Candidates identify and integrate authentic materials and technology into support standards-based classroom practice. They sometimes help students to acquire strategies for understanding and interpreting authentic texts available through various media.	Candidates primarily use materials and technology created for classroom use or available as an ancillary to the textbook program, whether or not they are authentic or appropriate for standards-based practice.
19. Adaptation and Creation of materials (4c) SC 4.0: Activities and Materials, Assessment	An integral part of candidates' planning is to adapt materials to make standards-based learning more effective.	Candidates regularly adapt materials as necessary to reflect standards-based goals and instruction when materials fall short.	Candidates occasionally adapt materials as necessary to reflect standards-based goals and instruction when materials fall short.	Candidates use instructional materials that have been developed commercially.
Total: 19 elements				
Passing score: 55				

Article XII.
    Assessment #5: Candidate Work Sample

[Note to Reviewers: This is the same assessment used by University of Massachusetts at Amherst. This assessment has been provided by ACTFL as a model assessment. The only changes made were that it was updated from 2002 standards to 2013 standards.]
Article XIII.
Article XIV. <u>Description.</u> **The Candidate Work Sample is a requirement for Clemson Modern Language Interns (Student Teachers). It is written during the student teaching internship. There is an <u>ACTFL Reflection</u> and <u>ACTFL Rubric</u> that is used to evaluate the ACTFL-specific requirements to collect data for the ACTFL SPA report. Candidates are evaluated on this rubric and must meet the requirements.**
Article XV.
Article XVI. <u>Alignment with the ACTFL/CAEP Standards</u>. **The Candidate Work Sample requires student teachers to create, teach, assess, and evaluate one complete unit during their student teaching. Since our candidates are already assessed on their abilities to plan and implement standards 3a, 3b, 4a, 4b, and 4c in their unit plan during the methods course, (Assessment # 3), and in the observations of their teaching (Assessment # 4), this**

Assessment focuses on standard 5. The ACTFL reflection requires them to describe how they incorporate the following standards into their unit:

Standard 5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students. Candidates must include the assessments they used in their unit and describe how they meet ACTFL standards.

Standard 5b. Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction. Candidates must include a description of how they evaluated their students' results and use those results to adjust their teaching.

Standard 5c. Interpret and report the results of student performances to all stakeholders. Candidates must describe how they reported progress to students and stakeholders so as to encourage student confidence, self-assessment, and growth.

Article XVII. <u>Assessment Tool Provided to Candidates.</u> [Many parts of the directions have been removed to save space; the sections that pertain to assessment are in bold; some of the specific directions are copied below; the ACTFL Reflection is at the very end].
Article XVIII.
Article XIX. <u>Candidate Work Sample - Directions for candidates.</u> The purpose of the Candidate Work Sample is to assess each intern's ability to use research and evidence to measure their P-12 students' progress and their own professional practice. In the context of the Candidate Work Sample, progress is defined as measurable growth in students' knowledge and skills in a particular area or areas over a specified period of time. The Candidate Work Sample was adapted from the South Carolina Department of Education's Expanded ADEPT, SAFE-T Project, and from The Renaissance Partnership for Improving Teacher Quality Project.
Article XX.
Section I: Introduction and Rationale
Section II: Contextual Factors - Community, School, and Student Diversity
Section III: Unit Plan - Part A: Objectives and Standards; Part B: Assessment Plan; Part C: Accommodations; Part D: Analysis of Pre-assessment Data; Part E: Instructional Plan
Section IV: Analysis of Student Learning - Part A: Formative Assessment Data.; Part B: Analysis of Data; Part C: Evaluating/Grading and Reporting; Part D: Collaboration
Section V: Reflection and Self-Assessment

Section III, Part C: After administering the pre-assessment(s), analyze student performance relative to the unit objectives. Attach one or more clearly labeled tables, graphs, or charts that depict the results of the pre-assessment(s) in a format that allows you to find patterns of student performance relative to each objective. Summarize the results of the pre-assessment(s) and describe the implications of these results on instruction.

Section IV: Analysis of Student Learning**:** Once you have completed the unit, analyze all of your assessments, including the pre and posttests, and determine your students' progress relative to the unit objectives. Attach clearly labeled tables, graphs, or charts that depict student performance for the entire class, for one selected subgroup, and for at least two individual students. For each visual representation, provide a descriptive narrative that summarizes your

analysis of student progress and achievement. Finally, explain the ways in which you have assigned student grades (or other indicators of student performance), and include a description of the ways in which these results have been recorded as well as how and to whom they have been reported.

Section V: Reflection and Self-Assessment. Reflect on and describe the relationship between your students' progress and achievement and your professional practice and development as a teacher. In other words, in what ways did your instruction advance student learning? How effective were your assessments in capturing student progress and performance? How well did you use technology to engage students and improve learning? If you were to teach this unit again to the same group of students, what, if anything, would you do differently and why? To what extent has this experience furthered your understanding of teaching and learning, and of yourself as a professional?

ACTFL Reflection. This reflection is in THREE parts. Part I: Write a reflection in which you analyze your assessments for this unit. Identify the performance-based assessments and describe how they meet ACTFL/CAEP standard 5a. Then, describe the cultural assessments you conducted with your students. Identify how you taught cultural products, practices, and perspectives (standard 4b) and then how you assessed your students' abilities to identify products, practices, and perspectives from authentic documents. Part II: Describe how you reflected on and adjusted your instruction based on the assessment results from this unit and/or from previous assessments this semester. Part III: Describe how you communicated student progress to both the students and the stakeholders. Use the rubric below to make sure you address all elements and performance descriptions for standard 5 and 4b as they appear in this rubric at the "acceptable" level or above (score of "2" or "3" for each element).

Your Candidate Work Sample will be assessed on the ACTFL/CAEP rubric below. The minimum passing score for the ACTFL rubric is 32. That means you need to average a "2," or "acceptable" performance throughout the entire rubric, with room for two elements at the "1," or "unacceptable" level. Clemson Faculty members will evaluate your Candidate Work Sample. If you do not meet the minimum passing score, you will have to add in additional lesson plans and write new reflections proving you meet ACTFL/CAEP standards.

Assessment #5 Rubric – Candidate Work Sample

		Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard (Unacceptable) 1	Score
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	1. Plan for assessment	Candidates share their designed assessments and rubrics with students prior to beginning instruction.	Candidates design and use authentic performance assessments to demonstrate what students should know and be able to do following instruction	Candidates use assessments provided in their textbooks or other instructional materials without regard for student performance after instruction.	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	2. Formative and Summative Assessment Models	Candidates design a system of formative and summative assessments that measures overall development of proficiency in an ongoing manner and at culminating points in the total program, using technology where appropriate to develop and deliver assessments.	Candidates design and use formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter.	Candidates recognize the purposes of formative and summative assessments as set forth in prepared testing materials.	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	3. Interpretive Communication	Candidates design and use assessment procedures that encourage students to interpret signed and printed texts of their choice. Many of these involve students' developing of self-assessment skills to encourage independent interpretation. Candidates incorporate technology-based delivery and analysis systems where	Candidates design and use authentic performance assessments that measure students' abilities to comprehend and interpret authentic signed and written texts from the target cultures. These assessments encompass a variety of response types from forced choice to open-ended.	Candidates use interpretive assessments found in instructional materials prepared by others. The reading/signed materials with which they work tend to be those prepared for pedagogical purposes.	

5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	4. Interpersonal Communication	Candidates have had training or experience conducting and rating interpersonal assessments that have been developed according to procedures that assure reliability or state-designed instruments.	Candidates design and use performance assessments that measure students' abilities to negotiate meaning as signers in an interactive mode. Assessments focus on tasks at students' levels of comfort but pose some challenges.	Candidates use interpersonal assessment measures found in instructional materials prepared by others.	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	5. Presentational Communication	Candidates create and use presentational tasks that develop students' abilities to self-assess which includes self-correction and revision in terms of audience, style, and cultural context. They encourage students to sign on topics of interest to the students.	Candidates design and use assessments that capture how well students sign write in planned contexts. The assessments focus on the final products created after a drafting process and look at how meaning is conveyed in culturally appropriate ways. They create and use effective holistic and/or analytical scoring methods.	Candidates use presentational assessment measures found in instructional materials prepared by others.	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	6. Cultural Perspectives	Candidates design assessments of problem-solving tasks in content areas of interest to students and possibly on topics not familiar to the teacher.	Candidates devise assessments that allow students to apply the cultural framework to authentic documents. Student tasks include identifying the products, practices, and perspectives embedded in those documents.	Candidates assess isolated cultural facts.	

5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	7. Integrated Communication assessments	Candidates design standards-based performance assessments for their students based upon models available in literature or from professional organizations.	Candidates use existing standards-based performance assessments (e.g., integrated performance assessments) that allow students to work through a series of communicative tasks on a particular theme (e.g., wellness, travel). They evaluate performance in a global manner.	Candidates recognize that assessments can lead students from one mode of communication to another (e.g., a reading task to written letter to a discussion) but they tend to score the subsets of skills.	
5b. Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.	8. Assessments reflect a variety of models designed to meet needs of diverse learners	Candidates design assessments that allow all students to maximize their performance. Assessments drive planning and instruction by focusing on what students can do. Results are used to improve teaching and track student learning.	Candidates assess what students know and are able to do by using and designing assessments that capture successful communication and cultural understandings. They commit the effort necessary to measure end performances.	Candidates cite the role of performance assessment in the classroom and attempt to measure performances. They rely on discrete-point or right-answer assessments	
5b. Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.	9. Reflect	Candidates teach students to reflect upon their performances in a global and an analytical fashion.	Candidates observe and analyze the result of student performances to discern global success and underlying inaccuracies.	Candidates interpret assessments as correct/incorrect student response.	
5b. Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent	10. Adjust Instruction	Candidates use assessment results for whole group improvement and to help individual students identify the gaps in their knowledge and skills.	Candidates use insights gained from assessing student performances to conduct whole group review and then to adapt, change, and reinforce instruction	Candidates use assessment results to conduct whole group remediation or review.	

5b. Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.	11. Incorporate results and reflect on instruction	Candidates design assessments and use results to improve teaching and student learning. They use technology where appropriate to collect data and report results and to enhance or extend instruction.	Candidates incorporate what they have learned from assessments and show how they have adjusted instruction. The commitment to do this is established in their planning.	Candidates use assessments that can be scored quickly and mechanically, whether in person or with the use of technology. Assessment is viewed as an end in and if itself.	
5c. Interpret and report the results of student performances to all stakeholders	12. Interpret and report progress to students	Candidates identify ways of involving students in understanding testing procures and scoring mechanisms so that students gain confidence in self-assessment and in planning for personal growth.	Candidates interpret and report accurately the progress students are making in terms of language proficiency and cultural knowledge. They use performances to illustrate both what students can do and how	Candidates report student progress in terms of grades, scores, and information on discrete aspects of language or cultural facts.	
5c. Interpret and report the results of student performances to all stakeholders	13. Communicate with Stakeholders	Candidates communicate to audiences in the schools and community how assessment reflects language proficiency and cultural experiences. Candidates report assessment results in a way that is tailored to particular	Candidates report student progress to students and parents. They use appropriate terminology and share examples that illustrate student learning. Candidates report assessment results accurately and clearly.	Candidates identify the stakeholders and their roles and interests in assessment of student progress. Candidates find short-cut ways to report assessment results.	
4b. Integrate Goal Areas of Standards	14. Integration of cultural products, practices, perspectives	Candidates use the products-practices-perspectives framework as the basis for engaging learners in cultural exploration and comparisons.	Candidates design opportunities for students to explore the target language culture(s) and make cultural comparisons by means of the 3Ps framework.	Candidates understand the anthropological view of cultures in terms of the 3Ps framework and refer to one or more of these areas in their classroom practice and comparisons of	
4b. Integrate Goal Areas of Standards	15. Connections to other subject areas	Candidates design a content-based curriculum and collaborate with colleagues from other subject areas. They assist their students in acquiring new information from other disciplines in the target language.	Candidates design opportunities for students to learn about other subject areas in the target language. They obtain information about other subject areas from colleagues who teach those subjects.	Candidates make connections to other subject areas whenever these connections occur in their existing instructional materials.	

Pre-post test result analysis	16. Reflection on pre/post results	Evidence shows critical examination of how use of discipline specific practices and technology impacted student performance and engagement in learning. Reflection indicates realistic considerations for future teaching, including specific mention of how candidate might change the unit based on research and evidence collected.	Describes how use of discipline specific practices impacted student performance.	No evidence of examination of how use of discipline specific practices impacted student performance.	
Pre-post results	17. Candidate had a positive effect on student learning	61% or more of students had a higher score on the post-test.	40- 60% of students had a higher score on the post-test.	0 - 39% of students had a higher score on the post-test.	
Minimum passing score = 32.	Total score:				

Assessment #7: Professionalism, Resources, and Advocacy Project

[Note to Reviewers: This is the same assessment used by the College of Charleston. This assessment has been provided by ACTFL as a model assessment.]

Description. This assessment is completed during the internship. Candidates are required to follow the postings in online communities, to find information on Foreign Language Teaching Organizations, Journals, and Conferences, to read and analyze at least one article from a Foreign Language Pedagogy Journal, and to create a motivational media presentation in which they advocate for learning foreign languages using data. They also keep a journal and write a reflection on the professional development activities in which they participate during their internship. They write a reflection on what they learned, how they can use this information in their professional careers, and how they feel they meet the standards according to the rubric. The project is assessed on the following rubric by the foreign language education faculty.

Alignment with the ACTFL/CAEP Standards.
Standard 6a. Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice. Candidates participate in professional development opportunities during their internship.
Standard 6b. Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all

stakeholders. Candidates create an advocacy presentation using data to promote the learning of languages.

Standard 6c. Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues, and other stakeholders. Candidates research professional publications and provide evidence of professional conduct during their internship.

Professional Development, Resources and Advocacy Project - Directions for candidates.
Type all this information and your reflections in one word document. Label each part.

1. Go to: 1) Twitter #langchat; 2) ACTFL Special Interest Group Message Boards; 3) FL Teach; or 4) a Facebook group focused on language education. Read digests of at least 20 posts. Write a three-page summary describing what was discussed, the topic(s) of any arguments, and what you learned from it; i.e. how reading these entries helped your professional development. Describe how you will use this resource as you teach in the future.
2. Find 2 professional organizations for foreign language teachers. Give their names and web sites.
3. Write the information on the annual conference for this year for both of those organizations.
4. Find two Professional Journals for Foreign Language Teachers. Write down their names and the titles of two articles in each one pertaining to something in foreign language teaching that interests you, with complete bibliographical information.
5. Write a three-page summary of one of those articles. Summarize the content and findings. Explain the relevance of the findings for a classroom teacher -- how does the research help you teach better? How does the research show that some common classroom practices may not be based on best practices and research? What was your reaction to this research?
6. Write out a 5-year plan for your professional growth after you obtain your teaching certification. What resources will you use? What continuing education plan could you implement? How will you work with other professionals to help you with your professional growth in the next five years? How will you take advantage of the professional communities for language educators that you have researched for this project?
7. Develop a visual motivational presentation in a Power Point or imovie in which you promote the learning of a specific foreign language or languages in general. Give facts, reasons, data, etc. Provide a bibliography of your sources in your visual medium. Indicate who your audience is and what the circumstances would be in which you would present this. If possible, use this presentation in your own internship placement.
8. Write a list and description of each professional development workshop or meeting you attended. Write a two-page summary for each workshop or meeting in which you describe what the session was about, what you learned in it, and how that workshop or session helped improve your teaching.
9. Write a reflection for this assignment in which you discuss how you meet the standards listed in the rubric, what you have learned about being a foreign language teacher, and what you plan to continue to do beyond this internship.
10. Your evidence for this assessment will be evaluated by the foreign language education faculty. You are required to have at least a score of 2 on 6 of these 7 elements. The minimum acceptable passing score is a 12. If you do not pass, you will be required to add additional

information, re-do the part(s) you did not pass, and turn it in again.

Assessment #7 Rubric – Professional Development, Resources and Advocacy Project

	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard (Unacceptable) 1	Score
6a. Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.	1. Awareness of professional communities	Candidates identify and participate in multiple professional learning communities.	Candidates identify and participate in at least one pertinent professional learning community.	Candidates are aware of professional organizations.	
6a. Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.	2. Lifelong commitment to professional growth	Candidates identify long-term professional development goals and outline a process for pursuing them with potential providers (e.g., state professional organizations) to meet these needs.	Candidates identify immediate professional development needs and pursue opportunities to meet them.	Candidates articulate the rationale for ongoing professional development	
6a. Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on	3. Seeking professional growth opportunities	Candidates develop a plan for their induction to the profession and identify multiple pathways for pursuing professional growth and development.	Candidates seek counsel regarding opportunities for professional growth and establish a plan to pursue them	Candidates consider suggestions that mentors make regarding candidate's own professional growth.	

6b. Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders.	4. Develop an advocacy rationale for language learning	Candidates develop and articulate a rationale for language learning that includes the cognitive, academic, affective and economic benefits to students in today's global society.	Candidates develop a rationale for advocating the importance of language learning.	Candidates realize the importance of developing a rationale for supporting language learning	
6b. Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders.	5. Access, analyze and use data to support language learning	Candidates access multiple sources of data and synthesize findings to prepare a coherent rationale for language learning for multiple audiences.	Candidates select appropriate data sources to develop products in support of language learning for designated audiences.	Candidates identify the main sources (both print and online) for accessing language-specific data.	
6c. Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other	6. Become a member of the profession	Candidates accept invitations to professional learning communities (e.g., members of the language department, online learning communities, language-specific associations and special interest groups [SIGs]) and volunteer to assume different supporting roles in these organizations.	Candidates shadow officers and members in professional learning communities and avail themselves of programs sponsored by these organizations.	Candidates are aware of professional learning communities and the benefits that they offer along their career pathway.	

6c. Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders	7. Successful interaction in professional settings	Candidates assume leadership roles and demonstrate exemplary conduct in performing these in a variety of professional settings.	Candidates demonstrate appropriate conduct when interacting in various and more challenging professional contexts.	Candidates demonstrate satisfactory conduct when interacting in predictable professional contexts.	
Minimum Score: 12					

E. Planned Use of Assessment Result to Improve Candidate and Program Performance

Data is collected by program faculty and reviewed and discussed in program area meetings. Data is also reviewed and maintained by the Executive Director of Strategic Planning, Assessment and Accreditation and the Coordinator for Assessment and Analytics. We review disaggregate and aggregate data, interpretations of data, and meeting minutes to determine ways to improve candidate and program performance. In addition, we engage our students, cooperating teachers, university supervisors, and school and district partners, through external advisory board meetings in a discussion of our assessment data. Our program faculty will engage with any appropriate groups both within and outside of the university to make the program improvements indicated by the data review.

FRENCH SECTION III AND IV

South Carolina Department of Education New or Modified Program Proposal Guidelines for Educator Preparation Programs for Public Institutions of Higher Education

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

The BA in Secondary Education (Modern Languages-Spanish, French, and ASL) is aligned with teacher preparation standards from ACTFL (American Council on the Teaching of Foreign Languages). *While the state certification for modern languages is PK-12, because of district needs, Clemson's modern languages program is anchored within secondary education. Clemson's secondary education programs prepares candidates to instruct students in grades 9-12 but with one additional course (middle level curriculum), candidates can add on middle level licensure and be certified to instruct students in grades 5-12. Candidates will complete field experience across the PK-12 grade band, however most of their field placements, particularly their final teaching internship, will be in a high school setting.*

The SCDE relies on the outcomes of national unit accreditation and national program recognition as well as outcomes related to standards adopted by the State Board of Education (SBE) specific to the state and Council for the Accreditation of Educator Preparation (CAEP). Standards unique to the state are based on state law, state regulations, and State Board–approved policies and guidelines. Standards Related to state laws and regulations include: Expanded Assisting, Developing, and Evaluating Professional Teaching (ADEPT) performance standards, South Carolina Teaching Standards 4.0, Education and Economic Development Act (EEDA) standards, Standards of Conduct, standards associated with the Safe Schools Climate Act, and South Carolina PK–12 Academic Curriculum Standards. Standards Related to Board of Education Policies include: ISTE Standards for Technology in Education, meeting admission requirements, field and clinical experience requirements, and meeting eligibility for initial certification requirements. The material included in Sections III reflects the assessment of the SCDE standards.

Article XXI. Section III: South Carolina State Department of Education Requirements

Article XXII. ADEPT
Clemson's College of Education's assessment system for initial educator preparation programs effectively incorporates all components of the Expanded ADEPT competencies as evidenced by the following table.

BA Secondary Education (Modern Languages)

ADEPT Performance Dimension	Course Where Addressed	Assignment(s)/Task(s) Addressing the APS
Introduction to ADEPT Evaluation	ED 1050 Orientation to Education	ADEPT APS 1-10 Orientation
APS 1 Long-Range Planning	EDSC 4250 Teaching Modern Languages	Student Learning Objective (SLO) Evaluation
	EDSC 4450 Teaching Internship in Modern Languages	Student Learning Objective (SLO) Evaluation
APS 2 Short-Range Planning	EDSC 4250 Teaching Modern Languages	Formative Lesson Observations, Final Summary Evaluation
	EDSC 4450 Teaching Internship in Modern Languages	Unit Plan assignment, Unit Evaluation, Mid-Term and Final Summary Evaluations
	EDSC 4550 Modern Languages Capstone Seminar	Unit Plan assignment, Unit Evaluation
APS 3 Planning Assessments and Using Data	EDSC 4250 Teaching Modern Languages	Formative Lesson Observations, Final Summary Evaluation
	EDSC 4450 Teaching Internship in Modern Languages	Unit Plan assignment, Unit Evaluation, Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 4 Establishing and Maintaining High Expectations for Learning	EDSC 4250 Teaching Modern Languages	Formative Lesson Observations, Final Summary Evaluation
	EDSC 4450 Teaching Internship in Modern Languages	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations

APS 5 Using Instructional Strategies to Facilitate Learning	EDSC 4250 Teaching Modern Languages	Formative Lesson Observations, Final Summary Evaluation
	EDSC 4450 Teaching Internship in Modern Languages	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 6 Providing Content for Learners	EDSC 4250 Teaching Modern Languages	Formative Lesson Observations, Final Summary Evaluation
	EDSC 4450 Teaching Internship in Modern Languages	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 7 Monitoring and Enhancing Learning	EDSC 4450 Teaching Internship in Modern Languages	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 8 Maintaining and Environment that Promotes Learning	EDSC 4250 Teaching Modern Languages	Formative Lesson Observations, Final Summary Evaluation
	EDSC 4250 Teaching Modern Languages	Classroom Plan
	EDSC 4450 Teaching Internship in Modern Languages	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 9 Managing the Classroom	EDSC 4250 Teaching Modern Languages	Formative Lesson Observations, Final Summary Evaluation
	EDSC 4250 Teaching Modern Languages	Classroom Plan
	EDSC 4450 Teaching Internship in Modern Languages	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations

APS 10 Fulfilling Professional Responsibilities	EDSC 4250 Teaching Modern Languages	Final Summary Evaluation
	EDSC 4450 Teaching Internship in Modern Languages	Mid-Term and Final Summary Evaluation

The Unit is effectively implementing the Expanded ADEPT system in field and clinical experiences. Expanded ADEPT Standards are integrated in the practica for all initial programs through the use of the following assessments:

- Formative Lesson Observation Form (practicum, internship)
- Student Learning Objective Evaluation (internship)
- Unit Plan and Unit Plan Evaluation (internship)
- Summative Lesson Observation Form (internship)
- Mid-Term Summary Evaluation (internship)
- Final Summary Evaluation (practicum, internship)

ADEPT Performance Standards (APSs)

- Candidates submit a Student Learning Objective (SLO) Evaluation to Chalk & Wire. The Student Learning Objective (SLO) is aligned to ADEPT Performance Standard 1.
- Formative and Summative Lesson Observations are submitted to Chalk & Wire by the university supervisor and cooperating teacher. Formative and Summative Lesson Observations are aligned to ADEPT Performance Standards 1-10 and the South Carolina Teaching Standards. All data will be downloaded to Excel spreadsheets to aggregate and summarize.
- Candidates submit all lesson and unit plans to Chalk & Wire. All lesson and unit plans are aligned with the South Carolina College-and-Career-Ready Standards.
- Mid-Term and Final Summary Evaluations are submitted to Chalk & Wire by the university supervisor. Mid-Term and Final Summary Evaluations are aligned to ADEPT Performance Standards 1-10 and the South Carolina Teaching Standards.

Clinical Practice: Formal Assessments and Assistance

- University Supervisors: meet with interns a minimum of seven times in accordance with state guidelines. The university supervisor is required to meet with the intern and cooperating teacher within the first two weeks of the internship.
- Formal Observations: University supervisors conduct a minimum of three formative observations and a minimum of one summative observation (minimum of four observations). Cooperating teachers conduct a minimum of two formative observations and a minimum of one summative observation (minimum of three observations).
- Seminars: Candidates' internship is held in conjunction with a faculty led seminar. ADEPT Performance Standards 1-10 and Expanded ADEPT are discussed in context.
- Self-reflection: Candidates reflect on their internship learning and self-assess their understanding of each of the ADEPT Performance Standards 1-10 and the South Carolina Teaching Standards. In addition to their reflection and self-assessment, candidates provide artifacts that represent their understanding and learning.

Clinical Experiences include a minimum of the following:

Candidate Orientation
- Review College of Education Internship Handbook, required assignments and forms, review the South Carolina Teaching Standards Rubric, professionalism expectations, Code of Conduct, Model Code of Ethics, Safe Schools Climate Act and Bullying

Cooperating Teacher Orientation
- Review South Carolina Teaching Standards Rubric, required assignments and forms, and required technology (Chalk & Wire)

University Supervisor Orientation
- Review South Carolina Teaching Standards Rubric (new supervisors undergo extensive training and pass the required certification examination), required assignments and forms, and required technology (Chalk & Wire)

Article XXIII. PADEPP (Applicable to Educational Leadership Programs Only) – NA

Article XXIV. Education Economic Development Act (EEDA)

Candidates in the teacher education preparation programs have the knowledge, skills, and dispositions to achieve EEDA performance standards for teacher education programs.

