

**New Program Proposal
Master of Arts in Teaching in Secondary Education
Clemson University**

Summary

Clemson University requests approval to offer the program leading to the Master of Arts in Teaching in Secondary Education with new concentrations in Social Studies and Modern Languages (French, Spanish, and American Sign Language) in Fall 2021. The proposed program is to be offered through online and blended/hybrid models. The following chart outlines the stages of approval for the proposal. The Advisory Committee on Academic Programs (ACAP) voted unanimously to recommend approval of the proposal. The full program proposal and support documents are attached.

Stages of Consideration	Date	Comments
Program Proposal Received	10/1/20	Not Applicable.
ACAP Consideration	11/19/20	<p>Representatives from Clemson University, citing the teacher shortage in the state, introduced that adding two new concentration areas to the MAT in Secondary Education leading to initial teaching licenses would expand opportunities for students majoring in content areas in Social Studies and Modern Languages (French, Spanish, and American Sign Language). Additionally, the proposed new concentration areas would provide new pathways for seniors who are interested in beginning their MAT graduate education. The pathways are also available for individuals seeking a career change into education who would enroll directly into the MAT program. Furthermore, the new concentrations would leverage the faculty and staff in place for the three extant Secondary Education Programs at both master's and baccalaureate levels. The addition of the Social Studies concentration requires no additional faculty, and the Modern Languages would require one lecturer who would be shared between the three Secondary Education programs and the department of Modern Languages.</p> <p>With no remaining discussion, ACAP voted unanimously to approve the program proposal.</p>
CAAL Consideration	2/12/21	<p>Citing the great need for teachers in South Carolina, representatives from Clemson introduced the proposed program's design, specifically the addition of the new concentrations to the existing MAT. The proposed concentration offer pathways to teaching profession not only to Clemson students currently enrolled in the content areas, but also to career changers. The new addition of concentrations will not incur extra costs.</p>

		<p>CAAL members inquired about teacher salary differences based upon the degree received. Representatives stated local districts set salary schedules, with higher salaries appropriated for teachers with a master’s degree. In addition, the institution is working on partnerships with local school districts that would agree to place student interns as teachers of record at an agreed upon pay rate through stipends. Moreover, local school districts report interest in hiring well-prepared teachers since preparation correlates with higher educator retention.</p> <p>CAAL members commended the institution for offering an American Sign Language concentration, which has been underrepresented.</p> <p>With no remaining discussion, CAAL voted unanimously to approve the program proposal.</p>
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Review

Committee Consideration included discussion on student recruitment, enrollment, tuition, and the state teacher shortage. Institutional representatives satisfactorily addressed committee inquiries.

Recommendation

The Committee recommends the Commission approve the program leading to the Master of Arts in Teaching in Secondary Education in two new concentration areas in Social Studies and Modern Languages (French, Spanish, and American Sign Languages) at Clemson University in Fall, 2021.

Clemson University Undergraduate 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, 2016 – 2026*

Occupational Field ¹	2016 Median Income ²	2016 Estimated Employment ³	2026 Projected Employment	Total 2016-2026 Employment Change	2016-2026 Annual Avg. Percent Change	Total Percent Change
Education, Training, and Library	\$45,440	114,248	126,874	12,626	1.05%	11.05%

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. (2019). Occupational Employment and Wage Rates (OES) for All Major Groups in South Carolina in 2016 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

³ SC Department of Employment & Workforce (DEW), Labor Market Information. (2019). Occupational Projections (Long-term) for Multiple Occupations in South Carolina in 2016-2026 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

* Data downloaded September 16, 2019; 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):

Secondary Education, MAT (emphasis areas: English, Mathematics, and Science)

Proposed Name of Program (include degree designation and all concentrations, options, and tracks):

Secondary Education, MAT (emphasis areas: English, Mathematics, Science, Social Studies, and Modern Languages [French, Spanish and American Sign Language])

This proposal to our Education Preparation Program (EPP) in Secondary Education adds to the MAT the emphasis areas in Social Studies and Modern Languages (French, Spanish and American Sign Language).