EEDA Performance Standard	Activity/Course Where Addressed	Assessment
Standard 1: Career Guidance	Internship Orientation	Professionalism and career rubric
	EDSC 4550 Modern Languages Capstone Seminar	Professionalism and career rubric
Standard 2: Career Clusters and Individual Graduation Plan	EDSC 4550 Modern Languages Capstone Seminar	Pre-Post Assessment
Standard 3: Career Guidance Model	EDSC 4550 Modern Languages Capstone Seminar	Pre-Post Assessment
Standard 4: Character Education	EDSC 4250 Teaching Modern Languages	Classroom Plan
Standard 5: Contextual Teaching	EDSC 4450 Teaching Internship in Modern Languages	Summative Lesson Observation, Mid-Term and Final Summary Evaluation
Standard 6: Cooperative Learning	EDSC 4450 Teaching Internship in Modern Languages	Summative Lesson Observation, Mid-Term and Final Summary Evaluation
Standard 7: Accommodating Diverse Learning Styles	EDSC 4250 Teaching Modern Languages	Lesson Plan template and rubric
	EDSC 4550 Modern Languages Capstone Seminar	Lesson Plan template and rubric
	EDSC 4450 Teaching Internship in Modern Languages	Summative Lesson Observation, Mid-Term and Final Summary Evaluation

Article XXV. South Carolina Standards of Conduct
Candidates are informed in writing of the state Standards of Conduct (59-25-160; 59-25-530; 63-17-1060) required for initial certification. All initial licensure candidates attend a mandatory Orientation session in preparation for the internship; during the meeting the South Carolina Code of Conduct is addressed. Additionally, candidates are provided with a Code of Conduct Handout and the handout is reviewed.

Article XXVI. South Carolina Safe School Climate Act
Candidates in all initial licensure programs have the knowledge, skills, and dispositions to identify and prevent bullying, harassment, and intimidation in schools. All initial licensure candidates attend a mandatory Orientation session in preparation for the internship. During the

Orientation, students are introduced to and have opportunities to discuss in-depth bullying, harassment, and intimidation and the effects of those acts. Students are also introduced to the Safe Schools Climate Act. All initial licensure candidates demonstrate their knowledge and skills related to this act through completion of the assessment listed in the South Carolina Safe School Climate Act table.

South Carolina Safe School Climate Act

Activity/Course Where Addressed	Assessment
Internship Orientation	Bullying Awareness Quiz

Article XXVII.   P-12 Academic Standards

Candidates in all certification programs know, understand, and can apply the South Carolina College-and-Career-Ready P-12 Academic Standards in the area in which they seek certification. Candidates in all programs align their lesson plans and lesson with the *South Carolina College-and-Career-Ready Academic Standards* for their certification area.

The Lesson Plan Template demonstrates this alignment. In addition, all interns are required to include the *South Carolina College-and-Career-Ready P-12 Academic Standards* in their Student Learning Objective Evaluation, Unit Plan, and Lessons.

Article XXVIII.   Admission Requirements (Assurance of Compliance)

Candidates admitted to initial educator preparation programs demonstrate basic academic proficiencies by meeting the standards set by the State Board of Education on Praxis *Core Academic Skills for Educators tests or on the SAT or ACT.* All students seeking to complete the Modern Languages program must meet all admission requirements and be formally admitted before they are allowed to enroll in restricted professional courses.

Students must fulfill Clemson University admission requirements to enroll in general education or program specific courses. Transfer students are required to have a 2.75 cumulative GPA in all previous college-level work. They must also be in good standing and eligible to return to the institution last attended.

Students are admitted to the professional level during their second year of enrollment in the university if they meet the following requirements:
- at least 60 credit hours of coursework;
- passing scores on all areas of the Praxis CORE; (Praxis CORE may be exempted if the student meets minimum ACT or SAT requirements as determined by the South Carolina State Department of Education);
- minimum cumulative GPA of 2.75.

Additional requirements after entering the professional level:
- attendance at the Internship/Teacher Residency Orientation;
- Criminal Background Check and Full Disclosure Statement from the State Law Enforcement Division (SLED);
- meet with academic advisors at least twice per academic year to assure that they are in meeting the above requirements.

Article XXIX.Field and Clinical Experience Requirements
Candidates at the initial undergraduate level have completed a minimum of 100 hours of field experiences prior to clinical practice.

Modern Languages

While the state certification for modern languages is PK-12, because of district needs, Clemson's modern languages program is anchored within secondary education. Clemson's secondary education programs prepares candidates to instruct students in grades 9-12 but with one additional course (middle level curriculum), candidates can add on middle level licensure and be certified to instruct students in grades 5-12. Candidates will complete field experience across the PK-12 grade band, however most of their field placements, particularly their final teaching internship, will be in a high school setting.

Field experiences and clinical practice are critical components of the College of Education Modern Languages teaching degree program. Candidates are prepared for teaching positions primarily in high school modern languages classrooms by engaging in diverse clinical experiences and diverse populations. Through field experiences and clinical practice, teacher candidates are provided opportunities to apply their knowledge, skills, and dispositions in a variety of settings. Candidates participate in numerous and diverse clinical experiences focusing on a variety of settings beginning their first academic year. South Carolina's minimum requirement for field hours prior to student teaching is 100 hours. All candidates are also required to complete a culminating, semester-long teaching internship in a public school setting, which exceeds the state's certification requirements of 60 days. Altogether, Secondary Modern Languages candidates spend at least 650 hours engaged in clinical experiences throughout their course of study. The Office of Field and Clinical Partnerships and Outreach in the College of Education coordinates field and student teaching internships for candidates.

During their early clinical experiences (prior to student teaching), candidates have opportunities to work one-on-one with elementary students (ED 1050), engage in purposeful, challenging, diverse, and supervised field-based observations, tutoring, and co-teaching across elementary, middle and high school settings (EDF 3350, EDSC 3250, EDSC 4250), service learning (EDF 3350), and lesson planning, assessment development, data analysis, differentiated teaching practices, and reflective practices in middle and high school settings (EDSC 4250). In all that they do throughout their coursework and associated clinical experiences, candidates focus on and develop their content knowledge, pedagogical content knowledge, and their pedagogical knowledge.

Our candidates apply and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of field experiences prior to their student teaching internship. Field experiences represent a variety of early and ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct, or conduct applied research. These field experiences align to and extend beyond South Carolina's Expanded ADEPT (Assisting, Developing, and Evaluating Professional Teaching) performance standards into practice in school settings.

All field experiences are monitored to ensure that candidates have the opportunity to work with exceptional students and students from different ethnic, racial, gender, and socioeconomic groups. Candidates are surveyed at the completion of each field experience to determine the

diversity of students with whom the candidates observed/worked to ensure a diverse spectrum of future experiences. Our candidates have the opportunity to work with Appalachian, African America, Hispanic, and a variety of socio-economic backgrounds in rural and urban settings.

All student teacher candidates work under the mentorship of a cooperating teacher and are assigned a university supervisor mentor/evaluator. Teachers selected to serve as Cooperating Teachers must have an interest in supervising candidates as part of their responsibility to the profession; possess full certification for the area in which they are teaching; have taught successfully for a minimum of three years; have the capacity to mentor with skills in observation, providing feedback, holding professional conversations, and working collaboratively; be aware of new teaching methods, flexible, and receptive to new ideas; demonstrate the ability to have a positive impact on student learning; have a positive attitude toward their profession, the candidate, and others; work with candidates and supervisors using the Expanded ADEPT Performance Standards; and be recommended by a school or district administrator. University Supervisors must have a minimum of a master's degree, three years of experience teaching in a secondary school setting or institution of higher education, a solid foundation in professional education, and a strong academic background in the certification area of the assigned candidates. Additionally, all University Supervisors must take and pass South Carolina's SC Teaching Standards 4.0 Rubric certification exam.

As the Secondary Modern Languages Initial Licensure Program, BA table indicates, candidates complete a minimum of 110 hours prior to entering their EDSC 4550 Teaching Internship.

Secondary Modern Languages Initial Licensure Program, BA

Course	Description of the Field Experience and clinical practice (practica and internships)	# of hours
ED 1050	Orientation to Education: Candidates (typically freshman year) tutor in public schools to begin their training as educators and acquaint themselves with school age student behaviors in an elementary setting	10
EDF 3350	Adolescent Growth and Development: Candidates (typically sophomore year) observe adolescents' development and behavior in a middle or high school setting.	10
EDSC 3250	Practicum in Secondary Modern Languages: Candidates (typically junior year) collaborate with mentor teachers and university instructors in conducting focused observations, tutoring individual students, and leading instructional activities at both the middle and high school levels	45
EDSC 4250	Teaching Secondary Modern Languages: Candidates (typically senior year) are placed in a public high school modern language classroom where they observe, assist, and co-teach with their cooperating teacher.	45
EDSC 4450	Teaching Internship in Secondary Modern Languages (Student Teaching): Candidates are placed in a public high school classroom where they observe, assist, and teach under the supervision of their cooperating teacher and university supervisor.	540
Total Hours		650

Procedures for Monitoring Candidates' Progress

Transition Point 1: Admission to Secondary Education Modern Languages
Initial Undergraduate Level:

7. The undergraduate candidate applies to Clemson University Office of Admissions. Upon acceptance, the College of Education receives a list of students identifying themselves as pre-professional majors in Modern Languages Education.
8. Pre-professional majors are assigned an academic advisor who facilitates and monitors progression through the program.
9. Pre-professional majors complete a minimum of 60 credit hours in general education coursework and pre-professional coursework with a minimum GPA of 2.75, successfully pass the Praxis Core (Praxis CORE may be exempted if the student meets minimum ACT or SAT requirements as determined by the South Carolina State Department of Education);
10. Pre-professional majors meet with an academic advisor and apply to the professional level prior to the semester they wish to enter the program.
11. The academic advisor verifies the satisfactory completion of all requirements with the applicant and recommends the candidate to the professional education program.
12. Advancement to the professional level is noted in the candidate's records so that course holds can be lifted which allows students to take professional level courses.

Transition Point 2: Admission to Internship

6. All candidates complete the State Department of Education online application for a South Carolina Teaching Certificate and schedule an appointment for electronic fingerprinting prior to their internship.
7. The Certification Coordinator monitors and verifies the completion of all requirements for admission to the internship.
8. The Office of Field and Clinical Partnerships and Outreach begins to coordinate the placement process.
9. Candidate records indicate the candidate is ready to register for internship course(s) and accompanying seminar course(s).
10. The Office of Field and Clinical Partnership and Outreach finalizes internships. Candidates are notified of their internships the semester prior to the beginning of their internship.

Transition Point 3: Completion on Internship
3. Candidate's progress during the internship is monitored and assessed by the university supervisor and cooperating teacher for required coursework completion.
4. The Office of Field and Clinical Partnership and Outreach verifies and documents the completion of all requirements for the internship.

Transition Point 4: Program Completion and Recommendation for Certification
5. The candidate submits a Graduation Application prior to graduation.
6. The Office of Field and Clinical Partnerships and Outreach verifies that each candidate has passed the required Praxis II exams (content and PLT).
7. The Office of the Registrar audits the candidate's completion of program requirements.
8. The Office of Field and Clinical Partnerships and Outreach, specifically, the Certification Coordinator, submits the names and appropriate documentation to the South Carolina State Department of Education for initial licensure. The signed original Verification of Program Completion is mailed to the South Carolina Department of Education Office of Educator Services (certification) and one copy is retained in the candidate's file.

Article XXX. Eligibility for Certification

Candidates for Secondary Education certification will complete credit hours in their area of content concentration. Clemson's secondary education programs are designed to be dual majors with the content area and candidates will have a minimum of 30 credit hours in either ASL, French, or Spanish. Candidates will initially certify as PK-12 Spanish, French, or ASL teachers. The Secondary program seeks national recognition by the CAEP-designated SPA (ACTFL for Modern Languages). In addition, candidates must successfully complete the following Praxis Subject Assessments and Principles of Learning (PLT) requirements.

Test Name	CDT Code	Qualifying Score
Spanish: World Language	5195	168
French: World Language	5174	162
American Sign Language Proficiency Interview (ASLPI)--suggested	0634	Needs to be determined by state if this is acceptable test
Principles of Learning and Teaching: Grades 7-12	5624	157*

* https://www.ets.org/praxis/sc/requirements

J. Annual Reports (AACTE/CAEP and Title II)
Annual reports (e.g., Diversity Plan, Unit Assessment System, Title II, and CAEP) will be completed and submitted at the required deadlines.

K. Commitment to Diversity Assurance
Clemson's College of Education mission statement and coursework reflects its commitment to diversity. Annual reports will provide evidence of this commitment to diversity in the following ways.
- *Candidates possess a strong knowledge of cultural diversity issues that includes global and multicultural perspectives.*
Clemson's College of Education general and discipline-specific methods courses include a distribution of the requirements on global and multicultural understanding.
- *Candidates can teach all students, regardless of exceptionalities or backgrounds.*
Assignments in EDSP 3700, Introduction to Special Education, and lesson plans during the internship serve as the primary measurements of candidates' abilities to teach all students.

L. Professional Development Courses – NA

M. Advanced Programs for the Preparation of Teachers Alignment with NBPTS – NA

N. Student Health and Fitness Act of 2005 – NA

O. Read to Succeed Requirements
Candidates in Clemson's Secondary Education Modern Languages program will be required to take approved course sequence in literacy that meet South Carolina's Read to Succeed Guidelines. Courses will focus on literacy competencies identified as critical for middle and high school content area teachers as a way to ensure candidates, upon graduation, possess the knowledge and skills to effectively assist students in becoming proficient readers. Clemson will see approval for the following courses to be implemented in candidates' program of study.

Secondary BA Courses and Literacy Standards Addressed

Courses	Literacy Competencies Addressed
Foundations of Adolescent Literacy (EDLT 4800)	1.1, 1.2, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4
Content Area Reading and Writing for Middle and Secondary Teachers (EDLT 4980)	2.1, 2.2, 2.3, 6.1, 6.2

P. Parental Involvement

Candidates are asked in methods courses to determine how they will build relationships, engage, communicate with parents as part of long-range planning assignments. Candidates demonstrate that communication and collaboration with parents during their student teaching internships and are asked to reflect on the quality and success of that engagement during capstone seminars.

Q. Educator Ethics

Per state standards and requirements, all candidates will be provided with instruction in ethical principles and decision making aligned with the Model Code of Ethics for Educators. All candidates will be required to attend a mandatory orientation to the clinical internship that will address the following: Model Code of Ethics; responsibility to the profession; responsibility for professional competence; responsibility to students; responsibility to the school community; responsible and ethical use of technology; and the South Carolina Code of Conduct, including just cause for disciplinary action. Candidates will also be provided with instruction as required in the Safe Schools Climate Act during the clinical internship orientation meeting.

Additionally, prior to the clinical experience, all candidates will be notified of the SCDE fingerprint-based criminal background check requirements, SCDE timelines for completion of the application and clearance process, and of the potential adverse impact of criminal charges on approval for student teaching and eligibility for certification.

R. Experimental or Innovative Programs-NA

S. ISTE National Educational Technology for Teachers (NETS.T) Standards Alignment

This educator preparation program integrates the ISTE National Educational Technology Standards throughout candidate's time in the program. ISTE Standards are presented in the EDLT 4800, Foundations in Literacy, course and are added to rubrics throughout the program. To view the alignment, see the ISTE National Educational Technology for Teachers (NETS.T) Standards Alignment table.

ISTE National Educational Technology for Teachers (NETS.T) Standards Alignment

ISTE NETS-T	Courses Where Addressed	Assignment/Task
Facilitate and inspire student learning and creativity Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. a. Promote, support, and model creative and innovative thinking and inventiveness b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments	EDLT 4800 Foundations in Literacy EDSC 4450 Student Teaching Internship	▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Summary Evaluation ▪ Final Summary Evaluation
Design and develop digital age learning experiences and assessments Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards. a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources d. Provide students with multiple and varied formative and summative assessments aligned	EDLT 4800 Foundations in Literacy EDSC 4450 Student Teaching Internship	▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Summary Evaluation ▪ Final Summary Evaluation

ISTE NETS-T	Courses Where Addressed	Assignment/Task
with content and technology standards, and use resulting data to inform learning and teaching		
Model digital age work and learning Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning	EDLT 4800 Foundations in Literacy EDSC 4450 Student Teaching Internship	• Tech to Try assignment • Reflections and Connections assignments • Final Project • Formative and Summative Lesson Observations • Mid-Term Summary Evaluation • Final Summary Evaluation
Promote and model digital citizenship and responsibility Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information	EDLT 4800 Foundations in Literacy EDSC 4450 Student Teaching Internship	• Tech to Try assignment • Reflections and Connections assignments • Final Project • Formative and Summative Lesson Observations • Mid-Term Summary Evaluation • Final Summary Evaluation

ISTE NETS-T	Courses Where Addressed	Assignment/Task
d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools		
Engage in professional growth and leadership Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. a. Participate in local and global learning communities to explore creative applications of technology to improve student learning b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community	EDLT 4800 Foundations in Literacy EDSC 4450 Student Teaching Internship	▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Summary Evaluation ▪ Final Summary Evaluation

Article XXXI.

Article XXXII.

Article XXXIII. **Section IV. National Accreditor and SPA Standards, and Assessments**

Article XXXIV. **Modern Languages: French**

Article XXXV. **ACTFL Standards and Key Elements**

ACTFL STANDARD 1: Language Proficiency: Interpersonal, Interpretive, and Presentational.

Candidates in foreign language teacher preparation programs possess a high level of proficiency in the target languages they will teach. They are able to communicate effectively in interpersonal, interpretive, and presentational contexts. Candidates speak in the interpersonal mode at a minimum level of "Advanced Low" (French, German, Hebrew, Italian, Portuguese, Russian, and Spanish) or "Intermediate High" (Arabic, Chinese, Japanese, and Korean) on the ACTFL Oral Proficiency Interview (OPI). For international programs, where candidates' first language is not English and where candidates are preparing to teach English as a Foreign Language, candidates speak at the proficiency level equivalent to the categories above. Ex.

Candidates whose first language is Spanish speak English at "Advanced Low"; candidates whose first language is Arabic speak English at "Intermediate High". Candidates comprehend and interpret oral, printed, and video texts by identifying the main idea(s) and supporting details, inferring and interpreting the author's intent and cultural perspectives, and offering a personal interpretation of the text. Candidates present information, concepts, and ideas to an audience of listeners or readers with language proficiency characteristic of a minimum level of "Advanced Low" or "Intermediate High" according to the target language, as described above.

Key Elements of Standard 1

Pre-service teachers will:

1a) Speak in the interpersonal mode of communication at a minimum level of "Advanced Low" or "Intermediate High" (for Arabic, Chinese, Japanese and Korean) on the ACTFL Oral Proficiency
Interview (OPI) according to the target language being taught.

1b) Interpret oral, printed, and video texts by demonstrating both literal and figurative or symbolic comprehension.

1c) Present oral and written information to audiences of listeners or readers, using language at a minimum level of "Advanced Low" or "Intermediate High" according to the target language being taught.

ACTFL STANDARD 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines

Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language.

Key Elements of Standard 2

Pre-service teachers will:

2a) Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.

2b) Demonstrate understanding of linguistics and the changing nature of language, and compare language systems.

2c) Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.

ACTFL STANDARD 3: Language Acquisition Theories and Knowledge of Students and Their Needs

Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs.

Key Elements of Standard 3

Pre-service teachers will:

3a) Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.

3b) Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.

ACTFL STANDARD 4: Integration of Standards in Planning and Instruction.
Candidates in foreign language teacher preparation programs understand and use the national *Standards for Foreign Language Learning in the 21st Century* (2006) or their recently refreshed version *World-Readiness Standards for Learning Languages* (2015) and their state standards to make instructional decisions. Candidates demonstrate an understanding of the standards and integrate them into their curricular planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms.

> **Key Elements of Standard 4**
> **Pre-service teachers will:**

4a) Demonstrate an understanding of the *Standards for Foreign Language Learning in the 21st Century* or their recently refreshed version *World-Readiness Standards for Learning Languages* (2015) and their state standards and use them as the basis for instructional planning.

4b) Integrate the goal areas of the *Standards for Foreign Language Learning in the 21st Century* or their recently refreshed version *World-Readiness Standards for Learning Languages* (2015) and their state standards in their classroom practice.

4c) Use the *Standards for Foreign Language Learning in the 21st Century* or their recently refreshed version *World-Readiness Standards for Learning Languages* (2015) and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.

ACTFL STANDARD 5: Assessment of Languages and Cultures—Impact on Student Learning.
Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students' ability to communicate in the instructed language in interpretive, interpersonal, and presentational modes; and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders.

> **Key elements of Standard 5**
> **Pre-service teachers will:**

5a) Design and use ongoing authentic performance assessments using a variety of assessment models for
all learners, including diverse students.

5b) Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use
data to inform and strengthen subsequent instruction.

5c) Interpret and report the results of student performances to all stakeholders in the community, with
particular emphasis on building student responsibility for their own learning.

ACTFL STANDARD 6: Professional Development, Advocacy, and Ethics.

Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students to interact successful in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.

Key Elements of Standard 6
Pre-service teachers will:

6a) Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.

6b) Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders.

6c) Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.

French

A. Context

<u>State or Institutional Policies that Influence Application of SPA Standards</u>

Clemson University, located in Clemson, South Carolina, is a public institution accredited by Southern Association of Colleges and Schools and holds a Carnegie classification of a highest research activity institution (R1). Clemson has over 20,000 undergraduate and nearly 6,000 graduate students. Clemson College of Education programs share the vision of being a transformative leader in systematically improving education. We continuously use data to monitor and improve programs. Our mission is to engage candidates in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation. The College of Education has over 1,800 students in initial teacher preparation programs and other Masters, Educational Specialist and Doctoral level programs. Educator Preparation Programs in South Carolina adhere to review by a two-way partnership with the SC Department of Education and CAEP and are required to meet CAEP and SC Department of Education standards.

The South Carolina Educator Licensure Manual provides information about requirements for certification to teach in the state. The requirements for this program are as follows:

(1) Bachelor's degree or higher
(2) Initial, or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level
(3) Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education
(4) Completion of Required Coursework with a "C" or better
(5) Required Coursework

Certification will be granted in any one of the specific fields of World Language in which eighteen semester hours above the six-hour introductory sequence are presented.

Another document outlining requirements Standards, Policy, and Procedures for Educator Preparation Units can be found here: https://ed.sc.gov/educators/educator-preparation/educator-preparation-units/accreditation/policies-and-regulations/#Units. Section III, A-O outlines the ways in which this program meets the requirements outlined in the EPP policy document.

During the reported years, ADEPT was South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching. Beginning in 2016-2017, Clemson candidates were introduced to the new National Institute for Excellence in Teaching (NIET) Teaching Standards 4.0 rubric, which the South Carolina Department of Education adopted as the South Carolina Teaching Standards (SCTS) 4.0 Rubric. This rubric forms the basis for the Expanded ADEPT Support and Evaluation System. This new rubric was fully implemented across the state in academic year 2018-2019. This expanded system is designed for the continuous professional development of educators at all performance levels through a valid and reliable evaluation system that produces actionable and constructive feedback in support of professional growth. The performance standards are aligned with nationally recognized professional standards. In addition to its applications to classroom-based teachers, the ADEPT system also includes standards and models for assisting, developing, and evaluating special-area educators. Clemson's College of Education evaluates each teacher candidate on the ADEPT standards at three points prior to student teaching clinical practice and at nine points during student teaching clinical practice using rubrics based on the SCTS and the ADEPT standards.

Field and Clinical Experiences Required for the Program
The EPP guidelines provide information about the field and clinical experiences required for all teacher preparation programs. Section III, H will provide specific information about the field and clinical experiences required for this program.

Educator preparation programs and other school personnel preparation programs must provide field experiences (also known as the practicum) that provide candidates with a variety of progressive experiences in multiple and diverse settings. All candidates must complete a minimum of 100 hours of field experiences prior to clinical practice (student teaching) at the initial undergraduate level. At the initial graduate level, all candidates must complete a minimum of 75 hours of field experiences prior to clinical practice. Given the importance of these experiences in educator preparation, the state has specific requirements that must be met.

All educator preparation programs, including programs for the preparation of other school personnel, must provide candidates with a variety of progressive experiences in multiple and diverse settings. Units must present evidence that
• Teacher education candidates at the initial undergraduate level complete a minimum of 100 hours of field experiences in multiple and diverse settings prior to their clinical experience (student teaching).
• Teacher education candidates at the initial graduate level must complete a minimum of 75 hours of field experiences prior to their clinical experience.
• Teacher education candidates have an intensive, continuous clinical experience in a public school in the state of South Carolina. Occasionally extraordinary circumstances arise when the

candidate has completed all work, but the clinical phase of training and the candidate wishes to request a variance to complete the clinical in a public school in another state. If the unit in South Carolina that will ultimately recommend the candidate for certification agrees to supervise the candidate and fulfill all state requirements of this section, the unit may appeal to the Education Professions Committee (EPC) of the State Board of Education, describing in detail how the unit will ensure that the candidate meets all South Carolina criteria for completion of the clinical, including especially clinical supervision of the candidate by unit faculty. The unit will submit its proposal to the South Carolina Department of Education Division of School Effectiveness. After a staff review of the unit proposal, the proposal will be place on the EPC agenda. If the EPC approves the proposal, it will be taken to the State Board for final review.

• The clinical experience must be the equivalent of a minimum of twelve weeks or sixty full days.

• The candidate must teach independently a minimum of ten full days in one setting.

• During the clinical phase, the candidate adheres to the daily schedule of the cooperating teacher including activities such as bus duty, faculty meetings and parent conferences.

• Each candidate is supervised by one or more institutional clinical faculty who has preparation in both the supervision of education and in the teaching area of the candidate and is ADEPT-trained.

• Each candidate must be supervised by one or more school-based clinical faculty (the cooperating teacher) who is trained in the ADEPT system.

• Each candidate must receive formative ADEPT evaluations and assistance from both their institutional clinical faculty and their school-based clinical faculty. These formative evaluations will provide the candidate with written and oral feedback in terms of all ADEPT standards and must be based on a minimum of four classroom observations (at least two by the institutional clinical faculty and two by the cooperating teacher). Formative ADEPT evaluations, based on appropriate ADEPT standards, are also required for candidates preparing to work as other school personnel.