Program Designation:

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input checked="" type="checkbox"/> Master's Degree |
| <input type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> 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 2021**

CIP Code: **13.1205**

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

Delivery Mode:

- | | |
|---|--|
| <input type="checkbox"/> Traditional/face-to-face | <input checked="" type="checkbox"/> Distance Education |
| *select if less than 25% online | <input checked="" type="checkbox"/> 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 Emeritus, Visiting Professor EOLD, dbj@clemson.edu, 864.650.0667
- Dr. Jeremy King, Associate Provost for Institutional Effectiveness, jking2@clemson.edu, [864.934.3554](tel: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: 13 March 2020

College Curriculum Committee: 8 April 2020

University Graduate Curriculum Committee: 11 September 2020

Provost and President: 30 September 2019 and 24 September 2020

Clemson University Board of Trustees: 11 October 2019 and 23 October 2020 [*anticipated; will confirm prior to ACAP*]

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 Social Studies and Modern Languages (French, Spanish, American Sign Language) emphasis areas/concentrations to the MAT Secondary Education program. This would expand opportunities for Clemson University students majoring in content areas in social studies, French, Spanish, and American Sign Language and who are interested in a teaching credential to enroll in the MAT.

Prospective students can begin their MAT graduate education course work as seniors (per current University policy that allows undergraduate students to enroll in graduate courses). We believe that the design proposed in this program modification provides improved transitional pathways and preparation for

teaching than current alternative programs. This innovative pathway for current seniors would also be available for individuals seeking a career change into education who would enroll directly into the MAT program.

A study by the SC Center for Educator Recruitment Retention and Advancement found that in the fall of 2018, the number of South Carolina college students who had completed a teacher education program declined by 32%. While 24% of the new teachers hired in the state had graduated from an in-state teacher preparation program, this was the first increase since 2013. Overall in 2018, 400 international teachers were hired, compared to 100 in 2013. 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 MAT Secondary Education program are to:

1. Develop flexible and innovative programs that address challenges found throughout communities in South Carolina.
2. Increase and strengthen the educator pipeline (recruitment, diversification, retention/support, college and second career pathways).
3. Develop and strengthen partnerships throughout the state (district partnerships).
4. Provide a balance between acceleration through a program with plans for placement and retention after completion.
5. Provide a reduced tuition rate for course enrollment in the Online MAT pathway to accelerate progress toward, and completion of, a degree.

Two key tactical measures to promote the MAT Secondary Education, and achieve these goals are:

1. Developing a Clemson University recruitment program for the MAT in Secondary Education.
2. Improving time to a teaching degree, and promoting dual/double majors for students in their content areas.

The modifications proposed here maintain and strengthen the linkage of the MAT program to 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 are all central to our work and this program. The MAT Secondary Education program supports this mission by providing graduates skilled in content areas a smooth pathway to the SC teacher workforce. The proposal also supports three key elements of the Clemson *FORWARD* strategic plan: strengthening our academic core, enhancing our portfolio of highly competitive graduate programs, and supporting engagement of the University with external constituents, communities, and workforce partners.

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 will exceed 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) released a South Carolina Educator Supply and Demand Report that found the following:

- 23% of teachers hired in 2019-2020 graduated from a S.C. educator preparation program, down from 24% the previous year.
- The number of S.C. students graduating with a bachelor's degree eligible for teacher certification in 2018-2019 was up by 79 new teachers, the first annual increase since 2013-2014.
- 418 new teachers completed an initial EPP master's program compared to 418 the previous year (data is limited to public institutions)
- 36% of teachers with five years or less teaching experience left their positions during or at the end of 2018-2019 school year and are no longer teaching in any S.C. public school district, a slight increase from the previous year.
- 13% of teachers who left the classroom in 2018-19 had one year or less of S.C. teaching experience.
- 28% of first-year teachers hired for 2018-19 school year did not return, down from 34% the previous year.
- More than 555.5 teaching positions in S.C. were left unfilled in 2019-2020, a 11% decrease over the number of vacancies reported the previous year.

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. Our MAT Secondary Education program provides such a service by focusing on making the teaching profession accessible to those with extant content knowledge.