Each candidate must receive at least one summative ADEPT evaluation prepared by both the institutional clinical faculty and the cooperating teacher. The summative evaluation must be aligned with all ADEPT formal evaluation guidelines; must include all evaluation procedures, including at least one summative evaluation by the faculty supervisor and one summative evaluation by the cooperating teacher; and must ensure that the candidate receives both oral and written feedback on all ADEPT standards. Summative evaluations based on appropriate ADEPT standards are also required for candidates preparing to work as other school personnel.

• Each candidate's background must be screened and approved through a SLED check prior to participation in any field experience.

• Each candidate's background must be reviewed and cleared by SLED and the Federal Bureau of Investigation prior to clinical practice.

• Each candidate must be advised that prior arrests or convictions could affect ability to complete the clinical experience and qualify for certification in South Carolina.

Program of Study and Faculty Information
This information is included in the full CHE proposal under Description of the Program, Curriculum, and Faculty.

B. List of Assessments (Completion of Chart)

1	**Licensure Assessment or other content based assessment**	Praxis II (French)	Semester before student teaching internship.
2	**Content Knowledge in Language to be taught**	Transcript review	Prior to recommendation for certification
3	**Candidate Ability to Plan**	Unit Plan with accompanying lesson plans, materials, and assessments	Methods course (EDSC 4250), semester before student teaching internship.
4	**ACTFL Teaching Evaluation**	Teaching Evaluation	During student teaching internship (EDSC 4550)
5	**Candidate Effect on Student Learning**	Report on unit of teaching, assessment, results of assessment, and reflection on assessment	During student teaching internship in capstone seminar (EDSC 4450)
6	**Additional Assessment that Addresses Candidates' Oral Proficiency**	Oral Proficiency Interview (ACTFL OPI/OPI-C)	Semester before student teaching internship.
7	**Additional Assessment that Addresses ACTFL Standards**	Professional, Advocacy and Resources Project	During student teaching internship in capstone seminar (EDSC 4450)

C. Relationship of Assessments to Standards (Completion of Chart)

		Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
A1	Praxis II Content Knowledge World Language	a,b	a,b				
A2	Transcript Review	a,b,c	a,b,c				
A3	Unit Plan			a,b,c	a,b,c	a	
A4	ACTFL Teaching Evaluation			a,b	a,b,c		
A5	Candidate Work Sample					a,b,c	
A6	Official OPI or OPI-C	a					
A7	Professional, Advocacy and Resources Project						a,b,c

D. Planned evidence for meeting standards (Assessment documents)

Assessment #1: State Licensure Assessment

Description. PRAXIS II World Language Content Knowledge and Productive Skills Test.

Teacher candidates in foreign languages are required to take the ETS PRAXIS II World Language Test in their respective language as a requirement for state teacher licensure in South Carolina; students of French take the ETS PRAXIS II World Language Test - Exam Code 5174.

The PRAXIS II that candidates take consists of the following content skill categories:
I.   Interpretive Mode: Listening, including embedded linguistic content
II.   Interpretive Mode: Reading, including embedded linguistic content
III.   Cultural knowledge
IV.   Interpersonal and Presentational Modes: Writing
V.   Presentational and Interpersonal Modes: Speaking

Attachment A provides a description of the assessment and Attachment B provides the breakdown used to assess the PRAXIS II exam.

Alignment with the ACTFL/CAEP Standards.
Standard 1a. Interpretive listening and reading are included in the Praxis content knowledge test. Also, presentational skills (speaking, writing) are included in the productive skills test.
Standard 1b. The test includes a section of language analysis, including morphology, word analysis, and vocabulary.
Standard 2a. The test includes culture questions that focus on history, contemporary issues, geography, literature and the arts, lifestyles and societies of the target speaking world, and sociolinguistic elements.
Standard 2b. The test presents a series of texts at various levels of difficulty (periodicals, Internet, advertisements, literature) with comprehension questions to assess candidates' ability to interpret texts.

ATTACHMENT A: Description of Assessment #1

PRAXIS II World Language Content Knowledge Test - French
Source: http://www.ets.org/s/praxis/pdf/5174.pdf

I.   **Description**

This test is designed to measure the knowledge, skills, and abilities of examinees who have had preparation in a program for teaching French in grades K–12. Because programs in teaching French are offered at both the undergraduate and graduate levels, this test is appropriate for examinees at either level. All sections of this test are at the Advanced-Low level, as described in the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL).

This test integrates listening, reading, writing, and speaking skills, as well as linguistic and cultural knowledge, through active participation in a variety of questions in the interpretive

modes (in the Listening and Reading sections) and in the interpersonal and presentational modes (in the Writing and Speaking sections). The Listening and Reading sections of the test are composed of selected-response questions, whereas the Writing and Speaking sections are composed of constructed-response tasks. All questions and answer choices are in French and are based on various genres of authentic material, whether written or in audio format, from various French-speaking regions of the world.

This is a computer-based test with sections of various lengths and time constraints. All sections of the test are separately timed. While the time allotted in the Reading and Writing sections is managed by the candidate, timing is computer controlled throughout the Listening and Speaking sections. Prior to beginning the Listening section, the candidate will participate in a practice exercise reflecting the type of questions in the Listening section. Similarly, there is a writing practice exercise prior to the Writing section to acquaint candidates with a special character toolbar that they will be using to type their individual responses in French.

Content categories I, II, IV, and V (as indicated above) encapsulate competencies in language, linguistics, and comparisons, and represent 88% of the test. Students are expected to demonstrate language proficiency in the target language (at the Advanced Low level, as described in the American Council on the Teaching of Foreign Languages Proficiency Guidelines) and are expected to understand the linguistic structure of the target language. Content category III encapsulates culture, literature, and cross-disciplinary concepts, and represents 12% of the test. Students are expected to demonstrate cultural understanding by connecting perspectives of the target culture with its practices and products.

II. Format

- Listening with Cultural Knowledge Practice (not scored); 6 selected-response questions (10 minutes)
- Section 1. Listening with Cultural Knowledge Practice; 36 selected-response questions (50 minutes)
- Section 2. Reading with Cultural Knowledge; 39 selected-response questions (50 minutes)
- Writing Practice (not scored); one optional practice constructed-response exercise using the built-in character toolbar (5 minutes)
- Section 3. Writing, with 3 constructed-response tasks (50 minutes)
- Section 4. Speaking, with 3 constructed-response tasks (15 minutes)

ATTACHMENT B: Scoring Guide for Assessment #1

PRAXIS II World Language Content Knowledge Test - French
Source: http://www.ets.org/s/praxis/pdf/5174.pdf
Number of Questions: 81
Format: Computer-based test

Content Categories (Knowledge & Competencies Tested)	Approximate Number of Questions	Approximate Percentage of Examination
I. Interpretive Mode: Listening	30	26
II. Interpretive Mode: Reading	30	26
III. Cultural Knowledge	15	12
IV. Interpersonal and Presentational: Writing	3	18
V. Presentational and Interpersonal Modes: Speaking	3	18

Assessment #2: Transcript Review

[Note to Reviewers: This is the same assessment used by National Louis University. This assessment has been provided by ACTFL as a model assessment. The only changes made were that it was updated from 2002 standards to 2013 standards, and minor edits reflect course offerings at Clemson University.]

Description. Students are required to have 32 semester credit hours in content courses completed with a grade of C. All Modern Languages certification candidates must satisfy content background requirements that address the ACTFL and state content standards. There are many ways in which a candidate can satisfy a proficiency in the pre-determined areas of subject mastery; however, for the purposes of this report, Clemson University will focus on the transcript review process. Before candidates are recommended for licensure, a transcript analysis is performed on all undergraduate and graduate content coursework in language study by the program director. If candidates have successfully completed courses that satisfy a competency, they are given credit for fulfilling the required criteria. Successful completion is determined by examining the following categories: major, designated course, course title, and grade-specific evidence of meeting criteria.

Students' university coursework, overall GPA (minimum 2.75) serve as evidence that teachers understand and are able to articulate the knowledge and practices of language learning. Students' coursework and GPA serve as predictors of the quantity and quality of students' content knowledge and point out any insufficiencies in their education, which must be satisfied prior to full acceptance into the program by taking additional courses. Alignment to *Standard I: Language Proficiency: Interpersonal, Interpretive, and Presentational* is supported by candidates' coursework (14 semester hours) in beginning and intermediate foreign language basic skills. 6 semester hours in grammar, composition, literature, and culture support *Standard 1: Language Proficiency: Interpersonal, Interpretive, and Presentational* and *Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines.* 12 additional semester hours in topics such as phonetics, phonology, culture, civilization, literature, business language, and special topics also support the first two ACTFL Program Standards.

The program thus presents Assessment #2 to accompany Assessments #1 and #6 in evidence of candidates' content knowledge.

Alignment with the ACTFL/CAEP Standards.

Standard 1a. Speak in the interpersonal mode of communication at a minimum level of Advanced Low.

Standard 1b. Interpret oral/signed, printed, and videotexts by demonstrating both literal and figurative or symbolic comprehension.

Standard 1c. Present oral/signed and written information.

Standard 2a. Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.

Standard 2b. Demonstrate understandings of linguistics and the changing nature of language and compare language systems.

Standard 2c. Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.

The following table describes the relationship of required-for-entry coursework to ACTFL teacher preparation program standards.

14 Semester Hours Target Language Basic Skills

Beginning Languages I and II	1a, 1b, 1c
Intermediate Languages I and II	1a, 1b, 1c

6 Semester Hours in the Target Language

TL Grammar and Composition	1a, 1b, 1c
TL Conversation and Composition	1a, 1b, 1c
TL Literature	2b
TL Culture	2a, 2b, 2c

12 Semester Hours in Upper Level Coursework

Phonetics and Phonology	1b
Culture and Civilization	2a, 2b, 2c
Literature	2b
Business Language	2a, 2b, 2c
Advanced Grammar	1a, 1b, 1c
Special Topics	TBD

Assessment #3: Unit Plan

[Note to Reviewers: This is adapted from the IUP (Indiana University of Pennsylvania) Unit plan that has been identified by ACTFL as a model. The only changes that were made were: updating it to 2013 ACTFL/CAEP standards; creating a new rubric that aligns to the ACTFL/CAEP performance descriptions from the standards.]

Description. During the method course, EDSC 4250/8650, candidates create a comprehensive unit plan. The plan is designed throughout the course and brings together all of the theories and classroom practices that candidates have learned throughout the course. As explained in the assignment directions, candidates identify a theme or topic for the unit at the beginning of the course, they brainstorm ways to develop the theme into meaningful sub-categories by creating a thematic planning web, and they then develop a thematic unit plan that addresses all five of the goal areas of the Standards for Foreign Language Learning in the 21st Century. They "map out" the unit by identifying objectives for a series of daily lesson plans to accompany the unit. Throughout the course, each assignment that candidates prepare must relate to the unit theme and will become a part of the unit. Candidates submit assignments to the instructor as they are due and receive feedback. As they prepare the final unit plan to submit, they must address the feedback and make changes to the individual assignments. After designing the plan, candidates prepare a commentary in which they reflect on their development of the unit plan, characteristics of the plan in terms of the student standards and second language acquisition theories learned in the course, and how they envision implementing the unit plan.

Alignment with the ACTFL/CAEP Standards.
Standard 3a. "Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments." In order for candidates to perform at the "acceptable" level on this project, the majority of lesson activities must promote language acquisition and be learner-centered. The unit commentary must describe how the unit fosters second language acquisition, with mention of at least two SLA theories.
Standard 3b. "Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student." Lesson objectives must be functional, a variety of teaching strategies must be implemented and applied to the needs of diverse language learners, and there must be adaptations listed in which they describe how they would teach the content differently to other ages of students.
Standard 4a. "Demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century and the State Standards and use them as the basis for instructional planning." The standards must be implemented in each lesson plan and all activities must be aligned to the standards.
Standard 4b. "Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and the State Standards in their classroom practice." The standards must be implemented in each lesson plan and all activities must be aligned to the standards.
Standard 4c. "Use the Standards for Foreign Language Learning in the 21st Century and the State Standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication. Candidates must describe how they selected, adapted, and integrated authentic texts for use in the unit.

Standard 5a. "Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students." Candidates must describe how they designed a system of formative and summative assessments.

Unit Plan - Directions for candidates. Your final project is a comprehensive unit plan, which will bring together all of the theories and classroom applications that you have learned about throughout the course.

Purpose:
Preparing for good teaching begins with unit and lesson plans. Your plans represent a set of initial ideas for learning experiences that are appropriate for your curricular goals, relevant to your learners, and based upon principles of effective instruction. For this culminating project, you will present a cohesive set of lessons organized around an engaging topic or theme. You will provide the plans for your unit through a set of lessons. You will also write a commentary in which you highlight the content, the instructional materials, the activities, the ways you plan to accommodate the range of ways students learn, the ways you develop learners' language proficiency, and the ways in which you assess learning, citing specific examples as necessary from your lesson plans and linking your approach to relevant theories of second language acquisition explored throughout the methods course. Refer to the Assignment #3- Unit Plan rubric to make sure you include all necessary elements and the performance of at least "acceptable" for every element. Your "Teacher Talk" script, in which you write out every word you intend to say to students, as well as your expectations for what they will say, will allow the modern language faculty to see whether or not you plan for practices such as "target language input" and "negotiation of meaning."

You will turn in this unit at the end of the semester. It will be evaluated by the Modern Language Education faculty. You must receive a score of at least a "2" on 24 of the 26, which means the passing score is 50. If you do not receive a 50 you will have to meet with the Modern Language Education Advisor to determine what changes need to be made on the unit in order to pass. If that cannot be accomplished before you begin your internship, you will need to write an entirely new unit during your internship before your mid-term assessment. This new unit will be in addition to the units you will be writing for the other assessments during your internship. This unit will be evaluated as part of your mid-term.

Process:
You will be working on this final project throughout the semester. As you will see, the majority of your assignments throughout the semester will fit into this final project.

8. Begin by identifying a topic or theme for your unit. The unit must consist of a meaningful topic or theme around which you will build instruction.
9. Identify the level of instruction/particular class of students targeted for your unit.
10. Engage in brainstorming to develop the topic/theme into meaningful categories, using the thematic planning web.
11. Prepare a thematic unit plan that follows the examples provided. Your unit plan must address all 5 of the standards goal areas.

12. Map out 15 days in the unit. List what topics will be covered, what types of activities you will do, and which standards will be implemented.
13. Write out 5 complete consecutive daily lesson plans for the unit. These 5 lesson plans must be fully developed and have all materials developed (include authentic reading and/or audio/video segment). Technology must be included. Each lesson plan should address at least two standards goal areas. Write your "teacher talk," which is a script of every word you intend to say. In addition:
    m. At least one day should be a grammar lesson.
    n. At least one day should include an authentic listening or reading text.
    o. At least one day should include a cultural lesson that addresses the 3-P Cultures framework.
    p. All days should include the three modes of communication, grouping, and critical thinking
    q. Include the adaptations for learning styles and needs for at least one of the 5 complete lesson plans.
    r. Include adaptations for different ages for one of the 5 complete lesson plans.
    s. Include at least one summative assessment.
    t. Include at least one formative assessment.
    u. Include at least one interpretive performance-based assessment.
    v. Include at least one interpersonal performance-based assessment.
    w. Include at least one presentational performance-based assessment.
    x. Include one Integrated Performance Based Assessment for this unit.
14. Prepare a 4-5-page written commentary in which you describe:
    j. The nature of the unit and your instructional goals
    k. How your unit addresses the 5 Cs and is student-centered
    l. How your unit fosters second language acquisition (mention at least 3 SLA theories)
    m. How your classroom activities promote proficiency for your students
    n. How you integrated and adapted authentic documents and used technology
    o. How you adapted at least one lesson plan for different learning styles, ages, and student needs
    p. How your performance-based assessments and integrated performance assessments meet the ACTFL/CAEP standards
    q. How your cultural activities incorporate the 3Ps
    r. What you have learned from completing this unit plan project

Assessment #3 Rubric – Unit Plan

ACTFL Standard	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard (Unacceptable) 1	Score
3a. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.	1. SLA theories	Candidates exhibit ease and flexibility in applying language acquisition theories to instructional practice. They use a wide variety of strategies to meet the linguistic needs of their K-12 students at various developmental levels. Candidates exhibit originality in the planning, creation, and implementation of instructional strategies that reflect language acquisition theories.	Candidates exhibit an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. They draw their knowledge of theories, as they apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language acquisition.	Candidates exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. They illustrate an ability to connect theory with practice. They show a growing awareness of the connection between student learning and the use of instructional strategies.	
3a. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.	2. Target Language Input	Candidates structure classes to maximize use of the target language at all levels of instruction. A key component of their classes is their spontaneous interaction with students in the target language. They assist students in developing a repertoire of strategies for understanding oral and written input. They use the target language to teach a variety of subject matter and cultural content.	Candidates use the target language to the maximum extent in classes at all levels of instruction. They designate certain times for spontaneous interaction with students in the target language. They tailor language use to students' developing proficiency levels. They use a variety of strategies to help students understand oral and written input. They use the target language to design content-based language lessons.	Candidates use the target language for specific parts of classroom lessons at all levels of instruction but avoid spontaneous interaction with students in the target language. They use some strategies to help students understand oral and written input.	
3a. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.	3. Negotiation of meaning	Negotiation of meaning is an integral part of classroom interaction. Candidates negotiate meaning regularly with students. They teach students to integrate negotiation of meaning strategies into their communication with others.	Candidates negotiate meaning with students when spontaneous interaction occurs. They teach students a variety of ways to negotiate meaning with others and provide opportunities for them to do so in classroom activities.	Since most classroom interaction is planned, candidates do not regularly negotiate meaning with students. They teach students some expressions in the target language for negotiating meaning, such as "Could you repeat that, please?"	
3a. Demonstrate an understanding of key principles of language acquisition	4. Meaningful Classroom Interaction	Meaningful classroom interaction is at the heart of language instruction. Candidates engage students in communicative and interesting activities and tasks on a regular basis.	Candidates design activities in which students will have opportunities to interact meaningfully with one another. The majority of activities and tasks is standards-based and has	Candidates use communicative activities as the basis for engaging students in meaningful classroom interaction. These activities and meaningful contexts are	

and create linguistically and culturally rich learning environments.		All classroom interaction reflects engaging contexts that are personalized to the interests of students and reflect curricular goals.	meaningful contexts that reflect curricular themes and students' interests.	those that occur in instructional materials.	
3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	5. Theories of Learner Development	Candidates plan for instruction according to the physical, cognitive, emotional, and social developmental needs of their K-12 students. They implement a broad variety of instructional models and techniques to accommodate these differences and tailor instruction to meet the developmental needs of their students.	Candidates describe the physical, cognitive, emotional, and social developmental characteristics of K-12 students. They implement a variety of instructional models and techniques to accommodate these differences.	Candidates recognize that K-12 students have different physical, cognitive, emotional, and social developmental characteristics. Candidates recognize the need to tailor instruction to accommodate their students' developmental needs. They are aware of but seldom make use of the many different instructional models and techniques that exist.	
3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	6. Adapting instruction to address students' language levels, language backgrounds, learning styles	Candidates consistently use information about their students' language levels, language backgrounds, and learning styles to plan for and implement language instruction.	Candidates seek out information regarding their students' language levels, language backgrounds, and learning styles. They implement a variety of instructional models and techniques to address these student differences.	Candidates recognize that their students have a wide range of language levels, language backgrounds, and learning styles. They attempt to address these differences by using a limited variety of instructional strategies.	
3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	7. Adapting instruction to address students' multiple ways of learning	Candidates plan for and implement a variety of instructional models and strategies that accommodate different ways of learning.	Candidates identify multiple ways in which students learn when engaged in language classroom activities.	Candidates recognize that students approach language learning in a variety of ways. They identify how individual students learn	
3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	8. Adapting instruction to meet students' special needs	Candidates anticipate their students' special needs by planning for differentiated alternative classroom activities as necessary.	Candidates implement a variety of instructional models and techniques that address specific special needs of their students.	Candidates identify special needs of their students, including cognitive, physical, linguistic, social, and emotional needs. They recognize that they may need to adapt instruction to meet these special needs.	

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3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	9. Critical thinking and problem solving	Candidates reward their students for engaging in critical thinking and problem solving.	Candidates implement activities that promote critical thinking and problem-solving skills.	Candidates implement activities that have a limited number of answers and allow little room for critical thinking and/or problem solving.	
3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	10. Grouping	Candidates differentiate instruction by providing regular opportunities for students to work collaboratively in pairs and small-groups. They teach their students strategies for assuming roles, monitoring their progress in the task, and evaluating their performance at the end of the task.	Candidates differentiate instruction by conducting activities in which students work collaboratively in pairs and small groups. They define and model the task, give a time limit and expectations for follow-up, group students, assign students roles, monitor the task, and conduct a follow up activity.	Candidates teach primarily with large-group instruction. Pair- and small group activities generally consist of students grouped together but working individually.	
3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	11. Use of questioning and tasks	Candidates have an approach to planning and instruction that integrates the appropriate design and use of both questioning strategies and task-based activities, based on instructional objectives and the nature of language use that they want to elicit from students.	Candidates recognize that questioning strategies and task-based activities serve different instructional objectives. They use tasks as they appear in their instructional materials.	Candidates use short answer questioning as the primary strategy for eliciting language from students.	
4a. Demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century and their state standards and use them as	12. Integration of Standards into Planning	Candidates use the Standards for Foreign Language Learning in the 21st Century (SFLL) and state standards as a starting point to design curriculum and unit/lesson plans.	Candidates use the Standards for Foreign Language Learning in the 21st Century (SFLL) and state standards as a starting point to design curriculum and unit/lesson plans.	Candidates apply SFLL and state standards to their planning to the extent that their instructional materials do so.	

the basis for instructional planning.					
4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.	13. Integrate Standards into instruction	SFLL and state standards are the focus of classroom practice.	Candidates adapt activities as necessary to address SFLL and state standards.	Candidates conduct activities that address specific SFLL and state standards to the extent that their instructional materials include a connection to standards.	
4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.	14. Three modes of communication	Candidates use the interpersonal-interpretive-presentational framework as the basis for engaging learners actively in communication.	Candidates design opportunities for students to communicate by using the three modes of communication in an integrated manner.	Candidates understand the connection among the three modes of communication and focus on one mode at a time in communicative activities.	
4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.	15. The 3 Ps	Candidates use the products-practices-perspectives framework as the basis for engaging learners in cultural exploration and comparisons.	Candidates design opportunities for students to explore the target language culture(s) and make cultural comparisons by means of the 3Ps framework.	Candidates understand the anthropological view of cultures in terms of the 3Ps framework and refer to one or more of these areas in their classroom practice and comparisons of cultures.	
4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.	16. Connections	Candidates design a content-based curriculum and collaborate with colleagues from other subject areas. They assist their students in acquiring new information from other disciplines in the target language.	Candidates design opportunities for students to learn about other subject areas in the target language. They obtain information about other subject areas from colleagues who teach those subjects.	Candidates make connections to other subject areas whenever these connections occur in their existing instructional materials.	

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4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.	17. Target Language Communities	Candidates engage learners in interacting with members of the target language communities through a variety of means that include technology, as a key component of their classroom practice.	Candidates provide opportunities for students to connect to target language communities through the Internet, email, social networking and other technologies.	Candidates introduce target language communities to the extent that they are presented in their existing instructional materials.	
4c. Use the Standards for Foreign Language Learning in the 21st Century and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.	18. Authentic Materials	Candidates use authentic materials and technology to drive standards-based classroom practice. They integrate multiple resources, including a variety of authentic materials and media, to engage students actively in their learning and enable them to acquire new information.	Candidates identify and integrate authentic materials and technology into support standards-based classroom practice. They help students to acquire strategies for understanding and interpreting authentic texts available through various media.	Candidates primarily use materials and technology created for classroom use or available as an ancillary to the textbook program, whether or not they are authentic or appropriate for standards-based practice.	
4c. Use the Standards for Foreign Language Learning in the 21st Century and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.	19. Adaption of Materials	An integral part of candidates' planning is to adapt materials to make standards-based learning more effective.	Candidates adapt materials as necessary to reflect standards-based goals and instruction when materials fall short.	Candidates use instructional materials that have been developed commercially.	

	20. Plan for assessment	Candidates share their designed assessments and rubrics with students prior to beginning instruction.	Candidates design and use authentic performance assessments to demonstrate what students should know and be able to do following instruction.	Candidates use assessments provided in their textbooks or other instructional materials without regard for student performance after instruction.	
	21. Formative and summative assessment models	Candidates design a system of formative and summative assessments that measures overall development of proficiency in an ongoing manner and at culminating points in the total program, using technology where appropriate to develop and deliver assessments.	Candidates design and use formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter.	Candidates recognize the purposes of formative and summative assessments as set forth in prepared testing materials.	
	22. Interpretive communication	Candidates design and use assessment procedures that encourage students to interpret oral and printed texts of their choice. Many of these involve students' developing of self-assessment skills to encourage independent interpretation. Candidates incorporate technology-based delivery and analysis systems where available and appropriate.	Candidates design and use authentic performance assessments that measure students' abilities to comprehend and interpret authentic oral and written texts from the target cultures. These assessments encompass a variety of response types from forced choice to open-ended.	Candidates use interpretive assessments found in instructional materials prepared by others. The reading/listening materials with which they work tend to be those prepared for pedagogical purposes	
	23. Interpersonal communication	Candidates have had training or experience conducting and rating interpersonal assessments that have been developed according to procedures that assure reliability such as the MOPI (Modified Oral Proficiency Interview) or state-designed instruments.	Candidates design and use performance assessments that measure students' abilities to negotiate meaning as listeners/speakers and as readers/writers in an interactive mode. Assessments focus on tasks at students' levels of comfort but pose some challenges.	Candidates use interpersonal assessment measures found in instructional materials prepared by others.	
	24. Presentational communication	Candidates create and use presentational tasks that develop students' abilities to self-assess which includes self-correction and revision in terms of audience, style, and	Candidates design and use assessments that capture how well students speak and write in planned contexts. The assessments focus on the final products created after a drafting	Candidates use presentational assessment measures found in instructional materials prepared by others.	

		cultural context. They encourage students to write or to speak on topics of interest to the students.	process and look at how meaning is conveyed in culturally appropriate ways. They create and use effective holistic and/or analytical scoring methods.		
	25. Cultural perspectives	Candidates design assessments of problem-solving tasks in content areas of interest to students and possibly on topics not familiar to the teacher.	Candidates devise assessments that allow students to apply the cultural framework to authentic documents. Student tasks include identifying the products, practices, and perspectives embedded in those documents.	Candidates assess isolated cultural facts.	
	26. Integrated communication assessments	Candidates design standards-based performance assessments for their students based upon models available in literature or from professional organizations.	Candidates use existing standards-based performance assessments (e.g., integrated performance assessments) that allow students to work through a series of communicative tasks on a particular theme (e.g., wellness, travel). They evaluate performance in a global manner.	Candidates recognize that assessments can lead students from one mode of communication to another (e.g., a reading task to written letter to a discussion) but they tend to score the subsets of skills.	
Total minimum passing score: 50					

Assessment #4: Student Teaching Evaluation

[Note to reviewers: This is a new assessment instrument that has been shared with us by our colleagues at the University of South Carolina, whose previous ACTFL-aligned state evaluation instrument was held up by ACTFL as a model assessment. We have used USC's new assessment with a few editing modifications only. We thank them for their collegiality in sharing this instrument with us.]

Description. The assessment is designed to assess pedagogical and professional knowledge, skills, and dispositions and is linked to the state instrument for pre- and in-service teacher assessment. The state instrument is entitled, "South Carolina Teaching Evaluation 4.0." This assessment takes place during the candidates' last semester in the program when they are student teaching. This Student Teaching Evaluation instrument has been aligned with the ACTFL/CAEP Program Standards. Candidates are evaluated on the performance descriptions that are aligned

with ACTFL/CAEP, not with those in the generic state instrument. That is, **a passing score on this instrument means candidates meet ACTFL/CAEP standards and not only the generic state rubric descriptions.**

Alignment with the ACTFL/CAEP Standards.
Standard 3a. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.
Standard 3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student. Candidates are required to prepare units and daily lesson plans that integrate their knowledge of language acquisition theories and instructional practices. During their preparation of these plans, candidates reflect on learner outcomes and diversity. When implementing these plans, candidates show their ability to create meaningful classroom interaction and a supportive classroom environment by adapting instruction to students' multiple styles, backgrounds, levels, interests, and special needs.
Standard 4a. Demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century and their state standards and use them as the basis for instructional planning.
Standard 4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.
Standard 4c. Use the Standards for Foreign Language Learning in the 21st Century and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication. When planning their instruction, candidates demonstrate an understanding of the goal areas and Standards as well as their state standards. They integrate Standards into planning and instruction, including the 3 modes of communication and the 3 Ps. As they select and design instructional materials, candidates use authentic documents, including cultural/literary texts.

Student Teaching/Internship Requirements - Directions for candidates. During your student teaching/internship, the most important outcome of your experience is that you help your students to learn—i.e., that you have a positive impact on their learning. To this end, most of what is required in student teaching is that you engage in intensive planning of lessons, developing materials, teaching, reflecting on the results of your teaching, and assessing your students' progress.

Lesson Planning:
This is perhaps the most important responsibility that you have and should take up most of your time. Prepare a typewritten lesson plan for each lesson you teach. Use the lesson plan format that was given to you during the Methods class. Include your name, the date of the lesson, subject, and period number on each plan.

Lesson plans must be written a week ahead of time for the entire week. You must show them to your cooperating teacher the Thursday before the week that you teach them. They are to be typed and must include all materials prepared in advance (visuals, tests, audio segments, etc.). This rule is in place so that your lesson is planned thoroughly and so that your cooperating teacher may review your plan and suggest changes if necessary (this will give you time to make changes before the lesson is taught).

Any handouts that you plan to distribute to students must be approved in advance by your cooperating teacher to be sure that they are appropriate and free from errors. Changes to lesson plans may be made in pen/pencil. Provide a copy of all your lesson plans in your Teaching Journal that you document each week. This way your college supervisor will know to which lesson plans you are referring when you write your reflections for that week.

You will be observed at least 8 times this semester-- 4 times by your cooperating teacher, and 4 times by your college supervisor. The scores on this ACTFL-aligned evaluation instrument from your second observation by both supervisors will be used in the mid-term evaluation; your scores on the third observation by both supervisors will be considered before you are allowed to start to "wind down" and give back some of your classes. Any scores lower than a "2" before the mid-term will be recorded and put into your plans for improvement. You must have a minimum score of 55 --which is at least a "3" on 17 elements and at least a "2" on two elements. If you do not have a minimum score of 55 by your third observation by both supervisors, you will not be allowed to stop your full-time teaching until you bring the score up to the minimum.

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Assessment #4 Rubric – Student Teaching Evaluation ACTFL/CAEP Alignment to S.C. Teacher Evaluation 4.0

RUBRIC FOR ACTFL STANDARD 3: Language Acquisition Theories and Knowledge of Students and Their Needs Elements	Target 4	Acceptable High 3	Acceptable Low 2	Unacceptable 1
1. Language Acquisition Theories (3a) SC 4.0: Teacher Content Knowledge, Activities and Materials	Candidates exhibit ease and flexibility in applying language acquisition theories to instructional practice. They use a wide variety of strategies to meet the linguistic needs of their K-12 students at various developmental levels. Candidates exhibit originality in the planning, creation, and implementation of instructional strategies that reflect language acquisition theories.	Candidates exhibit a deep understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. They draw on their knowledge of theories, as they apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language acquisition.	Candidates exhibit a superficial understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. They begin to draw on their knowledge of theories, as they apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language acquisition.	Candidates exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. They illustrate an ability to connect theory with practice. They show a growing awareness of the connection between student learning and the use of instructional strategies.
2. Target language input (3a) SC 4.0: Teacher Content Knowledge	Candidates structure classes to maximize use of the target language at all levels of instruction. A key component of their classes is their spontaneous interaction with students in the target language. They assist students in developing a repertoire of strategies for understanding oral and written input. They use the target language to teach a variety of subject matter and cultural content.	Candidates use the target language to the maximum extent in classes at all levels of instruction. They designate certain times for spontaneous interaction with students in the target language. They tailor language use to students' developing proficiency levels. They use a variety of strategies to help students understand oral and written input. They use the target language to design content-based language lessons.	Candidates use the target language in classes for many levels of instruction. They designate some times for spontaneous interaction with students in the target language. They sometimes tailor language use to students' developing proficiency levels. They attempt to use a variety of strategies to help students understand oral and written input. They sometimes use the target language to design content-based language lessons.	Candidates use the target language for specific parts of classroom lessons at all levels of instruction, but avoid spontaneous interaction with students in the target language. They use some strategies to help students understand oral and written input.

3. Negotiation of Meaning (3a) SC 4.0: Teacher Knowledge of Students (3rd bullet)	Negotiation of meaning is an integral part of classroom interaction. Candidates negotiate meaning regularly with students. They teach students to integrate negotiation of meaning strategies into their communication with others.	Candidates negotiate meaning with students when spontaneous interaction occurs. They teach students a variety of ways to negotiate meaning with others and provide opportunities for them to do so in classroom activities.	Candidates try to negotiate meaning with students when spontaneous interaction occurs. They teach students a few ways to negotiate meaning with others and provide opportunities for them to do so in classroom activities.	Since most classroom interaction is planned, candidates do not regularly negotiate meaning with students. They teach students some expressions in the target language for negotiating meaning, such as "Could you repeat that, please?"
4. Meaningful Classroom Interaction (3a) SC 4.0: Motivating Students, Academic Feedback, Teacher Knowledge of Students	Meaningful classroom interaction is at the heart of language instruction. Candidates engage students in communicative and interesting activities and tasks on a regular basis. All classroom interaction reflects engaging contexts that are personalized to the interests of students and reflect curricular goals.	Candidates design activities in which students will have opportunities to interact meaningfully with one another. Almost all of the activities and tasks are standards-based and have meaningful contexts that reflect curricular themes and students' interests.	Candidates design some activities in which students will have opportunities to interact meaningfully with one another. The majority of activities and tasks is standards-based and has meaningful contexts that reflect curricular themes and students' interests.	Candidates use communicative activities as the basis for engaging students in meaningful classroom interaction. These activities and meaningful contexts are those that occur in instructional materials.
5. Theories of learner development and instruction (3b) SC 4.0: Instructional Plans, Standards and Objectives, Teacher Knowledge of Students	Candidates plan for instruction according to the physical, cognitive, emotional, and social developmental needs of their K-12 students. They implement a broad variety of instructional models and techniques to accommodate these differences and tailor instruction to meet the developmental needs of their students.	Candidates describe the physical, cognitive, emotional, and social developmental characteristics of K-12 students. They implement a variety of instructional models and techniques to accommodate these differences.	Candidates describe the physical, cognitive, emotional, and social developmental characteristics of K-12 students. They implement some instructional models and techniques to accommodate these differences.	Candidates recognize that K-12 students have different physical, cognitive, emotional, and social developmental characteristics. Candidates recognize the need to tailor instruction to accommodate their students' developmental needs. They are aware of but seldom make use of the many different instructional models and techniques that exist.
6. Adapting instruction to address students' language levels, language backgrounds, learning styles (3b) SC 4.0: Activities & Materials, Problem	Candidates consistently use information about their students' language levels, language backgrounds, and learning styles to plan for and implement language instruction.	Candidates regularly seek out information regarding their students' language levels, language backgrounds, and learning styles. They implement a variety of instructional models and techniques to address these student differences.	Candidates begin to seek out information regarding their students' language levels, language backgrounds, and learning styles. They implement a few instructional models and techniques to address these student differences.	Candidates recognize that their students have a wide range of language levels, language backgrounds, and learning styles. They attempt to address these differences by using a limited variety of instructional strategies.

Solving, Teacher Knowledge of Students			
7. Adapting instruction to address students' multiple ways of learning (3b) SC 4.0: Thinking, Teacher Knowledge of Students	Candidates plan for and implement a variety of instructional models and strategies that accommodate different ways of learning.	Candidates identify multiple ways in which students learn when engaged in language classroom activities.	Candidates identify ways in which students learn when engaged in language classroom activities.	Candidates recognize that students approach language learning in a variety of ways. They identify how individual students learn.
8. Adapting instruction to meet students' special needs (3b) SC 4.0: Expectations, Teacher Knowledge of Students	Candidates anticipate their students' special needs by planning for differentiated alternative classroom activities as necessary.	Candidates implement a variety of instructional models and techniques that address specific special needs of their students.	Candidates implement some instructional models and techniques that address specific special needs of their students.	Candidates identify special needs of their students, including cognitive, physical, linguistic, social, and emotional needs. They recognize that they may need to adapt instruction to meet these special needs.
9. Critical thinking and problem solving (3b) SC 4.0: Questioning, Student Work	Candidates reward their students for engaging in critical thinking and problem solving.	Candidates implement a variety of activities that promote critical thinking and problem-solving skills.	Candidates implement activities that promote critical thinking and problem-solving skills.	Candidates implement activities that have a limited number of answers and allow little room for critical thinking and/or problem solving.
10. Grouping (3b) SC 4.0: Grouping Students, Respectful Culture	Candidates differentiate instruction by providing regular opportunities for students to work collaboratively in pairs and small groups. They teach their students strategies for assuming roles, monitoring their progress in the task, and evaluating their performance at the end of the task.	Candidates consistently differentiate instruction by conducting activities in which students work collaboratively in pairs and small groups. They define and model the task, give a time limit and expectations for follow-up, group students, assign students roles, monitor the task, and conduct a follow up activity.	Candidates differentiate instruction by conducting activities in which students work collaboratively in pairs and small groups. They sometimes define and model the task, give a time limit and expectations for follow-up, group students, assign students roles, monitor the task, and conduct a follow up activity.	Candidates teach primarily with large-group instruction. Pair and small group activities generally consist of students grouped together but working individually.
11. Use of questioning and tasks (3b) SC 4.0: Questioning	Candidates have an approach to planning and instruction that integrates the appropriate design and use of both questioning strategies and task-based activities, based	Candidates consistently recognize that questioning strategies and task-based activities serve different instructional objectives and incorporate them as	Candidates recognize that questioning strategies and task-based activities serve different instructional objectives. They use tasks as they appear in their	Candidates use short answer questioning as the primary strategy for eliciting language from students.

		appropriate in their teaching.	instructional materials.	
	on instructional objectives and the nature of language use that they want to elicit from students.			
12. Integration of Standards into planning (4a) SC 4.0: Standards & Objectives, Instructional Plans	Candidates use the Standards for Foreign Language Learning in the 21st Century (SFLL) or their recently refreshed version World-Readiness Standards for Learning Languages (W-RSLL) and state standards as a starting point to design curriculum and unit/lesson plans.	Candidates create many activities and/or adapt existing instructional materials and activities to address specific SFLL or W-RSLL and state standards.	Candidates create few activities and/or adapt existing instructional materials and activities to address specific SFLL or W-RSLL and state standards.	Candidates apply SFLL or W-RSLL and state standards to their planning to the extent that their instructional materials do so.
13. Integration of Standards into teaching (4b) SC 4.0: Standards & Objectives, Assessment	SFLL or W-RSLL and state standards are the focus of classroom practice.	Candidates adapt most activities as necessary to address SFLL or W-RSLL and state standards.	Candidates adapt some activities to address SFLL or W-RSLL and state standards.	Candidates conduct activities that address specific SFLL or W-RSLL and state standards to the extent that their instructional materials include a connection to standards.
14. Integration of three modes of communication (4b) SC 4.0: Presenting Instructional Content	Candidates use the interpersonal-interpretive-presentational framework as the basis for engaging learners actively in communication.	Candidates design numerous opportunities for students to communicate by using the three modes of communication in an integrated manner.	Candidates design a few opportunities for students to communicate by using the three modes of communication in an integrated manner.	Candidates understand the connection among the three modes of communication and focus on one mode at a time in communicative activities.
15. Integration of cultural products, practices, perspectives (4b) SC 4.0: Presenting Instructional Content, Teacher Content Knowledge	Candidates use the products-practices-perspectives framework as the basis for engaging learners in cultural exploration and comparisons.	Candidates design numerous opportunities for students to explore the target language culture(s) by making cultural comparisons by means of the 3Ps framework.	Candidates design a few opportunities for students to explore the target language culture(s) by making cultural comparisons by means of the 3Ps framework.	Candidates understand the anthropological view of cultures in terms of the 3Ps framework and refer to one or more of these areas in their classroom practice and comparisons of cultures.
16. Connections to other subject areas(4b) SC 4.0: Teacher	Candidates design a content-based curriculum and collaborate with colleagues from other subject areas. They	Candidates design many opportunities for students to learn about other subject areas in the target language. They obtain	Candidates design a few opportunities for students to learn about other subject areas in the target language.	Candidates make connections to other subject areas whenever these connections occur in their existing instructional materials.

Content Knowledge	assist their students in acquiring new information from other disciplines in the target language.	information about other subject areas from colleagues who teach those subjects.		
17. Connections to target language communities (4b) SC 4.0: Activities and Materials	Candidates engage learners in interacting with members of the target language communities through a variety of means that include technology, as a key component of their classroom practice.	Candidates provide numerous opportunities for students to connect to target language communities through the Internet, email, social networking and other technologies.	Candidates provide a few opportunities for students to connect to target language communities through the Internet, email, social networking and other technologies.	Candidates introduce target language communities to the extent that they are presented in their existing instructional materials.
18. Selection and integration of authentic materials and technology (4c) SC 4.0: Activities and Materials	Candidates use authentic materials and technology to drive standards-based classroom practice. They integrate multiple resources, including a variety of authentic materials and media, to engage students actively in their learning and enable them to acquire new information.	Candidates identify and integrate authentic materials and technology into support standards-based classroom practice. They normally help students to acquire strategies for understanding and interpreting authentic texts available through various media.	Candidates identify and integrate authentic materials and technology into support standards-based classroom practice. They sometimes help students to acquire strategies for understanding and interpreting authentic texts available through various media.	Candidates primarily use materials and technology created for classroom use or available as an ancillary to the textbook program, whether or not they are authentic or appropriate for standards-based practice.
19. Adaptation and Creation of materials (4c) SC 4.0: Activities and Materials, Assessment	An integral part of candidates' planning is to adapt materials to make standards-based learning more effective.	Candidates regularly adapt materials as necessary to reflect standards-based goals and instruction when materials fall short.	Candidates occasionally adapt materials as necessary to reflect standards-based goals and instruction when materials fall short.	Candidates use instructional materials that have been developed commercially.
Total: 19 elements				
Passing score: 55				

Assessment #5: Candidate Work Sample

[Note to Reviewers: This is the same assessment used by University of Massachusetts at Amherst. This assessment has been provided by ACTFL as a model assessment. The only changes made were that it was updated from 2002 standards to 2013 standards.]

Article XXXVI.

Article XXXVII.   Description. The Candidate Work Sample is a requirement for Clemson Modern Language Interns (Student Teachers). It is written during the student teaching internship. There is an <u>ACTFL Reflection</u> and <u>ACTFL Rubric</u> that is used to evaluate the ACTFL-specific requirements to collect data for the ACTFL SPA report. Candidates are evaluated on this rubric and must meet the requirements.

Article XXXVIII.

Article XXXIX.   Alignment with the ACTFL/CAEP Standards. The Candidate Work Sample requires student teachers to create, teach, assess, and evaluate one complete unit during their student teaching. Since our candidates are already assessed on their abilities to plan and implement standards 3a, 3b, 4a, 4b, and 4c in their unit plan during the methods course, (Assessment # 3), and in the observations of their teaching (Assessment # 4), this Assessment focuses on standard 5. The ACTFL reflection requires them to describe how they incorporate the following standards into their unit:
Article XL.

Standard 5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students. Candidates must include the assessments they used in their unit and describe how they meet ACTFL standards.

Standard 5b. Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction. Candidates must include a description of how they evaluated their students' results and use those results to adjust their teaching.

Standard 5c. Interpret and report the results of student performances to all stakeholders. Candidates must describe how they reported progress to students and stakeholders so as to encourage student confidence, self-assessment, and growth.

Article XLI.   Assessment Tool Provided to Candidates. [Many parts of the directions have been removed to save space; the sections that pertain to assessment are in bold; some of the specific directions are copied below; the ACTFL Reflection is at the very end].
Article XLII.
Article XLIII. Candidate Work Sample - Directions for candidates. The purpose of the Candidate Work Sample is to assess each intern's ability to use research and evidence to measure their P-12 students' progress and their own professional practice. In the context of the Candidate Work Sample, progress is defined as measurable growth in students' knowledge and skills in a particular area or areas over a specified period of time. The Candidate Work Sample was adapted from the South Carolina Department of Education's Expanded ADEPT, SAFE-T Project, and from The Renaissance Partnership for Improving Teacher Quality Project.
Article XLIV.

Section I: Introduction and Rationale
Section II: Contextual Factors - Community, School, and Student Diversity
Section III: Unit Plan - Part A: Objectives and Standards; Part B: Assessment Plan; Part C: Accommodations; Part D: Analysis of Pre-assessment Data; Part E: Instructional Plan
Section IV: Analysis of Student Learning - Part A: Formative Assessment Data.; Part B: Analysis of Data; Part C: Evaluating/Grading and Reporting; Part D: Collaboration
Section V: Reflection and Self-Assessment

Section III, Part C: After administering the pre-assessment(s), analyze student performance relative to the unit objectives. Attach one or more clearly labeled tables, graphs, or charts that depict the results of the pre-assessment(s) in a format that allows you to find patterns of student performance relative to each objective. Summarize the results of the pre-assessment(s) and describe the implications of these results on instruction.

Section IV: Analysis of Student Learning: Once you have completed the unit, analyze all of your assessments, including the pre and posttests, and determine your students' progress relative to the unit objectives. Attach clearly labeled tables, graphs, or charts that depict student performance for the entire class, for one selected subgroup, and for at least two individual students. For each visual representation, provide a descriptive narrative that summarizes your analysis of student progress and achievement. Finally, explain the ways in which you have assigned student grades (or other indicators of student performance), and include a description of the ways in which these results have been recorded as well as how and to whom they have been reported.

Section V: Reflection and Self-Assessment. Reflect on and describe the relationship between your students' progress and achievement and your professional practice and development as a teacher. In other words, in what ways did your instruction advance student learning? How effective were your assessments in capturing student progress and performance? How well did you use technology to engage students and improve learning? If you were to teach this unit again to the same group of students, what, if anything, would you do differently and why? To what extent has this experience furthered your understanding of teaching and learning, and of yourself as a professional?

ACTFL Reflection. This reflection is in THREE parts. Part I: Write a reflection in which you analyze your assessments for this unit. Identify the performance-based assessments and describe how they meet ACTFL/CAEP standard 5a. Then, describe the cultural assessments you conducted with your students. Identify how you taught cultural products, practices, and perspectives (standard 4b) and then how you assessed your students' abilities to identify products, practices, and perspectives from authentic documents. Part II: Describe how you reflected on and adjusted your instruction based on the assessment results from this unit and/or from previous assessments this semester. Part III: Describe how you communicated student progress to both the students and the stakeholders. Use the Assessment #5 Rubric – Candidate Work Sample rubric to make sure you address all elements and performance descriptions for standard 5 and 4b as they appear in this rubric at the "acceptable" level or above (score of "2" or "3" for each element).

Your Candidate Work Sample will be assessed on the ACTFL/CAEP rubric. The minimum passing score for the ACTFL rubric is 32. That means you need to average a "2," or "acceptable" performance throughout the entire rubric, with room for two elements at the "1," or "unacceptable" level. Clemson Faculty members will evaluate your Candidate Work Sample. If you do not meet the minimum passing score, you will have to add in additional lesson plans and write new reflections proving you meet ACTFL/CAEP standards.

Assessment #5 Rubric – Candidate Work Sample

ACTFL Standard	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard (Unacceptable) 1	Score
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	1. Plan for assessment	Candidates share their designed assessments and rubrics with students prior to beginning instruction.	Candidates design and use authentic performance assessments to demonstrate what students should know and be able to do following instruction	Candidates use assessments provided in their textbooks or other instructional materials without regard for student performance after instruction.	
5a	2. Formative and Summative Assessment Models	Candidates design a system of formative and summative assessments that measures overall development of proficiency in an ongoing manner and at culminating points in the total program, using technology where appropriate to develop and deliver assessments.	Candidates design and use formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter.	Candidates recognize the purposes of formative and summative assessments as set forth in prepared testing materials.	
5a	3. Interpretive Communication	Candidates design and use assessment procedures that encourage students to interpret oral and printed texts of their choice. Many of these involve students' developing of self-assessment skills to encourage independent interpretation. Candidates incorporate technology-based delivery and analysis systems where available and appropriate.	Candidates design and use authentic performance assessments that measure students' abilities to comprehend and interpret authentic oral and written texts from the target cultures. These assessments encompass a variety of response types from forced choice to open-ended.	Candidates use interpretive assessments found in instructional materials prepared by others. The reading/listening materials with which they work tend to be those prepared for pedagogical purposes.	

5a	4. Interpersonal Communication	Candidates have had training or experience conducting and rating interpersonal assessments that have been developed according to procedures that assure reliability such as the MOPI (Modified Oral Proficiency Interview) or state-designed instruments.	Candidates design and use performance assessments that measure students' abilities to negotiate meaning as listeners/speakers and as readers/writers in an interactive mode. Assessments focus on tasks at students' levels of comfort but pose some	Candidates use interpersonal assessment measures found in instructional materials prepared by others.	
5a	5. Presentational Communication	Candidates create and use presentational tasks that develop students' abilities to self-assess which includes self-correction and revision in terms of audience, style, and cultural context. They encourage students to write or to speak on topics of interest to the students.	Candidates design and use assessments that capture how well students speak and write in planned contexts. The assessments focus on the final products created after a drafting process and look at how meaning is conveyed in culturally appropriate ways. They create and use effective holistic and/or analytical scoring	Candidates use presentational assessment measures found in instructional materials prepared by others.	
5a	6. Cultural Perspectives	Candidates design assessments of problem-solving tasks in content areas of interest to students and possibly on topics not familiar to the teacher.	Candidates devise assessments that allow students to apply the cultural framework to authentic documents. Student tasks include identifying the products, practices, and perspectives embedded in those documents.	Candidates assess isolated cultural facts.	
5a	7. Integrated Communication assessments	Candidates design standards-based performance assessments for their students based upon models available in literature or from professional organizations.	Candidates use existing standards-based performance assessments (e.g., integrated performance assessments) that allow students to work through a series of communicative tasks on a particular theme (e.g., wellness, travel). They evaluate performance in a	Candidates recognize that assessments can lead students from one mode of communication to another (e.g., a reading task to written letter to a discussion) but they tend to score the subsets of skills.	
5b. Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data	8. Assessments reflect a variety of models designed to meet needs of diverse learners	Candidates design assessments that allow all students to maximize their performance. Assessments drive planning and instruction by focusing on what students can do. Results are used to improve teaching and track student learning.	Candidates assess what students know and are able to do by using and designing assessments that capture successful communication and cultural understandings. They commit the effort necessary to measure end performances.	Candidates cite the role of performance assessment in the classroom and attempt to measure performances. They rely on discrete-point or right-answer assessments	

5b	9. Reflect	Candidates teach students to reflect upon their performances in a global and an analytical fashion.	Candidates observe and analyze the result of student performances to discern global success and underlying inaccuracies.	Candidates interpret assessments as correct/incorrect student response.	
5b	10. Adjust Instruction	Candidates use assessment results for whole group improvement and to help individual students identify the gaps in their knowledge and skills.	Candidates use insights gained from assessing student performances to conduct whole group review and then to adapt, change, and reinforce instruction.	Candidates use assessment results to conduct whole group remediation or review.	
5b	11. Incorporate results and reflect on instruction	Candidates design assessments and use results to improve teaching and student learning. They use technology where appropriate to collect data and report results and to enhance or extend instruction.	Candidates incorporate what they have learned from assessments and show how they have adjusted instruction. The commitment to do this is established in their planning.	Candidates use assessments that can be scored quickly and mechanically, whether in person or with the use of technology. Assessment is viewed as an end in and if itself.	
5c. Interpret and report the results of student performances to all stakeholders	12. Interpret and report progress to students	Candidates identify ways of involving students in understanding testing procures and scoring mechanisms so that students gain confidence in self-assessment and in planning for personal growth.	Candidates interpret and report accurately the progress students are making in terms of language proficiency and cultural knowledge. They use performances to illustrate both what students can do and how	Candidates report student progress in terms of grades, scores, and information on discrete aspects of language or cultural facts.	
5c	13. Communicate with Stakeholders	Candidates communicate to audiences in the schools and community how assessment reflects language proficiency and cultural experiences. Candidates report assessment results in a way that is tailored to particular groups of stakeholders	Candidates report student progress to students and parents. They use appropriate terminology and share examples that illustrate student learning. Candidates report assessment results accurately and clearly.	Candidates identify the stakeholders and their roles and interests in assessment of student progress. Candidates find short-cut ways to report assessment results.	
4b. Integrate Goal Areas of Standards	14. Integration of cultural products, practices, perspectives	Candidates use the products-practices-perspectives framework as the basis for engaging learners in cultural exploration and comparisons.	Candidates design opportunities for students to explore the target language culture(s) and make cultural comparisons by means of the 3Ps framework.	Candidates understand the anthropological view of cultures in terms of the 3Ps framework and refer to one or more of these areas in their classroom practice and comparisons of	

4b	15. Connections to other subject areas	Candidates design a content-based curriculum and collaborate with colleagues from other subject areas. They assist their students in acquiring new information from other disciplines in the target language.	Candidates design opportunities for students to learn about other subject areas in the target language. They obtain information about other subject areas from colleagues who teach those subjects.	Candidates make connections to other subject areas whenever these connections occur in their existing instructional materials.	
Pre-post test result analysis	16. Reflection on pre/post results	Evidence shows critical examination of how use of discipline specific practices and technology impacted student performance and engagement in learning. Reflection indicates realistic considerations for future teaching, including specific mention of how candidate might change the unit based on research and evidence collected.	Describes how use of discipline specific practices impacted student performance.	No evidence of examination of how use of discipline specific practices impacted student performance.	
Pre-post results	17. Candidate had a positive effect on student learning	61% or more of students had a higher score on the post-test.	40- 60% of students had a higher score on the post-test.	0 - 39% of students had a higher score on the post-test.	
Minimum passing score = 32.	Total score:				

Assessment #6: Proficiency Interview

Description. All candidates are required to take the ACTFL Oral Proficiency Interview (OPI) or the Oral Proficiency Interview on the Computer (OPI-C). During their final semester before the internship, French Language Education candidates contact the Language Lab to schedule a time to take the exam. The OPI/OPI-C is proctored by the Language Lab director. The scores are available on Clemson University's Client Website set up at Language Testing International (LTI). Candidates who do not receive the rating of Advanced Low are required to take the OPI/OPI-C again at the end of their internship, no less than three months later. The requirement of Advanced Low is indicated in the Program of Study.