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)	<p>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.</p> <p>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</p>

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 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 modern language teachers. Overall Vacant positions in Secondary Education in the Fall of 2019 included:

English/Language Arts: 44

Mathematics: 60.5

Sciences: 43

Social Studies: 28

Modern Languages: 20 (including all languages)

Based on CERRA data, in 2019-2020, the number of vacant positions in the modern language field to be added in this proposal included:

Spanish: 15

French: 2

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 MAT program 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 the MAT's CIP code has remained constant with prior year levels. Indeed, on 16 September 2020, the 45 online daily job postings was above the 30 postings on the same date in 2019. The SC master's level award gap and the y-o-y job postings data reflect the health of demand by the labor market that is available to program graduates.

Description of the Program

<i>New Concentrations: Projected Enrollment – Detailed Model</i>												
Year	Fall Headcount				Spring Headcount				Summer Headcount			
	<i>New</i>	<i>Continuing</i>	<i>Lost</i>	<i>Graduate</i>	<i>New</i>	<i>Continuing</i>	<i>Lost</i>	<i>Graduate</i>	<i>New</i>	<i>Continuing</i>	<i>Lost</i>	<i>Graduate</i>
2021-22	3	0	0	0	0	3	0	0	0	3	0	0
2022-23	3	3	0	3	0	3	0	0	0	3	0	0
2023-24	3	3	0	3	0	3	0	0	0	3	0	0

2024-25	5	3	0	3	0	5	0	0	0	5	0	0
2025-26	5	5	0	5	0	5	0	0	0	5	0	0

New Concentrations: Projected Enrollment- CHE Summary Table						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2021-22	3	3	0	3	0	3
2022-23	3	6	0	3	0	3
2023-24	3	6	0	3	0	3
2024-25	5	8	0	5	0	5
2025-26	5	10	0	5	0	5

All Concentrations: Projected Enrollment – Detailed Model												
Year	Fall Headcount				Spring Headcount				Summer Headcount			
	New	Continuing	Lost	Graduate	New	Continuing	Lost	Graduate	New	Continuing	Lost	Graduate
2021-22	8	0	0	0	0	8	0	0	0	8	0	0
2022-23	8	8	0	8	0	8	0	0	0	8	0	0

2023-24	13	8	0	8	0	13	0	0	0	13	0	0
2024-25	15	13	0	13	0	15	0	0	0	15	0	0
2025-26	20	15	0	15	0	20	0	0	0	20	0	0

All Concentrations: Projected Enrollment- CHE Summary Table						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2021-22	8	8	0	8	0	8
2022-23	8	16	0	8	0	8
2023-24	13	21	0	13	0	13
2024-25	15	28	0	15	0	15
2025-26	20	35	0	20	0	20

Explain how the enrollment projections were calculated.

Enrollment numbers for the emphasis areas are based on: a) the MAT programs currently taught, b) an enhancement based on a move to fully online availability that will allow for more interest in participation in the program, and c) our communications with current Clemson students interested in changing majors into education who have completed their content area, are near graduation and find the accelerated pathway of interest. Based on our experiences, undergraduate students who do not enter teacher preparation programs by the end of their sophomore year generally do not since it increases their time to graduation. The MAT in Secondary Education provides a new pathway for these students to complete the master’s program.

To promote the MAT Secondary Level Education, the College of Education will develop a Clemson University recruitment program focused on non-education degree-seeking majors or graduated baccalaureate students that may have graduated with a degree in social studies or modern languages. The program of study can be completed in 15 months.

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

Yes

No

Curriculum

New Courses

List and provide course descriptions for new courses.

Required for Social Studies emphasis area

EDSC 8640 - Teaching Methods and Strategies for Secondary Social Studies (3 credits)

Development of instructional practices and materials appropriate for secondary social studies; assessment, familiarization with curriculum materials, embracing new ways of knowing and understanding the teaching of the social studies, our pluralistic society, and our roles as educators.

EDSC 8641 - Teaching Methods and Strategies for Secondary Social Studies Laboratory (0 cr. hr.)

Field-based experience to support the weekly discussions and assignments related to the accompanying methods class. (Corequisite EDSC 8640)

Required for Modern Language (French, Spanish, ASL) emphasis area

EDSC 8650 - Teaching Methods and Strategies for Modern Language (3 credits)

Development of instructional practices and materials appropriate for secondary modern languages; familiarization with curriculum materials; includes field experiences in local schools in preparation for student teaching.

EDSC 8651 - Teaching Methods and Strategies for Modern Language Laboratory (0 cr. hr.)