Each candidate also takes an unofficial (advisory) OPI as soon as they apply to the program and meet with the advisor. These advisory OPI tests are given by faculty who have been trained in testing. The results are then discussed with each candidate to help him or her become aware of areas of strength and weaknesses.

Alignment with ACTFL/CAEP Standard 1a.

Standard 1a. From Buck, K., Byrnes, H., & Thompson, I. (Eds.). (1999). *ACTFL Oral Proficiency Interview tester training manual.* ACTFL.

The ACTFL Oral Proficiency Interview, or OPI, as it is often called, is a standardized procedure for the global assessment of functional speaking ability; i.e., it measures language production holistically by determining patterns of strengths and weaknesses. It also establishes a speaker's level of consistent functional ability as well as clear upper limitations of that ability. The OPI is a testing method that measures how well a person speaks a language by comparing that individual's performance of specific language tasks, not with some other person's performance, but with criteria for each of the nine proficiency levels described in the *ACTFL Proficiency Guidelines—Speaking* (Revised 1999). The OPI assesses language proficiency in terms of the ability to use the language effectively and appropriately in real-life situations (p. 1) Even though performance on the ACTFL OPI is holistically rated, there are four major categories of assessment criteria on which ratings are focused:

1. **Global Tasks or Functions** performed with the language, such as asking and answering simple questions, narrating, describing;
2. **Contexts/Content Areas**, or the set of circumstances, linguistic or situational, in which these tasks are performed and topics that relate to these contexts. For example, a context might be in a restaurant in Mexico and the content might be ordering a meal.
3. The **accuracy** with which tasks are performed: the grammar, vocabulary, pronunciation, fluency, sociolinguistic appropriateness, and the use of appropriate strategies for discourse management; and
4. Oral **text type** that results from the performance of the tasks, i.e., discrete words and phrases, sentences, paragraphs or extended discourse (p. 2).

Assessment #7: Professionalism, Resources, and Advocacy Project

[Note to Reviewers: This is the same assessment used by the College of Charleston. This assessment has been provided by ACTFL as a model assessment.]

Description. This assessment is completed during the internship. Candidates are required to follow the postings in online communities, to find information on Foreign Language Teaching Organizations, Journals, and Conferences, to read and analyze at least one article from a Foreign Language Pedagogy Journal, and to create a motivational media presentation in which they advocate for learning foreign languages using data. They also keep a journal and write a reflection on the professional development activities in which they participate during their internship. They write a reflection on what they learned, how they can use this information in their professional careers, and how they feel they meet the standards according to the rubric. The project is assessed on the following rubric by the foreign language education faculty.

Alignment with the ACTFL/CAEP Standards.

Standard 6a. Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice. Candidates participate in professional development opportunities during their internship.
Standard 6b. Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders. Candidates create an advocacy presentation using data to promote the learning of languages.
Standard 6c. Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues, and other stakeholders. Candidates research professional publications and provide evidence of professional conduct during their internship.

Professional Development, Resources and Advocacy Project - Directions for candidates.

Type all this information and your reflections in one word document. Label each part.

11. Go to: 1) Twitter #langchat; 2) ACTFL Special Interest Group Message Boards; 3) FL Teach; or 4) a Facebook group focused on language education. Read digests of at least 20 posts. Write a three-page summary describing what was discussed, the topic(s) of any arguments, and what you learned from it; i.e. how reading these entries helped your professional development. Describe how you will use this resource as you teach in the future.
12. Find 2 professional organizations for foreign language teachers. Give their names and web sites.
13. Write the information on the annual conference for this year for both of those organizations.
14. Find two Professional Journals for Foreign Language Teachers. Write down their names and the titles of two articles in each one pertaining to something in foreign language teaching that interests you, with complete bibliographical information.
15. Write a three-page summary of one of those articles. Summarize the content and findings. Explain the relevance of the findings for a classroom teacher -- how does the research help you teach better? How does the research show that some common classroom practices may not be based on best practices and research? What was your reaction to this research?
16. Write out a 5-year plan for your professional growth after you obtain your teaching certification. What resources will you use? What continuing education plan could you implement? How will you work with other professionals to help you with your professional growth in the next five years? How will you take advantage of the professional communities for language educators that you have researched for this project?
17. Develop a visual motivational presentation in a Power Point or iMovie in which you promote the learning of a specific foreign language or languages in general. Give facts, reasons, data, etc. Provide a bibliography of your sources in your visual medium. Indicate who your audience is and what the circumstances would be in which you would present this. If possible, use this presentation in your own internship placement.
18. Write a list and description of each professional development workshop or meeting you attended. Write a two-page summary for each workshop or meeting in which you describe what the session was about, what you learned in it, and how that workshop or session helped improve your teaching.

19. Write a reflection for this assignment in which you discuss how you meet the standards listed in the rubric, what you have learned about being a foreign language teacher, and what you plan to continue to do beyond this internship.
20. Your evidence for this assessment will be evaluated by the foreign language education faculty. You are required to have at least a score of 2 on 6 of these 7 elements. The minimum acceptable passing score is a 12. If you do not pass, you will be required to add additional information, re-do the part(s) you did not pass, and turn it in again.

Assessment #7 Rubric – Professional Development, Resources and Advocacy Project

ACTFL Standard	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard (Unacceptable) 1	Score
6a. Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.	1. Awareness of professional communities	Candidates identify and participate in multiple professional learning communities.	Candidates identify and participate in at least one pertinent professional learning community.	Candidates are aware of professional organizations.	
6a	2. Lifelong commitment to professional growth	Candidates identify long-term professional development goals and outline a process for pursuing them with potential providers (e.g., state professional organizations) to meet these needs.	Candidates identify immediate professional development needs and pursue opportunities to meet them.	Candidates articulate the rationale for ongoing professional development	
6a	3. Seeking professional growth opportunities	Candidates develop a plan for their induction to the profession and identify multiple pathways for pursuing professional growth and development.	Candidates seek counsel regarding opportunities for professional growth and establish a plan to pursue them	Candidates consider suggestions that mentors make regarding candidate's own professional growth.	
6b. Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders.	4. Develop an advocacy rationale for language learning	Candidates develop and articulate a rationale for language learning that includes the cognitive, academic, affective and economic benefits to students in today's global society.	Candidates develop a rationale for advocating the importance of language learning.	Candidates realize the importance of developing a rationale for supporting language learning	

6b.	5. Access, analyze and use data to support language learning	Candidates access multiple sources of data and synthesize findings to prepare a coherent rationale for language learning for multiple audiences.	Candidates select appropriate data sources to develop products in support of language learning for designated audiences.	Candidates identify the main sources (both print and online) for accessing language-specific data.	
6c. Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders	6. Become a member of the profession	Candidates accept invitations to professional learning communities (e.g., members of the language department, online learning communities, language-specific associations and special interest groups [SIGs]) and volunteer to assume different supporting roles in these organizations.	Candidates shadow officers and members in professional learning communities and avail themselves of programs sponsored by these organizations.	Candidates are aware of professional learning communities and the benefits that they offer along their career pathway.	
6c	7. Successful interaction in professional settings	Candidates assume leadership roles and demonstrate exemplary conduct in performing these in a variety of professional settings.	Candidates demonstrate appropriate conduct when interacting in various and more challenging professional contexts.	Candidates demonstrate satisfactory conduct when interacting in predictable professional contexts.	
Minimum Score: 12					

E. Planned Use of Assessment Result to Improve Candidate and Program Performance

Data is collected by program faculty and reviewed and discussed in program area meetings. Data is also reviewed and maintained by the Executive Director of Strategic Planning, Assessment and Accreditation and the Coordinator for Assessment and Analytics. We review disaggregate and aggregate data, interpretations of data, and meeting minutes to determine ways to improve candidate and program performance. In addition, we engage our students, cooperating teachers, university supervisors, and school and district partners, through external advisory board meetings in a discussion of our assessment data. Our program faculty will engage with any appropriate

groups both within and outside of the university to make the program improvements indicated by the data review.

SPANISH SECTION III AND IV

South Carolina Department of Education New or Modified Program Proposal Guidelines for Educator Preparation Programs for Public Institutions of Higher Education

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

The BA in Secondary Education (Modern Languages-Spanish, French, and ASL) is aligned with teacher preparation standards from ACTFL (American Council on the Teaching of Foreign Languages). ***While the state certification for modern languages is PK-12, because of district needs, Clemson's modern languages program is anchored within secondary education. Clemson's secondary education programs prepares candidates to instruct students in grades 9-12 but with one additional course (middle level curriculum), candidates can add on middle level licensure and be certified to instruct students in grades 5-12. Candidates will complete field experience across the PK-12 grade band, however most of their field placements, particularly their final teaching internship, will be in a high school setting.***

The SCDE relies on the outcomes of national unit accreditation and national program recognition as well as outcomes related to standards adopted by the State Board of Education (SBE) specific to the state and Council for the Accreditation of Educator Preparation CAEP. Standards unique to the state are based on state law, state regulations, and State Board–approved policies and guidelines. Standards Related to state laws and regulations include: Expanded Assisting, Developing, and Evaluating Professional Teaching (ADEPT) performance standards, South Carolina Teaching Standards 4.0, Education and Economic Development Act (EEDA) standards, Standards of Conduct, standards associated with the Safe Schools Climate Act, and South Carolina PK–12 Academic Curriculum Standards. Standards Related to Board of Education Policies include: ISTE Standards for Technology in Education, meeting admission requirements, field and clinical experience requirements, and meeting eligibility for initial certification requirements. The material included in Sections III reflects the assessment of the SCDE standards.

Article XLV. Section III: South Carolina State Department of Education Requirements

Article XLVI. ADEPT
Clemson's College of Education's assessment system for initial educator preparation programs effectively incorporates all components of the Expanded ADEPT competencies as evidenced by the following table.

BA Secondary Education (Modern Languages)

ADEPT Performance Dimension	Course Where Addressed	Assignment(s)/Task(s) Addressing the APS
Introduction to ADEPT Evaluation	ED 1050 Orientation to Education	ADEPT APS 1-10 Orientation
APS 1 Long-Range Planning	EDSC 4250 Teaching Modern Languages	Student Learning Objective (SLO) Evaluation
	EDSC 4450 Teaching Internship in Modern Languages	Student Learning Objective (SLO) Evaluation
APS 2 Short-Range Planning	EDSC 4250 Teaching Modern Languages	Formative Lesson Observations, Final Summary Evaluation
	EDSC 4450 Teaching Internship in Modern Languages	Unit Plan assignment, Unit Evaluation, Mid-Term and Final Summary Evaluations
	EDSC 4550 Modern Languages Capstone Seminar	Unit Plan assignment, Unit Evaluation
APS 3 Planning Assessments and Using Data	EDSC 4250 Teaching Modern Languages	Formative Lesson Observations, Final Summary Evaluation
	EDSC 4450 Teaching Internship in Modern Languages	Unit Plan assignment, Unit Evaluation, Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 4 Establishing and Maintaining High Expectations for Learning	EDSC 4250 Teaching Modern Languages	Formative Lesson Observations, Final Summary Evaluation
	EDSC 4450 Teaching Internship in Modern Languages	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations

APS 5 Using Instructional Strategies to Facilitate Learning	EDSC 4250 Teaching Modern Languages	Formative Lesson Observations, Final Summary Evaluation
	EDSC 4450 Teaching Internship in Modern Languages	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 6 Providing Content for Learners	EDSC 4250 Teaching Modern Languages	Formative Lesson Observations, Final Summary Evaluation
	EDSC 4450 Teaching Internship in Modern Languages	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 7 Monitoring and Enhancing Learning	EDSC 4450 Teaching Internship in Modern Languages	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 8 Maintaining and Environment that Promotes Learning	EDSC 4250 Teaching Modern Languages	Formative Lesson Observations, Final Summary Evaluation
	EDSC 4250 Teaching Modern Languages	Classroom Plan
	EDSC 4450 Teaching Internship in Modern Languages	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 9 Managing the Classroom	EDSC 4250 Teaching Modern Languages	Formative Lesson Observations, Final Summary Evaluation
	EDSC 4250 Teaching Modern Languages	Classroom Plan
	EDSC 4450 Teaching Internship in Modern Languages	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations

APS 10 Fulfilling Professional Responsibilities	EDSC 4250 Teaching Modern Languages	Final Summary Evaluation
	EDSC 4450 Teaching Internship in Modern Languages	Mid-Term and Final Summary Evaluation

The Unit is effectively implementing the Expanded ADEPT system in field and clinical experiences. Expanded ADEPT Standards are integrated in the practica for all initial programs through the use of the following assessments:
- Formative Lesson Observation Form (practicum, internship)
- Student Learning Objective Evaluation (internship)
- Unit Plan and Unit Plan Evaluation (internship)
- Summative Lesson Observation Form (internship)
- Mid-Term Summary Evaluation (internship)
- Final Summary Evaluation (practicum, internship)

ADEPT Performance Standards (APSs)
- Candidates submit a Student Learning Objective (SLO) Evaluation to Chalk & Wire. The Student Learning Objective (SLO) is aligned to ADEPT Performance Standard 1.
- Formative and Summative Lesson Observations are submitted to Chalk & Wire by the university supervisor and cooperating teacher. Formative and Summative Lesson Observations are aligned to ADEPT Performance Standards 1-10 and the South Carolina Teaching Standards. All data will be downloaded to Excel spreadsheets to aggregate and summarize.
- Candidates submit all lesson and unit plans to Chalk & Wire. All lesson and unit plans are aligned with the South Carolina College-and-Career-Ready Standards.
- Mid-Term and Final Summary Evaluations are submitted to Chalk & Wire by the university supervisor. Mid-Term and Final Summary Evaluations are aligned to ADEPT Performance Standards 1-10 and the South Carolina Teaching Standards.

Clinical Practice: Formal Assessments and Assistance
- University Supervisors: meet with interns a minimum of seven times in accordance with state guidelines. The university supervisor is required to meet with the intern and cooperating teacher within the first two weeks of the internship.
- Formal Observations: University supervisors conduct a minimum of three formative observations and a minimum of one summative observation (minimum of four observations). Cooperating teachers conduct a minimum of two formative observations and a minimum of one summative observation (minimum of three observations).
- Seminars: Candidates' internship is held in conjunction with a faculty led seminar. ADEPT Performance Standards 1-10 and Expanded ADEPT are discussed in context.
- Self-reflection: Candidates reflect on their internship learning and self-assess their understanding of each of the ADEPT Performance Standards 1-10 and the South Carolina Teaching Standards. In addition to their reflection and self-assessment, candidates provide artifacts that represent their understanding and learning.

Clinical Experiences include a minimum of the following:

Candidate Orientation
- Review College of Education Internship Handbook, required assignments and forms, review the South Carolina Teaching Standards Rubric, professionalism expectations, Code of Conduct, Model Code of Ethics, Safe Schools Climate Act and Bullying

Cooperating Teacher Orientation
- Review South Carolina Teaching Standards Rubric, required assignments and forms, and required technology (Chalk & Wire)

University Supervisor Orientation
- Review South Carolina Teaching Standards Rubric (new supervisors undergo extensive training and pass the required certification examination), required assignments and forms, and required technology (Chalk & Wire)

Article XLVII.   PADEPP (Applicable to Educational Leadership Programs Only) – NA

Article XLVIII.   Education Economic Development Act (EEDA)

Candidates in the teacher education preparation programs have the knowledge, skills, and dispositions to achieve EEDA performance standards for teacher education programs.

EEDA Performance Standard	Activity/Course Where Addressed	Assessment
Standard 1: Career Guidance	Internship Orientation	Professionalism and career rubric
	EDSC 4550 Modern Languages Capstone Seminar	Professionalism and career rubric
Standard 2: Career Clusters and Individual Graduation Plan	EDSC 4550 Modern Languages Capstone Seminar	Pre-Post Assessment
Standard 3: Career Guidance Model	EDSC 4550 Modern Languages Capstone Seminar	Pre-Post Assessment
Standard 4: Character Education	EDSC 4250 Teaching Modern Languages	Classroom Plan
Standard 5: Contextual Teaching	EDSC 4450 Teaching Internship in Modern Languages	Summative Lesson Observation, Mid-Term and Final Summary Evaluation
Standard 6: Cooperative Learning	EDSC 4450 Teaching Internship in Modern Languages	Summative Lesson Observation, Mid-Term and Final Summary Evaluation
Standard 7: Accommodating Diverse Learning Styles	EDSC 4250 Teaching Modern Languages	Lesson Plan template and rubric
	EDSC 4550 Modern Languages Capstone Seminar	Lesson Plan template and rubric
	EDSC 4450 Teaching Internship in Modern Languages	Summative Lesson Observation, Mid-Term and Final Summary Evaluation

Article XLIX. South Carolina Standards of Conduct
Candidates are informed in writing of the state Standards of Conduct (59-25-160; 59-25-530; 63-17-1060) required for initial certification. All initial licensure candidates attend a mandatory Orientation session in preparation for the internship; during the meeting the South Carolina Code of Conduct is addressed. Additionally, candidates are provided with a Code of Conduct Handout and the handout is reviewed.

Article L. South Carolina Safe School Climate Act
Candidates in all initial licensure programs have the knowledge, skills, and dispositions to identify and prevent bullying, harassment, and intimidation in schools. All initial licensure candidates attend a mandatory Orientation session in preparation for the internship. During the

Orientation, students are introduced to and have opportunities to discuss in-depth bullying, harassment, and intimidation and the effects of those acts. Students are also introduced to the Safe Schools Climate Act. All initial licensure candidates demonstrate their knowledge and skills related to this act through completion of the assessment listed in the table below.

South Carolina Safe School Climate Act

Activity/Course Where Addressed	Assessment
Internship Orientation	Bullying Awareness Quiz

Article LI.   P-12 Academic Standards

Candidates in all certification programs know, understand, and can apply the South Carolina College-and-Career-Ready P-12 Academic Standards in the area in which they seek certification. Candidates in all programs align their lesson plans and lesson with the *South Carolina College-and-Career-Ready Academic Standards* for their certification area.

The Lesson Plan Template demonstrates this alignment. In addition, all interns are required to include the *South Carolina College-and-Career-Ready P-12 Academic Standards* in their Student Learning Objective Evaluation, Unit Plan, and Lessons.

Article LII.   Admission Requirements (Assurance of Compliance)

Candidates admitted to initial educator preparation programs demonstrate basic academic proficiencies by meeting the standards set by the State Board of Education on Praxis *Core Academic Skills for Educators tests or on the SAT or ACT.* All students seeking to complete the Modern Languages program must meet all admission requirements and be formally admitted before they are allowed to enroll in restricted professional courses.

Students must fulfill Clemson University admission requirements to enroll in general education or program specific courses. Transfer students are required to have a 2.75 cumulative GPA in all previous college-level work. They must also be in good standing and eligible to return to the institution last attended.

Students are admitted to the professional level during their second year of enrollment in the university if they meet the following requirements:
- at least 60 credit hours of coursework;
- passing scores on all areas of the Praxis CORE; (Praxis CORE may be exempted if the student meets minimum ACT or SAT requirements as determined by the South Carolina State Department of Education);
- minimum cumulative GPA of 2.75.

Additional requirements after entering the professional level:
- attendance at the Internship/Teacher Residency Orientation;
- Criminal Background Check and Full Disclosure Statement from the State Law Enforcement Division (SLED);

- meet with academic advisors at least twice per academic year to assure that they are in meeting the above requirements.

Article LIII.   Field and Clinical Experience Requirements
Candidates at the initial undergraduate level have completed a minimum of 100 hours of field experiences prior to clinical practice.
   Modern Languages
While the state certification for modern languages is PK-12, because of district needs, Clemson's modern languages program is anchored within secondary education. Clemson's secondary education programs prepares candidates to instruct students in grades 9-12 but with one additional course (middle level curriculum), candidates can add on middle level licensure and be certified to instruct students in grades 5-12. Candidates will complete field experience across the PK-12 grade band, however most of their field placements, particularly their final teaching internship, will be in a high school setting.

Field experiences and clinical practice are critical components of the College of Education Modern Languages teaching degree program. Candidates are prepared for teaching positions primarily in high school modern languages classrooms by engaging in diverse clinical experiences and diverse populations. Through field experiences and clinical practice, teacher candidates are provided opportunities to apply their knowledge, skills, and dispositions in a variety of settings. Candidates participate in numerous and diverse clinical experiences focusing on a variety of settings beginning their first academic year. South Carolina's minimum requirement for field hours prior to student teaching is 100 hours. All candidates are also required to complete a culminating, semester-long teaching internship in a public school setting, which exceeds the state's certification requirements of 60 days. Altogether, Secondary Modern Languages candidates spend at least 650 hours engaged in clinical experiences throughout their course of study. The Office of Field and Clinical Partnerships and Outreach in the College of Education coordinates field and student teaching internships for candidates.

During their early clinical experiences (prior to student teaching), candidates have opportunities to work one-on-one with elementary students (ED 1050), engage in purposeful, challenging, diverse, and supervised field-based observations, tutoring, and co-teaching across elementary, middle and high school settings (EDF 3350, EDSC 3250, EDSC 4250), service learning (EDF 3350), and lesson planning, assessment development, data analysis, differentiated teaching practices, and reflective practices in middle and high school settings (EDSC 4250). In all that they do throughout their coursework and associated clinical experiences, candidates focus on and develop their content knowledge, pedagogical content knowledge, and their pedagogical knowledge.

Our candidates apply and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of field experiences prior to their student teaching internship. Field experiences represent a variety of early and ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct, or conduct applied research. These field experiences align to and extend beyond South Carolina's Expanded ADEPT (Assisting, Developing, and Evaluating Professional Teaching) performance standards into practice in school settings.

All field experiences are monitored to ensure that candidates have the opportunity to work with exceptional students and students from different ethnic, racial, gender, and socioeconomic groups. Candidates are surveyed at the completion of each field experience to determine the

diversity of students with whom the candidates observed/worked to ensure a diverse spectrum of future experiences. Our candidates have the opportunity to work with Appalachian, African America, Hispanic, and a variety of socio-economic backgrounds in rural and urban settings.

All student teacher candidates work under the mentorship of a cooperating teacher and are assigned a university supervisor mentor/evaluator. Teachers selected to serve as Cooperating Teachers must have an interest in supervising candidates as part of their responsibility to the profession; possess full certification for the area in which they are teaching; have taught successfully for a minimum of three years; have the capacity to mentor with skills in observation, providing feedback, holding professional conversations, and working collaboratively; be aware of new teaching methods, flexible, and receptive to new ideas; demonstrate the ability to have a positive impact on student learning; have a positive attitude toward their profession, the candidate, and others; work with candidates and supervisors using the Expanded ADEPT Performance Standards; and be recommended by a school or district administrator. University Supervisors must have a minimum of a master's degree, three years of experience teaching in a secondary school setting or institution of higher education, a solid foundation in professional education, and a strong academic background in the certification area of the assigned candidates. Additionally, all University Supervisors must take and pass South Carolina's SC Teaching Standards 4.0 Rubric certification exam.

As the Secondary Modern Languages Initial Licensure Program, BA table indicates, candidates complete a minimum of 110 hours prior to entering their EDSC 4550 Teaching Internship.

Secondary Modern Languages Initial Licensure Program, BA

Course	Description of the Field Experience and clinical practice (practica and internships)	# of hours
ED 1050	Orientation to Education: Candidates (typically freshman year) tutor in public schools to begin their training as educators and acquaint themselves with school age student behaviors in an elementary setting	10
EDF 3350	Adolescent Growth and Development: Candidates (typically sophomore year) observe adolescents' development and behavior in a middle or high school setting.	10
EDSC 3250	Practicum in Secondary Modern Languages: Candidates (typically junior year) collaborate with mentor teachers and university instructors in conducting focused observations, tutoring individual students, and leading instructional activities at both the middle and high school levels	45
EDSC 4250	Teaching Secondary Modern Languages: Candidates (typically senior year) are placed in a public high school modern language classroom where they observe, assist, and co-teach with their cooperating teacher.	45
EDSC 4450	Teaching Internship in Secondary Modern Languages (Student Teaching): Candidates are placed in a public high school classroom where they observe, assist, and teach under the supervision of their cooperating teacher and university supervisor.	540
Total Hours		650

Procedures for Monitoring Candidates' Progress

Transition Point 1: Admission to Secondary Education Modern Languages
Initial Undergraduate Level:

13. The undergraduate candidate applies to Clemson University Office of Admissions. Upon acceptance, the College of Education receives a list of students identifying themselves as pre-professional majors in Modern Languages Education.
14. Pre-professional majors are assigned an academic advisor who facilitates and monitors progression through the program.
15. Pre-professional majors complete a minimum of 60 credit hours in general education coursework and pre-professional coursework with a minimum GPA of 2.75, successfully pass the Praxis Core (Praxis CORE may be exempted if the student meets minimum ACT or SAT requirements as determined by the South Carolina State Department of Education);
16. Pre-professional majors meet with an academic advisor and apply to the professional level prior to the semester they wish to enter the program.
17. The academic advisor verifies the satisfactory completion of all requirements with the applicant and recommends the candidate to the professional education program.
18. Advancement to the professional level is noted in the candidate's records so that course holds can be lifted which allows students to take professional level courses.

Transition Point 2: Admission to Internship

11. All candidates complete the State Department of Education online application for a South Carolina Teaching Certificate and schedule an appointment for electronic fingerprinting prior to their internship.
12. The Certification Coordinator monitors and verifies the completion of all requirements for admission to the internship.
13. The Office of Field and Clinical Partnerships and Outreach begins to coordinate the placement process.
14. Candidate records indicate the candidate is ready to register for internship course(s) and accompanying seminar course(s).
15. The Office of Field and Clinical Partnership and Outreach finalizes internships. Candidates are notified of their internships the semester prior to the beginning of their internship.

Transition Point 3: Completion on Internship
5. Candidate's progress during the internship is monitored and assessed by the university supervisor and cooperating teacher for required coursework completion.
6. The Office of Field and Clinical Partnership and Outreach verifies and documents the completion of all requirements for the internship.

Transition Point 4: Program Completion and Recommendation for Certification
9. The candidate submits a Graduation Application prior to graduation.
10. The Office of Field and Clinical Partnerships and Outreach verifies that each candidate has passed the required Praxis II exams (content and PLT).
11. The Office of the Registrar audits the candidate's completion of program requirements.
12. The Office of Field and Clinical Partnerships and Outreach, specifically, the Certification Coordinator, submits the names and appropriate documentation to the South Carolina State Department of Education for initial licensure. The signed original Verification of Program Completion is mailed to the South Carolina Department of Education Office of Educator Services (certification) and one copy is retained in the candidate's file.

Article LIV. Eligibility for Certification

Candidates for Secondary Education certification will complete credit hours in their area of content concentration. Clemson's secondary education programs are designed to be dual majors with the content area and candidates will have a minimum of 30 credit hours in either ASL, French, or Spanish. Candidates will initially certify as PK-12 Spanish, French, or ASL teachers. The Secondary program seeks national recognition by the CAEP-designated SPA (ACTFL for Modern Languages). In addition, candidates must successfully complete the following Praxis Subject Assessments and Principles of Learning (PLT) requirements.

Test Name	CDT Code	Qualifying Score
Spanish: World Language	5195	168
French: World Language	5174	162
American Sign Language Proficiency Interview (ASLPI)--suggested	0634	Needs to be determined by state if this is acceptable test
Principles of Learning and Teaching: Grades 7-12	5624	157*

* https://www.ets.org/praxis/sc/requirements

J. Annual Reports (AACTE/CAEP and Title II)
Annual reports (e.g., Diversity Plan, Unit Assessment System, Title II, and CAEP) will be completed and submitted at the required deadlines.

K. Commitment to Diversity Assurance
Clemson's College of Education mission statement and coursework reflects its commitment to diversity. Annual reports will provide evidence of this commitment to diversity in the following ways.
- *Candidates possess a strong knowledge of cultural diversity issues that includes global and multicultural perspectives.*
Clemson's College of Education general and discipline-specific methods courses include a distribution of the requirements on global and multicultural understanding.
- *Candidates can teach all students, regardless of exceptionalities or backgrounds.*
Assignments in EDSP 3700, Introduction to Special Education, and lesson plans during the internship serve as the primary measurements of candidates' abilities to teach all students.

L. Professional Development Courses – NA

M. Advanced Programs for the Preparation of Teachers Alignment with NBPTS – NA

N. Student Health and Fitness Act of 2005 – NA

O. Read to Succeed Requirements
Candidates in Clemson's Secondary Education Modern Languages program will be required to take approved course sequence in literacy that meet South Carolina's Read to Succeed Guidelines. Courses will focus on literacy competencies identified as critical for middle and high school content area teachers as a way to ensure candidates, upon graduation, possess the knowledge and skills to effectively assist students in becoming proficient readers. Clemson will see approval for the following courses to be implemented in candidates' program of study.

Secondary BA Courses and Literacy Standards Addressed

Courses	Literacy Competencies Addressed
Foundations of Adolescent Literacy (EDLT 4800)	1.1, 1.2, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4
Content Area Reading and Writing for Middle and Secondary Teachers (EDLT 4980)	2.1, 2.2, 2.3, 6.1, 6.2

P. Parental Involvement

Candidates are asked in methods courses to determine how they will build relationships, engage, communicate with parents as part of long-range planning assignments. Candidates demonstrate that communication and collaboration with parents during their student teaching internships and are asked to reflect on the quality and success of that engagement during capstone seminars.

Q. Educator Ethics

Per state standards and requirements, all candidates will be provided with instruction in ethical principles and decision making aligned with the Model Code of Ethics for Educators. All candidates will be required to attend a mandatory orientation to the clinical internship that will address the following: Model Code of Ethics; responsibility to the profession; responsibility for professional competence; responsibility to students; responsibility to the school community; responsible and ethical use of technology; and the South Carolina Code of Conduct, including just cause for disciplinary action. Candidates will also be provided with instruction as required in the Safe Schools Climate Act during the clinical internship orientation meeting.

Additionally, prior to the clinical experience, all candidates will be notified of the SCDE fingerprint-based criminal background check requirements, SCDE timelines for completion of the application and clearance process, and of the potential adverse impact of criminal charges on approval for student teaching and eligibility for certification.

R. Experimental or Innovative Programs-NA

S. ISTE National Educational Technology for Teachers (NETS.T) Standards Alignment

This educator preparation program integrates the ISTE National Educational Technology Standards throughout candidate's time in the program. ISTE Standards are presented in the EDLT 4800, Foundations in Literacy, course and are added to rubrics throughout the program. To view the alignment, see the ISTE National Educational Technology for Teachers (NETS.T) Standards Alignment table.

ISTE National Educational Technology for Teachers (NETS.T) Standards Alignment

ISTE NETS-T	Courses Where Addressed	Assignment/Task
Facilitate and inspire student learning and creativity Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. a. Promote, support, and model creative and innovative thinking and inventiveness b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments	EDLT 4800 Foundations in Literacy EDSC 4450 Student Teaching Internship	▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Summary Evaluation ▪ Final Summary Evaluation
Design and develop digital age learning experiences and assessments Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards. a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources d. Provide students with multiple and varied formative and summative assessments aligned	EDLT 4800 Foundations in Literacy EDSC 4450 Student Teaching Internship	▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Summary Evaluation ▪ Final Summary Evaluation

ISTE NETS-T	Courses Where Addressed	Assignment/Task
with content and technology standards, and use resulting data to inform learning and teaching		
Model digital age work and learning Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning	EDLT 4800 Foundations in Literacy EDSC 4450 Student Teaching Internship	▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Summary Evaluation ▪ Final Summary Evaluation
Promote and model digital citizenship and responsibility Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information	EDLT 4800 Foundations in Literacy EDSC 4450 Student Teaching Internship	▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Summary Evaluation ▪ Final Summary Evaluation

ISTE NETS-T	Courses Where Addressed	Assignment/Task
d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools		
Engage in professional growth and leadership Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. a. Participate in local and global learning communities to explore creative applications of technology to improve student learning b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community	EDLT 4800 Foundations in Literacy EDSC 4450 Student Teaching Internship	▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Summary Evaluation ▪ Final Summary Evaluation

Article LV.   Section IV. National Accreditor and SPA Standards, and Assessments
Article LVI.   Modern Languages: Spanish
Article LVII. ACTFL Standards and Key Elements

ACTFL STANDARD 1: Language Proficiency: Interpersonal, Interpretive, and Presentational.
Candidates in foreign language teacher preparation programs possess a high level of proficiency in the target languages they will teach. They are able to communicate effectively in interpersonal, interpretive, and presentational contexts. Candidates speak in the interpersonal mode at a minimum level of "Advanced Low" (French, German, Hebrew, Italian, Portuguese, Russian, and Spanish) or "Intermediate High" (Arabic, Chinese, Japanese, and Korean) on the ACTFL Oral Proficiency Interview (OPI). For international programs, where candidates' first language is not English and where candidates are preparing to teach English as a Foreign Language, candidates speak at the proficiency level equivalent to the categories above. Ex.

Candidates whose first language is Spanish speak English at "Advanced Low"; candidates whose first language is Arabic speak English at "Intermediate High". Candidates comprehend and interpret oral, printed, and video texts by identifying the main idea(s) and supporting details, inferring and interpreting the author's intent and cultural perspectives, and offering a personal interpretation of the text. Candidates present information, concepts, and ideas to an audience of listeners or readers with language proficiency characteristic of a minimum level of "Advanced Low" or "Intermediate High" according to the target language, as described above.

Key Elements of Standard 1

Pre-service teachers will:

1a) Speak in the interpersonal mode of communication at a minimum level of "Advanced Low" or "Intermediate High" (for Arabic, Chinese, Japanese and Korean) on the ACTFL Oral Proficiency
Interview (OPI) according to the target language being taught.

1b) Interpret oral, printed, and video texts by demonstrating both literal and figurative or symbolic comprehension.

1c) Present oral and written information to audiences of listeners or readers, using language at a minimum level of "Advanced Low" or "Intermediate High" according to the target language being taught.

ACTFL STANDARD 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines

Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language**.**

Key Elements of Standard 2

Pre-service teachers will:

2a) Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.

2b) Demonstrate understanding of linguistics and the changing nature of language, and compare language systems.

2c) Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.

ACTFL STANDARD 3: Language Acquisition Theories and Knowledge of Students and Their Needs

Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs.

Key Elements of Standard 3

Pre-service teachers will:

3a) Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.

3b) Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.

ACTFL STANDARD 4: Integration of Standards in Planning and Instruction.
Candidates in foreign language teacher preparation programs understand and use the national *Standards for Foreign Language Learning in the 21st Century* (2006) or their recently refreshed version *World-Readiness Standards for Learning Languages* (2015) and their state standards to make instructional decisions. Candidates demonstrate an understanding of the standards and integrate them into their curricular planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms.
    Key Elements of Standard 4
    Pre-service teachers will:
4a) Demonstrate an understanding of the *Standards for Foreign Language Learning in the 21st Century* or their recently refreshed version *World-Readiness Standards for Learning Languages* (2015) and their state standards and use them as the basis for instructional planning.
4b) Integrate the goal areas of the *Standards for Foreign Language Learning in the 21st Century* or their recently refreshed version *World-Readiness Standards for Learning Languages* (2015) and their state standards in their classroom practice.
4c) Use the *Standards for Foreign Language Learning in the 21st Century* or their recently refreshed version *World-Readiness Standards for Learning Languages* (2015) and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.

ACTFL STANDARD 5: Assessment of Languages and Cultures—Impact on Student
    Learning.
Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students' ability to communicate in the instructed language in interpretive, interpersonal, and presentational modes; and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders.
    Key elements of Standard 5
    Pre-service teachers will:
5a) Design and use ongoing authentic performance assessments using a variety of assessment models for
all learners, including diverse students.
5b) Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use
data to inform and strengthen subsequent instruction.
5c) Interpret and report the results of student performances to all stakeholders in the community, with
particular emphasis on building student responsibility for their own learning.

ACTFL STANDARD 6: Professional Development, Advocacy, and Ethics.

Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students to interact successful in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.

Key Elements of Standard 6
Pre-service teachers will:

6a) Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.

6b) Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders.

6c) Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.

Spanish
  A. Context
State or Institutional Policies that Influence Application of SPA Standards
Clemson University, located in Clemson, South Carolina, is a public institution accredited by Southern Association of Colleges and Schools and holds a Carnegie classification of a highest research activity institution (R1). Clemson has over 20,000 undergraduate and nearly 6,000 graduate students. Clemson College of Education programs share the vision of being a transformative leader in systematically improving education. We continuously use data to monitor and improve programs. Our mission is to engage candidates in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation. The College of Education has over 1,800 students in initial teacher preparation programs and other Masters, Educational Specialist and Doctoral level programs. Educator Preparation Programs in South Carolina adhere to review by a two-way partnership with the SC Department of Education and CAEP and are required to meet CAEP and SC Department of Education standards.

The South Carolina Educator Licensure Manual provides information about requirements for certification to teach in the state. The requirements for this program are as follows:

(1) Bachelor's degree or higher
(2) Initial, or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level
(3) Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education
(4) Completion of Required Coursework with a "C" or better
(5) Required Coursework

Certification will be granted in any one of the specific fields of World Language in which eighteen semester hours above the six-hour introductory sequence are presented.

Another document outlining requirements Standards, Policy, and Procedures for Educator Preparation Units can be found here: https://ed.sc.gov/educators/educator-preparation/educator-preparation-units/accreditation/policies-and-regulations/#Units. Section III, A-O outlines the ways in which this program meets the requirements outlined in the EPP policy document.

During the reported years, ADEPT was South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching. Beginning in 2016-2017, Clemson candidates were introduced to the new National Institute for Excellence in Teaching (NIET) Teaching Standards 4.0 rubric, which the South Carolina Department of Education adopted as the South Carolina Teaching Standards (SCTS) 4.0 Rubric. This rubric forms the basis for the Expanded ADEPT Support and Evaluation System. This new rubric was fully implemented across the state in academic year 2018-2019. This expanded system is designed for the continuous professional development of educators at all performance levels through a valid and reliable evaluation system that produces actionable and constructive feedback in support of professional growth. The performance standards are aligned with nationally recognized professional standards. In addition to its applications to classroom-based teachers, the ADEPT system also includes standards and models for assisting, developing, and evaluating special-area educators. Clemson's College of Education evaluates each teacher candidate on the ADEPT standards at three points prior to student teaching clinical practice and at nine points during student teaching clinical practice using rubrics based on the SCTS and the ADEPT standards.

Field and Clinical Experiences Required for the Program
The EPP guidelines provide information about the field and clinical experiences required for all teacher preparation programs. Section III, H will provide specific information about the field and clinical experiences required for this program.

Educator preparation programs and other school personnel preparation programs must provide field experiences (also known as the practicum) that provide candidates with a variety of progressive experiences in multiple and diverse settings. All candidates must complete a minimum of 100 hours of field experiences prior to clinical practice (student teaching) at the initial undergraduate level. At the initial graduate level, all candidates must complete a minimum of 75 hours of field experiences prior to clinical practice. Given the importance of these experiences in educator preparation, the state has specific requirements that must be met.

All educator preparation programs, including programs for the preparation of other school personnel, must provide candidates with a variety of progressive experiences in multiple and diverse settings. Units must present evidence that
• Teacher education candidates at the initial undergraduate level complete a minimum of 100 hours of field experiences in multiple and diverse settings prior to their clinical experience (student teaching).
• Teacher education candidates at the initial graduate level must complete a minimum of 75 hours of field experiences prior to their clinical experience.
• Teacher education candidates have an intensive, continuous clinical experience in a public school in the state of South Carolina. Occasionally extraordinary circumstances arise when the

candidate has completed all work, but the clinical phase of training and the candidate wishes to request a variance to complete the clinical in a public school in another state. If the unit in South Carolina that will ultimately recommend the candidate for certification agrees to supervise the candidate and fulfill all state requirements of this section, the unit may appeal to the Education Professions Committee (EPC) of the State Board of Education, describing in detail how the unit will ensure that the candidate meets all South Carolina criteria for completion of the clinical, including especially clinical supervision of the candidate by unit faculty. The unit will submit its proposal to the South Carolina Department of Education Division of School Effectiveness. After a staff review of the unit proposal, the proposal will be place on the EPC agenda. If the EPC approves the proposal, it will be taken to the State Board for final review.

• The clinical experience must be the equivalent of a minimum of twelve weeks or sixty full days.

• The candidate must teach independently a minimum of ten full days in one setting.

• During the clinical phase, the candidate adheres to the daily schedule of the cooperating teacher including activities such as bus duty, faculty meetings and parent conferences.

• Each candidate is supervised by one or more institutional clinical faculty who has preparation in both the supervision of education and in the teaching area of the candidate and is ADEPT-trained.

• Each candidate must be supervised by one or more school-based clinical faculty (the cooperating teacher) who is trained in the ADEPT system.

• Each candidate must receive formative ADEPT evaluations and assistance from both their institutional clinical faculty and their school-based clinical faculty. These formative evaluations will provide the candidate with written and oral feedback in terms of all ADEPT standards and must be based on a minimum of four classroom observations (at least two by the institutional clinical faculty and two by the cooperating teacher). Formative ADEPT evaluations, based on appropriate ADEPT standards, are also required for candidates preparing to work as other school personnel.

Each candidate must receive at least one summative ADEPT evaluation prepared by both the institutional clinical faculty and the cooperating teacher. The summative evaluation must be aligned with all ADEPT formal evaluation guidelines; must include all evaluation procedures, including at least one summative evaluation by the faculty supervisor and one summative evaluation by the cooperating teacher; and must ensure that the candidate receives both oral and written feedback on all ADEPT standards. Summative evaluations based on appropriate ADEPT standards are also required for candidates preparing to work as other school personnel.

• Each candidate's background must be screened and approved through a SLED check prior to participation in any field experience.

• Each candidate's background must be reviewed and cleared by SLED and the Federal Bureau of Investigation prior to clinical practice.

• Each candidate must be advised that prior arrests or convictions could affect ability to complete the clinical experience and qualify for certification in South Carolina.

Program of Study and Faculty Information
This information is included in the full CHE proposal under Description of the Program, Curriculum, and Faculty.

B. List of Assessments (Completion of Chart)

1	**Licensure Assessment or other content based assessment**	Praxis II (Spanish)	Semester before student teaching internship.
2	**Content Knowledge in Language to be taught**	Transcript review	Prior to recommendation for certification
3	**Candidate Ability to Plan**	Unit Plan with accompanying lesson plans, materials, and assessments	Methods course (EDSC 4250), semester before student teaching internship.
4	**ACTFL Teaching Evaluation**	Teaching Evaluation	During student teaching internship (EDSC 4550)
5	**Candidate Effect on Student Learning**	Report on unit of teaching, assessment, results of assessment, and reflection on assessment	During student teaching internship in capstone seminar (EDSC 4450)
6	**Additional Assessment that Addresses Candidates' Oral Proficiency**	Oral Proficiency Interview (ACTFL OPI/OPI-C)	Semester before student teaching internship.
7	**Additional Assessment that Addresses ACTFL Standards**	Professional, Advocacy and Resources Project	During student teaching internship in capstone seminar (EDSC 4450)

C. Relationship of Assessments to Standards (Completion of Chart)

		Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
A1	Praxis II Content Knowledge World Language	a,b	a,b				
A2	Transcript Review	a,b,c	a,b,c				
A3	Unit Plan			a,b,c	a,b,c	a	
A4	ACTFL Teaching Evaluation			a,b	a,b,c		
A5	Candidate Work Sample					a,b,c	
A6	Official OPI or OPI-C	a					
A7	Professional, Advocacy and Resources Project						a,b,c

D. Planned evidence for meeting standards (Assessment documents)

Assessment #1: State Licensure Assessment

Description. PRAXIS II World Language Content Knowledge and Productive Skills Test.

Teacher candidates in foreign languages are required to take the ETS PRAXIS II World Language Test in their respective language as a requirement for state teacher licensure in South Carolina; students of Spanish take the ETS PRAXIS II World Language Test - Exam Code 5195.

The PRAXIS II that candidates take consists of the following content skill categories:
VI. Interpretive Mode: Listening, including embedded linguistic content
VII. Interpretive Mode: Reading, including embedded linguistic content
VIII.   Cultural knowledge
IX. Interpersonal and Presentational Modes: Writing
X.   Presentational and Interpersonal Modes: Speaking

Attachment A provides a description of the assessment and Attachment B provides the breakdown used to assess the PRAXIS II exam.

Alignment with the ACTFL/CAEP Standards.
Standard 1a. Interpretive listening and reading are included in the Praxis content knowledge test. Also, presentational skills (speaking, writing) are included in the productive skills test.
Standard 1b. The test includes a section of language analysis, including morphology, word analysis, and vocabulary.
Standard 2a. The test includes culture questions that focus on history, contemporary issues, geography, literature and the arts, lifestyles and societies of the target speaking world, and sociolinguistic elements.
Standard 2b. The test presents a series of texts at various levels of difficulty (periodicals, Internet, advertisements, literature) with comprehension questions to assess candidates' ability to interpret texts.

ATTACHMENT A: Description of Assessment #1

PRAXIS II World Language Content Knowledge Test - Spanish
Source: http://www.ets.org/s/praxis/pdf/5195.pdf

   III. Description

This test is designed to measure the knowledge, skills, and abilities of examinees who have had preparation in a program for teaching Spanish in grades K–12. Because programs in teaching Spanish are offered at both the undergraduate and graduate levels, this test is appropriate for examinees at either level. All sections of this test are at the Advanced-Low level, as described in the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL).

This test integrates listening, reading, writing, and speaking skills, as well as linguistic and cultural knowledge, through active participation in a variety of questions in the interpretive modes (in the Listening and Reading sections) and in the interpersonal and presentational modes (in the Writing and Speaking sections). The Listening and Reading sections of the test are composed of selected-response questions, whereas the Writing and Speaking sections are composed of constructed-response tasks. All questions and answer choices are in Spanish and are based on various genres of authentic material, whether written or in audio format, from various Spanish-speaking regions of the world.

This is a computer-based test with sections of various lengths and time constraints. All sections of the test are separately timed. While the time allotted in the Reading and Writing sections is managed by the candidate, timing is computer controlled throughout the Listening and Speaking sections. Prior to beginning the Listening section, the candidate will participate in a practice exercise reflecting the type of questions in the Listening section. Similarly, there is a writing practice exercise prior to the Writing section to acquaint candidates with a special character toolbar that they will be using to type their individual responses in Spanish.

Content categories I, II, IV, and V (as indicated above) encapsulate competencies in language, linguistics, and comparisons, and represent 88% of the test. Students are expected to demonstrate language proficiency in the target language (at the Advanced Low level, as described in the American Council on the Teaching of Foreign Languages Proficiency Guidelines) and are expected to understand the linguistic structure of the target language. Content category III encapsulates culture, literature, and cross-disciplinary concepts, and represents 12% of the test. Students are expected to demonstrate cultural understanding by connecting perspectives of the target culture with its practices and products.

IV. Format

- Listening with Cultural Knowledge Practice (not scored); 6 selected-response questions (10 minutes)
- Section 1. Listening with Cultural Knowledge Practice; 36 selected-response questions (50 minutes)
- Section 2. Reading with Cultural Knowledge; 39 selected-response questions (50 minutes)
- Writing Practice (not scored); one optional practice constructed-response exercise using the built-in character toolbar (5 minutes)
- Section 3. Writing, with 3 constructed-response tasks (50 minutes)
- Section 4. Speaking, with 3 constructed-response tasks (15 minutes)

ATTACHMENT B: Scoring Guide for Assessment #1

PRAXIS II World Language Content Knowledge Test - Spanish
Source: http://www.ets.org/s/praxis/pdf/5195.pdf
Number of Questions: 81
Format: Computer-based test

Content Categories (Knowledge & Competencies Tested)	Approximate Number of Questions	Approximate Percentage of Examination
I. Interpretive Mode: Listening	30	26
II. Interpretive Mode: Reading	30	26
III. Cultural Knowledge	15	12
IV. Interpersonal and Presentational: Writing	3	18
V. Presentational and Interpersonal Modes: Speaking	3	18

Assessment #2: Transcript Review

[Note to Reviewers: This is the same assessment used by National Louis University. This assessment has been provided by ACTFL as a model assessment. The only changes made were that it was updated from 2002 standards to 2013 standards, and minor edits reflect course offerings at Clemson University.]

Description. Students are required to have 32 semester credit hours in content courses completed with a grade of C or higher. All Modern Languages certification candidates must satisfy content background requirements that address the ACTFL and state content standards. There are many ways in which a candidate can satisfy a proficiency in the pre-determined areas of subject mastery; however, for the purposes of this report, Clemson University will focus on the transcript review process. Before candidates are recommended for licensure, a transcript analysis is performed on all undergraduate and graduate content coursework in language study by the program director. If candidates have successfully completed courses that satisfy a competency, they are given credit for fulfilling the required criteria. Successful completion is determined by examining the following categories: major, designated course, course title, and grade-specific evidence of meeting criteria.

Students' university coursework, overall GPA (minimum 2.75) serve as evidence that teachers understand and are able to articulate the knowledge and practices of language learning. Students' coursework and GPA serve as predictors of the quantity and quality of students' content knowledge and point out any insufficiencies in their education, which must be satisfied prior to full acceptance into the program by taking additional courses. Alignment to *Standard I: Language Proficiency: Interpersonal, Interpretive, and Presentational* is supported by candidates' coursework (14 semester hours) in beginning and intermediate foreign language basic skills. 6 semester hours in grammar, composition, literature, and culture support *Standard 1: Language Proficiency: Interpersonal, Interpretive, and Presentational* and *Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines.* 12 additional semester hours in topics such as phonetics, phonology, culture, civilization, literature, business language, and special topics also support the first two ACTFL Program Standards.