This laboratory provides a field-based experience to support the weekly discussions and assignments related to the accompanying methods class. (Corequisite EDSC 8651)

Total Credit Hours Required: 30

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		First Summer	
EDLT 8100 Foundations in Literacy	3	EDLT 8270 Disciplinary Literacy	3	EDF 8020 Learning and Motivation in Context	3
ED 8030/8031 Methods of Teaching at Middle and Secondary Levels	3	Discipline Specific Method Course and Laboratory	3	EDF 8350 Early-Late Adolescent Growth and Development	3
		*EDSC 8640/8641 Teaching Methods and Strategies for Secondary Social Studies Or EDSC 8650/8651 Teaching Methods and Strategies for Modern Languages		Second Summer Session Below	
				EDSP 8230 Teaching Individuals with Disabilities in Integrated Settings	3
				ED 8650 Curriculum Theory or EDML 8410 Advanced Middle School Curriculum	3
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours Su I & II	12
Year 2					
Fall					
EDSC Directed Internship	3				
EDSC 8920 Capstone Seminar	3				
Total Semester Hours	6				

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
Secondary Education and Teaching, Mathematics		Bob Jones University	While CHE's Inventory of Program identifies three MAT programs, two in Secondary Education and a third in English, The Bob Jones University website does not list a MAT degree as available. The University does have a M.Ed. in Teaching and Learning but it does not provide initial certification.	N/A
Secondary Education and Teaching, Arts				
Secondary Teacher Education, English	45-47 credits	Coastal Carolina University	Both programs prepare students for teacher certification in secondary education, grades 9-12, both programs include professional education courses, teaching area content, and internships and seminars. Both programs have designed the teaching experiences to be supportive with increasing amount of autonomy. In addition, both programs allow students to enroll in graduate course work that can apply toward the master's degree during their senior undergraduate year. The programs require content area of teaching specialization to be earned in the undergraduate degree program.	CCU's programs are 45 to 47 credits, and the student can graduate in 14 calendar months. Clemson's 30 credit hour degree program recognizes the content coursework from the student's undergraduate program.
Secondary Teacher Education, Science				
Secondary Teacher Education, Mathematics				
Secondary Teacher Education, Social Studies				

Secondary Teacher Education: Biology	48-51 credits	Converse College	Both programs prepare students for teacher certification in secondary education, grades 9-12, both programs include professional education courses, teaching area content, and internships and seminars. Both programs have designed the teaching experiences to be supportive with increasing amount of autonomy.	The Converse programs are 48 to 51 credit hours and does require a student to have an undergraduate degree in the content area. In addition, they earn another 18 graduate hours in the teaching area. The program is designed for flexibility and classes are in the evening. Clemson's 30 credit hour degree program recognizes the content coursework from the student's undergraduate program.
Secondary Teacher Education: Chemistry				
Secondary Teacher Education: English				
Secondary Teacher Education: Mathematics				
Secondary Teacher Education: Social Studies				
Math (CIP 13.1311)	North Greenville University		While CHE's Inventory of Program identifies three MAT programs, the North Greenville University website does not list a MAT degree as available. The University does have a Master of Education, but it does not provide initial certification.	N/A
Science (CIP 13.1316)				
Social Studies (CIP 13.1328)				
English Education	51 credits	SC State University	Course work prepares teachers for secondary education in English, mathematics, and science. Both programs combine instructional methodologies and experiential work meeting state and national standards. Both programs have significant hours in a content area.	SCSU programs are 51 hours in length and divide content between 24 credits in professional education and the remaining hours in the teaching content option. Clemson's 30 credit hour degree program recognizes the content coursework from the student's undergraduate program.
Mathematics Education				
Biology Education				

Secondary Teacher Education, M.A.T. Biology				
Secondary Teacher Education, M.A.T. English		The Citadel		
Secondary Teacher Education, M.A.T. Mathematics				
Secondary Teacher Education, M.A.T. Social Studies				
Secondary Teacher Education, Biology				
Secondary Teacher Education, Business/Marketing				
Secondary Teacher Education, Chemistry				
Secondary Teacher Education, English	33-45 credits	Winthrop University		
Secondary Teacher Education, French				
Secondary Teacher Education, Mathematics				
Secondary Teacher Education, Social Studies				

Both programs prepare students for teaching certification in secondary education in similar areas of content. The programs include professional education courses, internships, and seminars. There is an expectation that the content preparation is the focus of the undergraduate degree. Students completing the programs are eligible for recommendation for initial teaching certification in South Carolina.