The program thus presents Assessment #2 to accompany Assessments #1 and #6 in evidence of candidates' content knowledge.

Alignment with the ACTFL/CAEP Standards.

Standard 1a. Speak in the interpersonal mode of communication at a minimum level of Advanced Low.

Standard 1b. Interpret oral/signed, printed, and videotexts by demonstrating both literal and figurative or symbolic comprehension.

Standard 1c. Present oral/signed and written information.

Standard 2a. Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.

Standard 2b. Demonstrate understandings of linguistics and the changing nature of language and compare language systems.

Standard 2c. Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.

The following table describes the relationship of required-for-entry coursework to ACTFL teacher preparation program standards.

14 Semester Hours Target Language Basic Skills	ACTFL Standards
Beginning Languages I and II	1a, 1b, 1c
Intermediate Languages I and II	1a, 1b, 1c
6 Semester Hours in the Target Language	
TL Grammar and Composition	1a, 1b, 1c
TL Conversation and Composition	1a, 1b, 1c
TL Literature	2b
TL Culture	2a, 2b, 2c
12 Semester Hours in Upper Level Coursework	
Phonetics and Phonology	1b
Culture and Civilization	2a, 2b, 2c
Literature	2b
Business Language	2a, 2b, 2c
Advanced Grammar	1a, 1b, 1c
Special Topics	TBD

Assessment #3: Unit Plan

[Note to Reviewers: This is adapted from the IUP (Indiana University of Pennsylvania) Unit plan that has been identified by ACTFL as a model. The only changes that were made were: updating it to 2013 ACTFL/CAEP standards; creating a new rubric that aligns to the ACTFL/CAEP performance descriptions from the standards.]

Description. During the method course, EDSC 4250/8650, candidates create a comprehensive unit plan. The plan is designed throughout the course and brings together all of the theories and classroom practices that candidates have learned throughout the course. As explained in the assignment presented below, candidates identify a theme or topic for the unit at the beginning of the course, they brainstorm ways to develop the theme into meaningful sub-categories by creating a thematic planning web, and they then develop a thematic unit plan that addresses all five of the goal areas of the Standards for Foreign Language Learning in the 21st Century. They "map out" the unit by identifying objectives for a series of daily lesson plans to accompany the unit. Throughout the course, each assignment that candidates prepare must relate to the unit theme and will become a part of the unit. Candidates submit assignments to the instructor as they are due and receive feedback. As they prepare the final unit plan to submit, they must address the feedback and make changes to the individual assignments. After designing the plan, candidates prepare a commentary in which they reflect on their development of the unit plan, characteristics of the plan in terms of the student standards and second language acquisition theories learned in the course, and how they envision implementing the unit plan.

Alignment with the ACTFL/CAEP Standards.
Standard 3a. "Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments." In order for candidates to perform at the "acceptable" level on this project, the majority of lesson activities must promote language acquisition and be learner-centered. The unit commentary must describe how the unit fosters second language acquisition, with mention of at least two SLA theories.
Standard 3b. "Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student." Lesson objectives must be functional, a variety of teaching strategies must be implemented and applied to the needs of diverse language learners, and there must be adaptations listed in which they describe how they would teach the content differently to other ages of students.
Standard 4a. "Demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century and the State Standards and use them as the basis for instructional planning." The standards must be implemented in each lesson plan and all activities must be aligned to the standards.
Standard 4b. "Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and the State Standards in their classroom practice." The standards must be implemented in each lesson plan and all activities must be aligned to the standards.
Standard 4c. "Use the Standards for Foreign Language Learning in the 21st Century and the State Standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication. Candidates must describe how they selected, adapted, and integrated authentic texts for use in the unit.

Standard 5a. "Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students." Candidates must describe how they designed a system of formative and summative assessments.

Unit Plan - Directions for candidates. Your final project is a comprehensive unit plan, which will bring together all of the theories and classroom applications that you have learned about throughout the course.

Purpose:
Preparing for good teaching begins with unit and lesson plans. Your plans represent a set of initial ideas for learning experiences that are appropriate for your curricular goals, relevant to your learners, and based upon principles of effective instruction. For this culminating project, you will present a cohesive set of lessons organized around an engaging topic or theme. You will provide the plans for your unit through a set of lessons. You will also write a commentary in which you highlight the content, the instructional materials, the activities, the ways you plan to accommodate the range of ways students learn, the ways you develop learners' language proficiency, and the ways in which you assess learning, citing specific examples as necessary from your lesson plans and linking your approach to relevant theories of second language acquisition explored throughout the methods course. Refer to the rubric below to make sure you include all necessary elements and the performance of at least "acceptable" for every element. Your "Teacher Talk" script, in which you write out every word you intend to say to students, as well as your expectations for what they will say, will allow the modern language faculty to see whether or not you plan for practices such as "target language input" and "negotiation of meaning."

You will turn in this unit at the end of the semester. It will be evaluated by the Modern Language Education faculty. You must receive a score of at least a "2" on 24 of the 26, which means the passing score is 50. If you do not receive a 50 you will have to meet with the Modern Language Education Advisor to determine what changes need to be made on the unit in order to pass. If that cannot be accomplished before you begin your internship, you will need to write an entirely new unit during your internship before your mid-term assessment. This new unit will be in addition to the units you will be writing for the other assessments during your internship. This unit will be evaluated as part of your mid-term.

Process:
You will be working on this final project throughout the semester. As you will see, the majority of your assignments throughout the semester will fit into this final project.

15. Begin by identifying a topic or theme for your unit. The unit must consist of a meaningful topic or theme around which you will build instruction.
16. Identify the level of instruction/particular class of students targeted for your unit.
17. Engage in brainstorming to develop the topic/theme into meaningful categories, using the thematic planning web.
18. Prepare a thematic unit plan that follows the examples provided. Your unit plan must address all 5 of the standards goal areas.

19. Map out 15 days in the unit. List what topics will be covered, what types of activities you will do, and which standards will be implemented.
20. Write out 5 complete consecutive daily lesson plans for the unit. These 5 lesson plans must be fully developed and have all materials developed (include authentic reading and/or audio/video segment). Technology must be included. Each lesson plan should address at least two standards goal areas. Write your "teacher talk," which is a script of every word you intend to say. In addition:
    y. At least one day should be a grammar lesson.
    z. At least one day should include an authentic listening or reading text.
    aa. At least one day should include a cultural lesson that addresses the 3-P Cultures framework.
    bb. All days should include the three modes of communication, grouping, and critical thinking
    cc. Include the adaptations for learning styles and needs for at least one of the 5 complete lesson plans.
    dd. Include adaptations for different ages for one of the 5 complete lesson plans.
    ee. Include at least one summative assessment.
    ff. Include at least one formative assessment.
    gg. Include at least one interpretive performance-based assessment.
    hh. Include at least one interpersonal performance-based assessment.
    ii. Include at least one presentational performance-based assessment.
    jj. Include one Integrated Performance Based Assessment for this unit.
21. Prepare a 4-5-page written commentary in which you describe:
    s. The nature of the unit and your instructional goals
    t. How your unit addresses the 5 Cs and is student-centered
    u. How your unit fosters second language acquisition (mention at least 3 SLA theories)
    v. How your classroom activities promote proficiency for your students
    w. How you integrated and adapted authentic documents and used technology
    x. How you adapted at least one lesson plan for different learning styles, ages, and student needs
    y. How your performance-based assessments and integrated performance assessments meet the ACTFL/CAEP standards
    z. How your cultural activities incorporate the 3Ps
    aa. What you have learned from completing this unit plan project

Spanish

Assessment #3 Rubric – Unit Plan

Standard	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard (Unacceptable) 1	Score
3a. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.	1. SLA theories	Candidates exhibit ease and flexibility in applying language acquisition theories to instructional practice. They use a wide variety of strategies to meet the linguistic needs of their K-12 students at various developmental levels. Candidates exhibit originality in the planning, creation, and implementation of instructional strategies that reflect language acquisition theories.	Candidates exhibit an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. They draw their knowledge of theories, as they apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language acquisition.	Candidates exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. They illustrate an ability to connect theory with practice. They show a growing awareness of the connection between student learning and the use of instructional strategies.	
3a. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.	2. Target Language Input	Candidates structure classes to maximize use of the target language at all levels of instruction. A key component of their classes is their spontaneous interaction with students in the target language. They assist students in developing a repertoire of strategies for understanding oral and written input. They use the target language to teach a variety of subject matter and cultural content.	Candidates use the target language to the maximum extent in classes at all levels of instruction. They designate certain times for spontaneous interaction with students in the target language. They tailor language use to students' developing proficiency levels. They use a variety of strategies to help students understand oral and written input. They use the target language to design content-based language lessons.	Candidates use the target language for specific parts of classroom lessons at all levels of instruction but avoid spontaneous interaction with students in the target language. They use some strategies to help students understand oral and written input.	
3a. Demonstrate an understanding of key principles of language acquisition and create linguistical	3. Negotiation of meaning	Negotiation of meaning is an integral part of classroom interaction. Candidates negotiate meaning regularly with students. They teach students to integrate negotiation of meaning strategies	Candidates negotiate meaning with students when spontaneous interaction occurs. They teach students a variety of ways to negotiate meaning with others and provide opportunities	Since most classroom interaction is planned, candidates do not regularly negotiate meaning with students. They teach students some expressions in the target language for negotiating meaning,	

ly and culturally rich learning environments.		into their communication with others.	for them to do so in classroom activities.	such as "Could you repeat that, please?"	
3a. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.	4. Meaningful Classroom Interaction	Meaningful classroom interaction is at the heart of language instruction. Candidates engage students in communicative and interesting activities and tasks on a regular basis. All classroom interaction reflects engaging contexts that are personalized to the interests of students and reflect curricular goals.	Candidates design activities in which students will have opportunities to interact meaningfully with one another. The majority of activities and tasks is standards-based and has meaningful contexts that reflect curricular themes and students' interests.	Candidates use communicative activities as the basis for engaging students in meaningful classroom interaction. These activities and meaningful contexts are those that occur in instructional materials.	
3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	5. Theories of Learner Development	Candidates plan for instruction according to the physical, cognitive, emotional, and social developmental needs of their K-12 students. They implement a broad variety of instructional models and techniques to accommodate these differences and tailor instruction to meet the developmental needs of their students.	Candidates describe the physical, cognitive, emotional, and social developmental characteristics of K-12 students. They implement a variety of instructional models and techniques to accommodate these differences.	Candidates recognize that K-12 students have different physical, cognitive, emotional, and social developmental characteristics. Candidates recognize the need to tailor instruction to accommodate their students' developmental needs. They are aware of but seldom make use of the many different instructional models and techniques that exist.	
3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	6. Adapting instruction to address students' language levels, language backgrounds, learning styles	Candidates consistently use information about their students' language levels, language backgrounds, and learning styles to plan for and implement language instruction.	Candidates seek out information regarding their students' language levels, language backgrounds, and learning styles. They implement a variety of instructional models and techniques to address these student differences.	Candidates recognize that their students have a wide range of language levels, language backgrounds, and learning styles. They attempt to address these differences by using a limited variety of instructional strategies.	

3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	7. Adapting instruction to address students' multiple ways of learning	Candidates plan for and implement a variety of instructional models and strategies that accommodate different ways of learning.	Candidates identify multiple ways in which students learn when engaged in language classroom activities.	Candidates recognize that students approach language learning in a variety of ways. They identify how individual students learn	
3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	8. Adapting instruction to meet students' special needs	Candidates anticipate their students' special needs by planning for differentiated alternative classroom activities as necessary.	Candidates implement a variety of instructional models and techniques that address specific special needs of their students.	Candidates identify special needs of their students, including cognitive, physical, linguistic, social, and emotional needs. They recognize that they may need to adapt instruction to meet these special needs.	
3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	9. Critical thinking and problem solving	Candidates reward their students for engaging in critical thinking and problem solving.	Candidates implement activities that promote critical thinking and problem-solving skills.	Candidates implement activities that have a limited number of answers and allow little room for critical thinking and/or problem solving.	
3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	10. Grouping	Candidates differentiate instruction by providing regular opportunities for students to work collaboratively in pairs and small-groups. They teach their students strategies for assuming roles, monitoring their progress in the task, and evaluating their	Candidates differentiate instruction by conducting activities in which students work collaboratively in pairs and small groups. They define and model the task, give a time limit and expectations for follow-up, group students, assign students roles, monitor the task, and	Candidates teach primarily with large-group instruction. Pair- and small group activities generally consist of students grouped together but working individually.	

		performance at the end of the task.	conduct a follow up activity.	
3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	11. Use of questioning and tasks	Candidates have an approach to planning and instruction that integrates the appropriate design and use of both questioning strategies and task-based activities, based on instructional objectives and the nature of language use that they want to elicit from students.	Candidates recognize that questioning strategies and task-based activities serve different instructional objectives. They use tasks as they appear in their instructional materials.	Candidates use short answer questioning as the primary strategy for eliciting language from students.
4a. Demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century and their state standards and use them as the basis for instructional planning.	12. Integration of Standards into Planning	Candidates use the Standards for Foreign Language Learning in the 21st Century (SFLL) and state standards as a starting point to design curriculum and unit/lesson plans.	Candidates use the Standards for Foreign Language Learning in the 21st Century (SFLL) and state standards as a starting point to design curriculum and unit/lesson plans.	Candidates apply SFLL and state standards to their planning to the extent that their instructional materials do so.
4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.	13. Integrate Standards into instruction	SFLL and state standards are the focus of classroom practice.	Candidates adapt activities as necessary to address SFLL and state standards.	Candidates conduct activities that address specific SFLL and state standards to the extent that their instructional materials include a connection to standards.

4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.	14. Three modes of communication	Candidates use the interpersonal-interpretive-presentational framework as the basis for engaging learners actively in communication.	Candidates design opportunities for students to communicate by using the three modes of communication in an integrated manner.	Candidates understand the connection among the three modes of communication and focus on one mode at a time in communicative activities.	
4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.	15. The 3 Ps	Candidates use the products-practices-perspectives framework as the basis for engaging learners in cultural exploration and comparisons.	Candidates design opportunities for students to explore the target language culture(s) and make cultural comparisons by means of the 3Ps framework.	Candidates understand the anthropological view of cultures in terms of the 3Ps framework and refer to one or more of these areas in their classroom practice and comparisons of cultures.	
4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.	16. Connections	Candidates design a content-based curriculum and collaborate with colleagues from other subject areas. They assist their students in acquiring new information from other disciplines in the target language.	Candidates design opportunities for students to learn about other subject areas in the target language. They obtain information about other subject areas from colleagues who teach those subjects.	Candidates make connections to other subject areas whenever these connections occur in their existing instructional materials.	
4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century	17. Target Language Communities	Candidates engage learners in interacting with members of the target language communities through a variety of means that include technology, as a key component of their classroom practice.	Candidates provide opportunities for students to connect to target language communities through the Internet, email, social networking and other technologies.	Candidates introduce target language communities to the extent that they are presented in their existing instructional materials.	

and their state standards in their classroom practice.					
4c. Use the Standards for Foreign Language Learning in the 21st Century and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.	18. Authentic Materials	Candidates use authentic materials and technology to drive standards-based classroom practice. They integrate multiple resources, including a variety of authentic materials and media, to engage students actively in their learning and enable them to acquire new information.	Candidates identify and integrate authentic materials and technology into support standards-based classroom practice. They help students to acquire strategies for understanding and interpreting authentic texts available through various media.	Candidates primarily use materials and technology created for classroom use or available as an ancillary to the textbook program, whether or not they are authentic or appropriate for standards-based practice.	
4c. Use the Standards for Foreign Language Learning in the 21st Century and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.	19. Adaption of Materials	An integral part of candidates' planning is to adapt materials to make standards-based learning more effective.	Candidates adapt materials as necessary to reflect standards-based goals and instruction when materials fall short.	Candidates use instructional materials that have been developed commercially.	
5a. Design and use ongoing authentic performance	20. Plan for assessment	Candidates share their designed assessments and rubrics with students prior to beginning instruction.	Candidates design and use authentic performance assessments to demonstrate what students should know	Candidates use assessments provided in their textbooks or other instructional materials without	

			and be able to do following instruction.	regard for student performance after instruction.	
assessments using a variety of assessment models for all learners, including diverse students.					
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	21. Formative and summative assessment models	Candidates design a system of formative and summative assessments that measures overall development of proficiency in an ongoing manner and at culminating points in the total program, using technology where appropriate to develop and deliver assessments.	Candidates design and use formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter.	Candidates recognize the purposes of formative and summative assessments as set forth in prepared testing materials.	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	22. Interpretive communication	Candidates design and use assessment procedures that encourage students to interpret oral and printed texts of their choice. Many of these involve students' developing of self-assessment skills to encourage independent interpretation. Candidates incorporate technology-based delivery and analysis systems where available and appropriate.	Candidates design and use authentic performance assessments that measure students' abilities to comprehend and interpret authentic oral and written texts from the target cultures. These assessments encompass a variety of response types from forced choice to open-ended.	Candidates use interpretive assessments found in instructional materials prepared by others. The reading/listening materials with which they work tend to be those prepared for pedagogical purposes	

5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	23. Interpersonal communication	Candidates have had training or experience conducting and rating interpersonal assessments that have been developed according to procedures that assure reliability such as the MOPI (Modified Oral Proficiency Interview) or state-designed instruments.	Candidates design and use performance assessments that measure students' abilities to negotiate meaning as listeners/speakers and as readers/writers in an interactive mode. Assessments focus on tasks at students' levels of comfort but pose some challenges.	Candidates use interpersonal assessment measures found in instructional materials prepared by others.	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	24. Presentational communication	Candidates create and use presentational tasks that develop students' abilities to self-assess which includes self-correction and revision in terms of audience, style, and cultural context. They encourage students to write or to speak on topics of interest to the students.	Candidates design and use assessments that capture how well students speak and write in planned contexts. The assessments focus on the final products created after a drafting process and look at how meaning is conveyed in culturally appropriate ways. They create and use effective holistic and/or analytical scoring methods.	Candidates use presentational assessment measures found in instructional materials prepared by others.	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including	25. Cultural perspectives	Candidates design assessments of problem-solving tasks in content areas of interest to students and possibly on topics not familiar to the teacher.	Candidates devise assessments that allow students to apply the cultural framework to authentic documents. Student tasks include identifying the products, practices, and perspectives embedded in those documents.	Candidates assess isolated cultural facts.	

diverse students.					
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	26. Integrated communication assessments	Candidates design standards-based performance assessments for their students based upon models available in literature or from professional organizations.	Candidates use existing standards-based performance assessments (e.g., integrated performance assessments) that allow students to work through a series of communicative tasks on a particular theme (e.g., wellness, travel). They evaluate performance in a global manner.	Candidates recognize that assessments can lead students from one mode of communication to another (e.g., a reading task to written letter to a discussion) but they tend to score the subsets of skills.	
Total minimum passing score: 50					

Assessment #4: Student Teaching Evaluation

[Note to reviewers: This is a new assessment instrument that has been shared with us by our colleagues at the University of South Carolina, whose previous ACTFL-aligned state evaluation instrument was held up by ACTFL as a model assessment. We have used USC's new assessment with a few editing modifications only. We thank them for their collegiality in sharing this instrument with us.]

Description. The assessment is designed to assess pedagogical and professional knowledge, skills, and dispositions and is linked to the state instrument for pre- and in-service teacher assessment. The state instrument is entitled, "South Carolina Teaching Evaluation 4.0." This assessment takes place during the candidates' last semester in the program when they are student teaching. This Student Teaching Evaluation instrument has been aligned with the ACTFL/CAEP Program Standards. Candidates are evaluated on the performance descriptions that are aligned with ACTFL/CAEP, not with those in the generic state instrument. That is, **a passing score on this instrument means candidates meet ACTFL/CAEP standards and not only the generic state rubric descriptions.**

Alignment with the ACTFL/CAEP Standards.
Standard 3a. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.

Standard 3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student. Candidates are required to prepare units and daily lesson plans that integrate their knowledge of language acquisition theories and instructional practices. During their preparation of these plans, candidates reflect on learner outcomes and diversity. When implementing these plans, candidates show their ability to create meaningful classroom interaction and a supportive classroom environment by adapting instruction to students' multiple styles, backgrounds, levels, interests, and special needs.

Standard 4a. Demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century and their state standards and use them as the basis for instructional planning.

Standard 4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.

Standard 4c. Use the Standards for Foreign Language Learning in the 21st Century and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication. When planning their instruction, candidates demonstrate an understanding of the goal areas and Standards as well as their state standards. They integrate Standards into planning and instruction, including the 3 modes of communication and the 3 Ps. As they select and design instructional materials, candidates use authentic documents, including cultural/literary texts.

Student Teaching/Internship Requirements - Directions for candidates. During your student teaching/internship, the most important outcome of your experience is that you help your students to learn—i.e., that you have a positive impact on their learning. To this end, most of what is required in student teaching is that you engage in intensive planning of lessons, developing materials, teaching, reflecting on the results of your teaching, and assessing your students' progress.

Lesson Planning:
This is perhaps the most important responsibility that you have and should take up most of your time. Prepare a typewritten lesson plan for each lesson you teach. Use the lesson plan format that was given to you during the Methods class. Include your name, the date of the lesson, subject, and period number on each plan.

Lesson plans must be written a week ahead of time for the entire week. You must show them to your cooperating teacher the Thursday before the week that you teach them. They are to be typed and must include all materials prepared in advance (visuals, tests, audio segments, etc.). This rule is in place so that your lesson is planned thoroughly and so that your cooperating teacher may review your plan and suggest changes if necessary (this will give you time to make changes before the lesson is taught).

Any handouts that you plan to distribute to students must be approved in advance by your cooperating teacher to be sure that they are appropriate and free from errors. Changes to lesson plans may be made in pen/pencil. Provide a copy of all your lesson plans in your Teaching Journal that you document each week. This way your college supervisor will know to which lesson plans you are referring when you write your reflections for that week.

You will be observed at least 8 times this semester-- 4 times by your cooperating teacher, and 4 times by your college supervisor. The scores on this ACTFL-aligned evaluation instrument from your second observation by both supervisors will be used in the mid-term evaluation; your scores on the third observation by both supervisors will be considered before you are allowed to start to "wind down" and give back some of your classes. Any scores lower than a "2" before the mid-term will be recorded and put into your plans for improvement. You must have a minimum score of 55 --which is at least a "3" on 17 elements and at least a "2" on two elements. If you do not have a minimum score of 55 by your third observation by both supervisors, you will not be allowed to stop your full-time teaching until you bring the score up to the minimum.

Assessment #4 Rubric – Student Teaching Evaluation ACTFL/CAEP Alignment to S.C. Teacher Evaluation 4.0

RUBRIC FOR ACTFL	Target 4	Acceptable High 3	Acceptable Low 2	Unacceptable 1
1. Language Acquisition Theories (3a) SC 4.0: Teacher Content Knowledge, Activities and Materials	Candidates exhibit ease and flexibility in applying language acquisition theories to instructional practice. They use a wide variety of strategies to meet the linguistic needs of their K-12 students at various developmental levels. Candidates exhibit originality	Candidates exhibit a deep understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. They draw on their knowledge of theories, as they	Candidates exhibit a superficial understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. They begin to draw on their knowledge of theories, as they	Candidates exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. They illustrate an ability to connect theory with practice. They show a growing awareness of the
2. Target language input (3a) SC 4.0: Teacher Content Knowledge	Candidates structure classes to maximize use of the target language at all levels of instruction. A key component of their classes is their spontaneous interaction with students in the target language. They assist students in developing a repertoire of strategies for understanding oral	Candidates use the target language to the maximum extent in classes at all levels of instruction. They designate certain times for spontaneous interaction with students in the target language. They tailor language use to students' developing proficiency levels	Candidates use the target language in classes for many levels of instruction. They designate some times for spontaneous interaction with students in the target language. They sometimes tailor language use to students' developing proficiency levels. They attempt to use	Candidates use the target language for specific parts of classroom lessons at all levels of instruction, but avoid spontaneous interaction with students in the target language. They use some strategies to help students understand oral and written input.

3. Negotiation of Meaning (3a) SC 4.0: Teacher Knowledge of Students (3rd bullet)	Negotiation of meaning is an integral part of classroom interaction. Candidates negotiate meaning regularly with students. They teach students to	Candidates negotiate meaning with students when spontaneous interaction occurs. They teach students a variety of ways to negotiate meaning with others and provide	Candidates try to negotiate meaning with students when spontaneous interaction occurs. They teach students a few ways to negotiate meaning with others and provide	Since most classroom interaction is planned, candidates do not regularly negotiate meaning with students. They teach students some expressions in the target language for
4. Meaningful Classroom Interaction (3a) SC 4.0: Motivating Students, Academic Feedback, Teacher Knowledge of Students	Meaningful classroom interaction is at the heart of language instruction. Candidates engage students in communicative and interesting activities and tasks on a regular basis. All classroom interaction reflects engaging contexts that are	Candidates design activities in which students will have opportunities to interact meaningfully with one another. Almost all of the activities and tasks are standards-based and have	Candidates design some activities in which students will have opportunities to interact meaningfully with one another. The majority of activities and tasks is standards-based and has meaningful	Candidates use communicative activities as the basis for engaging students in meaningful classroom interaction. These activities and meaningful contexts are those that occur in instructional materials.
5. Theories of learner development and instruction (3b) SC 4.0: Instructional Plans, Standards and Objectives, Teacher Knowledge of Students	Candidates plan for instruction according to the physical, cognitive, emotional, and social developmental needs of their K-12 students. They implement a broad variety of instructional	Candidates describe the physical, cognitive, emotional, and social developmental characteristics of K-12 students. They implement a variety of instructional models and	Candidates describe the physical, cognitive, emotional, and social developmental characteristics of K-12 students. They implement some instructional models and techniques to	Candidates recognize that K-12 students have different physical, cognitive, emotional, and social developmental characteristics. Candidates recognize the need to tailor instruction to accommodate their students' developmental needs. They are aware of but
6. Adapting instruction to address students' language levels, language backgrounds, learning styles (3b) SC 4.0: Activities & Materials, Problem Solving	Candidates consistently use information about their students' language levels, language backgrounds, and learning styles to plan for and implement language instruction	Candidates regularly seek out information regarding their students' language levels, language backgrounds, and learning styles. They implement a variety of instructional models and	Candidates begin to seek out information regarding their students' language levels, language backgrounds, and learning styles. They implement a few instructional models and techniques to	Candidates recognize that their students have a wide range of language levels, language backgrounds, and learning styles. They attempt to address these differences by using limited

7. Adapting instruction to address students' multiple ways of learning (3b) SC 4.0: Thinking,	Candidates plan for and implement a variety of instructional models and strategies that accommodate different ways of	Candidates identify multiple ways in which students learn when engaged in language classroom activities.	Candidates identify ways in which students learn when engaged in language classroom activities.	Candidates recognize that students approach language learning in a variety of ways. They identify how individual students learn.
8. Adapting instruction to meet students' special needs (3b) SC 4.0: Expectations, Teacher Knowledge	Candidates anticipate their students' special needs by planning for differentiated alternative classroom activities as necessary.	Candidates implement a variety of instructional models and techniques that address specific special needs of their students.	Candidates implement some instructional models and techniques that address specific special needs of their students.	Candidates identify special needs of their students, including cognitive, physical, linguistic, social, and emotional needs. They recognize that they may need to adapt instruction to meet these special
9. Critical thinking and problem solving (3b) SC 4.0: Questioning, Student Work	Candidates reward their students for engaging in critical thinking and problem solving.	Candidates implement a variety of activities that promote critical thinking and problem-solving skills.	Candidates implement activities that promote critical thinking and problem-solving skills.	Candidates implement activities that have a limited number of answers and allow little room for critical thinking
10. Grouping (3b) SC 4.0: Grouping Students, Respectful Culture	Candidates differentiate instruction by providing regular opportunities for students to work collaboratively in pairs and small groups. They teach their students strategies for assuming roles, monitoring their	Candidates consistently differentiate instruction by conducting activities in which students work collaboratively in pairs and small groups. They define and model the task, give a time limit and expectations	Candidates differentiate instruction by conducting activities in which students work collaboratively in pairs and small groups. They sometimes define and model the task, give a time limit and expectations	Candidates teach primarily with large-group instruction. Pair and small group activities generally consist of students grouped together but working individually.
11. Use of questioning and tasks (3b) SC 4.0: Questioning	Candidates have an approach to planning and instruction that integrates the appropriate design and use of both questioning strategies and task-based activities, based on instructional	Candidates consistently recognize that questioning strategies and task-based activities serve different instructional objectives and	Candidates recognize that questioning strategies and task-based activities serve different instructional objectives. They use tasks as they appear in their instructional	Candidates use short answer questioning as the primary strategy for eliciting language from students.

12. Integration of Standards into planning (4a) SC 4.0: Standards & Objectives, Instructional Plans	Candidates use the Standards for Foreign Language Learning in the 21st Century (SFLL) or their recently refreshed version World-Readiness Standards for Learning	Candidates create many activities and/or adapt existing instructional materials and activities to address specific SFLL or W-RSLL and state standards.	Candidates create few activities and/or adapt existing instructional materials and activities to address specific SFLL or W-RSLL and state standards.	Candidates apply SFLL or W-RSLL and state standards to their planning to the extent that their instructional materials do so.
13. Integration of Standards into teaching (4b) SC 4.0: Standards & Objectives,	SFLL or W-RSLL and state standards are the focus of classroom practice.	Candidates adapt most activities as necessary to address SFLL or W-RSLL and state standards.	Candidates adapt some activities to address SFLL or W-RSLL and state standards.	Candidates conduct activities that address specific SFLL or W-RSLL and state standards to the extent that their instructional
14. Integration of three modes of commun- ication (4b) SC 4.0: Presenting Instructional	Candidates use the interpersonal- interpretive- presentational framework as the basis for engaging learners actively in	Candidates design numerous opportunities for students to communicate by using the three modes of	Candidates design a few opportunities for students to communicate by using the three modes of communication in	Candidates understand the connection among the three modes of communication and focus on one mode at a time in
15. Integration of cultural products, practices, perspectives (4b) SC 4.0: Presenting Instructional Content, Teacher	Candidates use the products-practices- perspectives framework as the basis for engaging learners in cultural exploration and comparisons.	Candidates design numerous opportunities for students to explore the target language culture(s) by making cultural comparisons by means of the 3Ps	Candidates design a few opportunities for students to explore the target language culture(s) by making cultural comparisons by means of the 3Ps framework.	Candidates understand the anthropological view of cultures in terms of the 3Ps framework and refer to one or more of these areas in their classroom
16. Connections to other subject areas(4b) SC 4.0: Teacher Content Knowledge	Candidates design a content-based curriculum and collaborate with colleagues from other subject areas. They assist their students in	Candidates design many opportunities for students to learn about other subject areas in the target language. They obtain information about other subject	Candidates design a few opportunities for students to learn about other subject areas in the target language.	Candidates make connections to other subject areas whenever these connections occur in their existing instructional materials.

17. Connections to target language communities (4b) SC 4.0: Activities	Candidates engage learners in interacting with members of the target language communities through a variety of means that include technology, as a key component of	Candidates provide numerous opportunities for students to connect to target language commun-ities through the	Candidates provide a few opportunities for students to connect to target language communities through the Internet, email,	Candidates introduce target language communities to the extent that they are presented in their existing
18. Selection and integration of authentic materials and technology (4c) SC 4.0: Activities and Materials	Candidates use authentic materials and technology to drive standards-based classroom practice. They integrate multiple resources, including a variety of authentic materials and media, to	Candidates identify and integrate authentic materials and technology into support standards-based classroom practice. They normally help students to acquire strategies for understanding and	Candidates identify and integrate authentic materials and technology into support standards-based classroom practice. They sometimes help students to acquire strategies for understanding and	Candidates primarily use materials and technology created for classroom use or available as an ancillary to the textbook program, whether or not they are authentic or appropriate for
19. Adaptation and Creation of materials (4c) SC 4.0: Activities and Materials	An integral part of candidates' planning is to adapt materials to make standards-based learning more effective.	Candidates regularly adapt materials as necessary to reflect standards-based goals and instruction when	Candidates occasionally adapt materials as necessary to reflect standards-based goals and instruction when	Candidates use instructional materials that have been developed commercially.
Total: 19 elements				
Passing score: 55				

Assessment #5: Candidate Work Sample

[Note to Reviewers: This is the same assessment used by University of Massachusetts at Amherst. This assessment has been provided by ACTFL as a model assessment. The only changes made were that it was updated from 2002 standards to 2013 standards.]
Article LVIII.
Article LIX.   Description. The Candidate Work Sample is a requirement for Clemson Modern Language Interns (Student Teachers). It is written during the student teaching internship. There is an ACTFL Reflection and ACTFL Rubric that is used to evaluate the ACTFL-specific requirements to collect data for the ACTFL SPA report. Candidates are evaluated on this rubric and must meet the requirements.
Article LX.
Article LXI.   Alignment with the ACTFL/CAEP Standards. The Candidate Work Sample requires student teachers to create, teach, assess, and evaluate one complete unit during their student teaching. Since our candidates are already assessed on their abilities to plan

and implement standards 3a, 3b, 4a, 4b, and 4c in their unit plan during the methods course, (Assessment # 3), and in the observations of their teaching (Assessment # 4), this Assessment focuses on standard 5. The ACTFL reflection requires them to describe how they incorporate the following standards into their unit:
Article LXII.

Standard 5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students. Candidates must include the assessments they used in their unit and describe how they meet ACTFL standards.

Standard 5b. Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction. Candidates must include a description of how they evaluated their students' results and use those results to adjust their teaching.

Standard 5c. Interpret and report the results of student performances to all stakeholders. Candidates must describe how they reported progress to students and stakeholders so as to encourage student confidence, self-assessment, and growth.

Article LXIII.Assessment Tool Provided to Candidates. [Many parts of the directions have been removed to save space; the sections that pertain to assessment are in bold; some of the specific directions are copied below; the ACTFL Reflection is at the very end].
Article LXIV.
Article LXV. Candidate Work Sample - Directions for candidates. The purpose of the Candidate Work Sample is to assess each intern's ability to use research and evidence to measure their P-12 students' progress and their own professional practice. In the context of the Candidate Work Sample, progress is defined as measurable growth in students' knowledge and skills in a particular area or areas over a specified period of time. The Candidate Work Sample was adapted from the South Carolina Department of Education's Expanded ADEPT, SAFE-T Project, and from The Renaissance Partnership for Improving Teacher Quality Project.
Article LXVI.

Section I: Introduction and Rationale
Section II: Contextual Factors - Community, School, and Student Diversity
Section III: Unit Plan - Part A: Objectives and Standards; Part B: Assessment Plan; Part C: Accommodations; Part D: Analysis of Pre-assessment Data; Part E: Instructional Plan
Section IV: Analysis of Student Learning - Part A: Formative Assessment Data.; Part B: Analysis of Data; Part C: Evaluating/Grading and Reporting; Part D: Collaboration
Section V: Reflection and Self-Assessment

Section III, Part C: After administering the pre-assessment(s), analyze student performance relative to the unit objectives. Attach one or more clearly labeled tables, graphs, or charts that depict the results of the pre-assessment(s) in a format that allows you to find patterns of student performance relative to each objective. Summarize the results of the pre-assessment(s) and describe the implications of these results on instruction.

Section IV: Analysis of Student Learning**:** Once you have completed the unit, analyze all of your assessments, including the pre and posttests, and determine your students' progress relative to the unit objectives. Attach clearly labeled tables, graphs, or charts that depict student

performance for the entire class, for one selected subgroup, and for at least two individual students. For each visual representation, provide a descriptive narrative that summarizes your analysis of student progress and achievement. Finally, explain the ways in which you have assigned student grades (or other indicators of student performance), and include a description of the ways in which these results have been recorded as well as how and to whom they have been reported.

Section V: Reflection and Self-Assessment. Reflect on and describe the relationship between your students' progress and achievement and your professional practice and development as a teacher. In other words, in what ways did your instruction advance student learning? How effective were your assessments in capturing student progress and performance? How well did you use technology to engage students and improve learning? If you were to teach this unit again to the same group of students, what, if anything, would you do differently and why? To what extent has this experience furthered your understanding of teaching and learning, and of yourself as a professional?

ACTFL Reflection. This reflection is in THREE parts. Part I: Write a reflection in which you analyze your assessments for this unit. Identify the performance-based assessments and describe how they meet ACTFL/CAEP standard 5a. Then, describe the cultural assessments you conducted with your students. Identify how you taught cultural products, practices, and perspectives (standard 4b) and then how you assessed your students' abilities to identify products, practices, and perspectives from authentic documents. Part II: Describe how you reflected on and adjusted your instruction based on the assessment results from this unit and/or from previous assessments this semester. Part III: Describe how you communicated student progress to both the students and the stakeholders. Use the rubric below to make sure you address all elements and performance descriptions for standard 5 and 4b as they appear in this rubric at the "acceptable" level or above (score of "2" or "3" for each element).

Your Candidate Work Sample will be assessed on the ACTFL/CAEP rubric below. The minimum passing score for the ACTFL rubric is 32. That means you need to average a "2," or "acceptable" performance throughout the entire rubric, with room for two elements at the "1," or "unacceptable" level. Clemson Faculty members will evaluate your Candidate Work Sample. If you do not meet the minimum passing score, you will have to add in additional lesson plans and write new reflections proving you meet ACTFL/CAEP standards.

Assessment #5 Rubric – Candidate Work Sample

	Element	Exceeds Standard (Target)	Meets Standard (Acceptable)	Approaches Standard	Score
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse	1. Plan for assessment	Candidates share their designed assessments and rubrics with students prior to beginning instruction.	Candidates design and use authentic performance assessments to demonstrate what students should know and be able to do following instruction	Candidates use assessments provided in their textbooks or other instructional materials without regard for student performance after instruction.	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse	2. Formative and Summative Assessment Models	Candidates design a system of formative and summative assessments that measures overall development of proficiency in an ongoing manner and at culminating points in the total program, using technology where appropriate to develop and deliver assessments.	Candidates design and use formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter.	Candidates recognize the purposes of formative and summative assessments as set forth in prepared testing materials.	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all	3. Interpretive Communication	Candidates design and use assessment procedures that encourage students to interpret oral and printed texts of their choice. Many of these involve students' developing of self-assessment skills to encourage independent interpretation	Candidates design and use authentic performance assessments that measure students' abilities to comprehend and interpret authentic oral and written texts from the target cultures. These assessments encompass a variety of	Candidates use interpretive assessments found in instructional materials prepared by others. The reading/listening materials with which they work tend to be those prepared for pedagogical	

5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse	4. Interpersonal Communication	Candidates have had training or experience conducting and rating interpersonal assessments that have been developed according to procedures that assure reliability such as the MOPI (Modified Oral Proficiency Interview) or state-designed instruments.	Candidates design and use performance assessments that measure students' abilities to negotiate meaning as listeners/speakers and as readers/writers in an interactive mode. Assessments focus on tasks at students' levels of comfort but pose some challenges.	Candidates use interpersonal assessment measures found in instructional materials prepared by others.	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse	5. Presentational Communication	Candidates create and use presentational tasks that develop students' abilities to self-assess which includes self-correction and revision in terms of audience, style, and cultural context. They encourage students to write or to speak on topics of interest to the students.	Candidates design and use assessments that capture how well students speak and write in planned contexts. The assessments focus on the final products created after a drafting process and look at how meaning is conveyed in culturally appropriate ways. They create and use effective holistic	Candidates use presentational assessment measures found in instructional materials prepared by others.	
5a. Design and use ongoing authentic performance assessments using a	6. Cultural Perspectives	Candidates design assessments of problem-solving tasks in content areas of interest to students and possibly on topics not familiar to the teacher.	Candidates devise assessments that allow students to apply the cultural framework to authentic documents. Student tasks include identifying the products, practices,	Candidates assess isolated cultural facts.	

5a. Design and use ongoing authentic performance assessments using a variety of assessmen	7. Integrated Communication assessments	Candidates design standards-based performance assessments for their students based upon models available in literature or from professional organizations.	Candidates use existing standards-based performance assessments (e.g., integrated performance assessments) that allow students to work through a series of communicative tasks	Candidates recognize that assessments can lead students from one mode of communication to another (e.g., a reading task to written letter to a discussion) but	
5b. Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction	8. Assessments reflect a variety of models designed to meet needs of diverse learners	Candidates design assessments that allow all students to maximize their performance. Assessments drive planning and instruction by focusing on what students can do. Results are used to improve teaching and track student learning.	Candidates assess what students know and are able to do by using and designing assessments that capture successful communication and cultural understandings. They commit the effort necessary to measure end performances.	Candidates cite the role of performance assessment in the classroom and attempt to measure performances. They rely on discrete-point or right-answer assessments	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including	9. Reflect	Candidates teach students to reflect upon their performances in a global and an analytical fashion.	Candidates observe and analyze the result of student performances to discern global success and underlying inaccuracies.	Candidates interpret assessments as correct/incorrect student response.	
5a. Design and use ongoing authentic performan ce	10. Adjust Instruction	Candidates use assessment results for whole group improvement and to help individual students identify the	Candidates use insights gained from assessing student performances to conduct whole group review and then to	Candidates use assessment results to conduct whole group remediation or review.	

5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse	11. Incorporate results and reflect on instruction	Candidates design assessments and use results to improve teaching and student learning. They use technology where appropriate to collect data and report results and to enhance or extend instruction.	Candidates incorporate what they have learned from assessments and show how they have adjusted instruction. The commitment to do this is established in their planning.	Candidates use assessments that can be scored quickly and mechanically, whether in person or with the use of technology. Assessment is viewed as an end in and if itself.	
5c. Interpret and report the results of student performances to all stakeholders	12. Interpret and report progress to students	Candidates identify ways of involving students in understanding testing procures and scoring mechanisms so that students gain confidence in self-assessment and in planning for personal growth	Candidates interpret and report accurately the progress students are making in terms of language proficiency and cultural knowledge. They use performances to illustrate both what students can do and how they can advance	Candidates report student progress in terms of grades, scores, and information on discrete aspects of language or cultural facts.	
5c. Interpret and report the results of student performances to all stakeholders	13. Communicate with Stakeholders	Candidates communicate to audiences in the schools and community how assessment reflects language proficiency and cultural experiences. Candidates report assessment results in a way that is tailored to	Candidates report student progress to students and parents. They use appropriate terminology and share examples that illustrate student learning. Candidates report assessment results accurately and clearly.	Candidates identify the stakeholders and their roles and interests in assessment of student progress. Candidates find short-cut ways to report assessment results.	
4b. Integrate Goal Areas of Standards	14. Integration of cultural products, practices	Candidates use the products-practices-perspectives framework as the basis for engaging learners in cultural exploration and comparisons.	Candidates design opportunities for students to explore the target language culture(s) and make cultural comparisons by means of the 3Ps framework.	Candidates understand the anthropological view of cultures in terms of the 3Ps framework and refer to one or more of these areas	

4b. Integrate Goal Areas of Standards	15. Connecti ons to other subject areas	Candidates design a content-based curriculum and collaborate with colleagues from other subject areas. They assist their students in	Candidates design opportunities for students to learn about other subject areas in the target language. They obtain information about	Candidates make connections to other subject areas whenever these connections occur in their existing instructional	
Pre-post test result analysis	16. Reflectio n on pre/post results	Evidence shows critical examination of how use of discipline specific practices and technology impacted student performance and engagement in learning. Reflection indicates realistic considerations for future teaching,	Describes how use of discipline specific practices impacted student performance.	No evidence of examination of how use of discipline specific practices impacted student performance.	
Pre-post results	17. Candidat e had a positive effect on student	61% or more of students had a higher score on the post-test.	40- 60% of students had a higher score on the post-test.	0 - 39% of students had a higher score on the post-test.	
Minimum passing score = 32.	Total score:				

Assessment #6: Proficiency Interview

Description. All candidates are required to take the ACTFL Oral Proficiency Interview (OPI) or the Oral Proficiency Interview on the Computer (OPI-C). During their final semester before the internship, Spanish Language Education candidates contact the Language Lab to schedule a time to take the exam. The OPI/OPI-C is proctored by the Language Lab director. The scores are available on Clemson University's Client Website set up at Language Testing International (LTI). Candidates who do not receive the rating of Advanced Low are required to take the OPI/OPI-C again at the end of their internship, no less than three months later. The requirement of Advanced Low is indicated in the Program of Study.

Each candidate also takes an unofficial (advisory) OPI as soon as they apply to the program and meet with the advisor. These advisory OPI tests are given by faculty who have been trained in testing. The results are then discussed with each candidate to help him or her become aware of areas of strength and weaknesses.

Alignment with ACTFL/CAEP Standard 1a.
Standard 1a. From Buck, K., Byrnes, H., & Thompson, I. (Eds.). (1999). *ACTFL Oral Proficiency Interview tester training manual.* ACTFL.

The ACTFL Oral Proficiency Interview, or OPI, as it is often called, is a standardized procedure for the global assessment of functional speaking ability; i.e., it measures language production holistically by determining patterns of strengths and weaknesses. It also establishes a speaker's level of consistent functional ability as well as clear upper limitations of that ability. The OPI is a testing method that measures how well a person speaks a language by comparing that individual's performance of specific language tasks, not with some other person's performance, but with criteria for each of the nine proficiency levels described in the *ACTFL Proficiency Guidelines—Speaking* (Revised 1999). The OPI assesses language proficiency in terms of the ability to use the language effectively and appropriately in real-life situations (p. 1) Even though performance on the ACTFL OPI is holistically rated, there are four major categories of assessment criteria on which ratings are focused:

1. **Global Tasks or Functions** performed with the language, such as asking and answering simple questions, narrating, describing;
2. **Contexts/Content Areas**, or the set of circumstances, linguistic or situational, in which these tasks are performed and topics that relate to these contexts. For example, a context might be in a restaurant in Mexico and the content might be ordering a meal.
3. The **accuracy** with which tasks are performed: the grammar, vocabulary, pronunciation, fluency, sociolinguistic appropriateness, and the use of appropriate strategies for discourse management; and
4. Oral **text type** that results from the performance of the tasks, i.e., discrete words and phrases, sentences, paragraphs or extended discourse (p. 2).

Assessment #7: Professionalism, Resources, and Advocacy Project

[Note to Reviewers: This is the same assessment used by the College of Charleston. This assessment has been provided by ACTFL as a model assessment.]

Description. This assessment is completed during the internship. Candidates are required to follow the postings in online communities, to find information on Foreign Language Teaching Organizations, Journals, and Conferences, to read and analyze at least one article from a Foreign Language Pedagogy Journal, and to create a motivational media presentation in which they advocate for learning foreign languages using data. They also keep a journal and write a reflection on the professional development activities in which they participate during their internship. They write a reflection on what they learned, how they can use this information in their professional careers, and how they feel they meet the standards according to the rubric. The project is assessed on the following rubric by the foreign language education faculty.

Alignment with the ACTFL/CAEP Standards.
Standard 6a. Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice. Candidates participate in professional development opportunities during their internship.
Standard 6b. Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21ˢᵗ century through collaboration and advocacy with all stakeholders. Candidates create an advocacy presentation using data to promote the learning of languages.
Standard 6c. Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues, and other stakeholders. Candidates research professional publications and provide evidence of professional conduct during their internship.

Professional Development, Resources and Advocacy Project - Directions for candidates.
Type all this information and your reflections in one word document. Label each part.

21. Go to: 1) Twitter #langchat; 2) ACTFL Special Interest Group Message Boards; 3) FL Teach; or 4) a Facebook group focused on language education. Read digests of at least 20 posts. Write a three-page summary describing what was discussed, the topic(s) of any arguments, and what you learned from it; i.e. how reading these entries helped your professional development. Describe how you will use this resource as you teach in the future.
22. Find 2 professional organizations for foreign language teachers. Give their names and web sites.
23. Write the information on the annual conference for this year for both of those organizations.
24. Find two Professional Journals for Foreign Language Teachers. Write down their names and the titles of two articles in each one pertaining to something in foreign language teaching that interests you, with complete bibliographical information.
25. Write a three-page summary of one of those articles. Summarize the content and findings. Explain the relevance of the findings for a classroom teacher -- how does the research help you teach better? How does the research show that some common classroom practices may not be based on best practices and research? What was your reaction to this research?
26. Write out a 5-year plan for your professional growth after you obtain your teaching certification. What resources will you use? What continuing education plan could you implement? How will you work with other professionals to help you with your professional growth in the next five years? How will you take advantage of the professional communities for language educators that you have researched for this project?
27. Develop a visual motivational presentation in a Power Point or iMovie in which you promote the learning of a specific foreign language or languages in general. Give facts, reasons, data, etc. Provide a bibliography of your sources in your visual medium. Indicate who your audience is and what the circumstances would be in which you would present this. If possible, use this presentation in your own internship placement.
28. Write a list and description of each professional development workshop or meeting you attended. Write a two-page summary for each workshop or meeting in which you describe what the session was about, what you learned in it, and how that workshop or session helped improve your teaching.

29. Write a reflection for this assignment in which you discuss how you meet the standards listed in the rubric, what you have learned about being a foreign language teacher, and what you plan to continue to do beyond this internship.
30. Your evidence for this assessment will be evaluated by the foreign language education faculty. You are required to have at least a score of 2 on 6 of these 7 elements. The minimum acceptable passing score is a 12. If you do not pass, you will be required to add additional information, re-do the part(s) you did not pass, and turn it in again.

Assessment #7 Rubric – Professional Development, Resources and Advocacy Project

ACTFL	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard (Unacceptable) 2	Score
6a. Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.	1. Awareness of professional communities	Candidates identify and participate in multiple professional learning communities.	Candidates identify and participate in at least one pertinent professional learning community.	Candidates are aware of professional organizations.	
6a. Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote	2. Lifelong commitment to professional growth	Candidates identify long-term professional development goals and outline a process for pursuing them with potential providers (e.g., state professional organizations) to meet these needs.	Candidates identify immediate professional development needs and pursue opportunities to meet them.	Candidates articulate the rationale for ongoing professional development	

reflection on practice.					
6a. Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.	3. Seeking professional growth opportunities	Candidates develop a plan for their induction to the profession and identify multiple pathways for pursuing professional growth and development.	Candidates seek counsel regarding opportunities for professional growth and establish a plan to pursue them	Candidates consider suggestions that mentors make regarding candidate's own professional growth.	
6b. Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders.	4. Develop an advocacy rationale for language learning	Candidates develop and articulate a rationale for language learning that includes the cognitive, academic, affective and economic benefits to students in today's global society.	Candidates develop a rationale for advocating the importance of language learning.	Candidates realize the importance of developing a rationale for supporting language learning	

6b. Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders.	5. Access, analyze and use data to support language learning	Candidates access multiple sources of data and synthesize findings to prepare a coherent rationale for language learning for multiple audiences.	Candidates select appropriate data sources to develop products in support of language learning for designated audiences.	Candidates identify the main sources (both print and online) for accessing language-specific data.	
6b. Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all	6. Become a member of the profession	Candidates accept invitations to professional learning communities (e.g., members of the language department, online learning communities, language-specific associations and special interest groups [SIGs]) and volunteer to assume different supporting roles in these organizations.	Candidates shadow officers and members in professional learning communities and avail themselves of programs sponsored by these organizations.	Candidates are aware of professional learning communities and the benefits that they offer along their career pathway.	

stakeholders.					
6b. Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders.	7. Successful interaction in professional settings	Candidates assume leadership roles and demonstrate exemplary conduct in performing these in a variety of professional settings.	Candidates demonstrate appropriate conduct when interacting in various and more challenging professional contexts.	Candidates demonstrate satisfactory conduct when interacting in predictable professional contexts.	

E. Planned Use of Assessment Result to Improve Candidate and Program Performance

Data is collected by program faculty and reviewed and discussed in program area meetings. Data is also reviewed and maintained by the Executive Director of Strategic Planning, Assessment and Accreditation and the Coordinator for Assessment and Analytics. We review disaggregate and aggregate data, interpretations of data, and meeting minutes to determine ways to improve candidate and program performance. In addition, we engage our students, cooperating teachers, university supervisors, and school and district partners, through external advisory board meetings in a discussion of our assessment data. Our program faculty will engage with any appropriate groups both within and outside of the university to make the program improvements indicated by the data review.