The Citadel's program requires graduate content in the teaching discipline, the number of courses varies by discipline.

Both programs prepare students for teacher certification in secondary education; preparation includes professional education courses, teaching area content, and internships and seminars. Both programs have designed the teaching experiences to be supportive with increasing amount of autonomy. Both programs build on the student's undergraduate and graduate content areas.

Winthrop's MAT program is from 33-45 hours in length, varying with student preparation on admission. Winthrop has a much more varied program, offering options for secondary education in 10 different areas, including several that are K-12 preparation

<p>Secondary Teacher Education, Spanish</p> <p>Art (K-12)</p> <p>Physical Education (K-12)</p> <p>Teaching (CIP 13.0101)</p>	<p>Anderson University</p>	<p>While CHE's Inventory of Program identifies a MAT program, the Anderson University website does not list a MAT degree as available. The University does have a Master of Education degree, but it does not provide initial certification.</p>	<p>N/A</p>
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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)	<p>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)</p> <p>Spring 2020 ED 7350, Emotional Poverty: Impact on, 1 (G) EDSC 8430, Adv Study Sec Sci, 3 (G)</p>	<p>PhD, Science Education. University of Georgia, 2007.</p> <p>MEd, Science Education. Georgia Southern University, 2001.</p> <p>BS, Biology. Valdosta State University, 1998.</p>	
Associate Professor #1 (F)	<p>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)</p> <p>Spring 2020 ED 8600, Classroom-Based Research, 3 (G) ED 9910, Doctoral Dissertation Research, 1 (G) ED 9940, Directed Research, 1 (G)</p>	<p>PhD, Instructional Leadership and Academic Curriculum. University of Oklahoma, 2005.</p> <p>MS, Mathematics. Colorado State University, 1997.</p> <p>BS, Meteorology. University of Oklahoma, 1995.</p>	Associate Professor #1 (F)

	HON 2200, Tomboys, Jocks & Drama Queens, 3 (UT)		
Associate Professor #2 (F)	<p>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)</p> <p>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)</p>	<p>PhD, Educational Studies - Literacy. Emory University, 2010.</p> <p>MAT, Secondary English Education. Johns Hopkins University, 2003.</p> <p>BA, English Literature. Rhodes College, 2001.</p>	Associate Professor #2 (F)
Associate Professor #3 (F)	<p>Fall 2019 EDEL 4870, Ele Meth Soc Studies, 3 (UT) EDEL 4871, Ele Mth Soc Stud Lab, 0 (UT)</p> <p>Spring 2020 ED 8650, Curriculum Theory, 3 (G)</p>	<p>PhD, Curriculum and Instruction. University of Texas, 2006.</p> <p>MA, Classics. University of Texas, 1999.</p> <p>BA, Classics and History. Trinity University, 1997.</p>	
Assistant Professor #1 (F)	<p>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)</p>	<p>PhD, Education Theory and Practice. University of Georgia, 2016.</p> <p>MEd, Social Studies Education. University of Georgia, 2008.</p> <p>BA, German. University of Georgia, 2006.</p>	

	<p>HON 4000, Honors Contract - EDSC 3280, 0 (UT)</p> <p>Spring 2020 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)</p>	<p>BS, Psychology. University of Georgia, 2006.</p>	
<p>Assistant Professor #2 (F)</p>	<p>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)</p> <p>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)</p>	<p>PhD, Mathematics Education. University of Georgia, 2016.</p> <p>MEd, Mathematics Education. University of Georgia, 2010.</p> <p>BS, Mathematics. University of Texas-El Paso, 2007.</p>	
<p>Clinical Assistant Professor #1 (F)</p>	<p>Fall 2019 ED 8700, STEAM Instructional Design, 3 (G)</p>	<p>PhD, Educational Studies. Purdue University, 2012. MEd, Curriculum and Instruction. North</p>	

	<p>ED 8720, STEAM Enacted and Evaluated, 3 (G) ED 8721, STEAM Enact and Eval Lab, 0 (G) ED 8990, Capstone Research Project, 3 (G)</p> <p>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)</p>	<p>Carolina State University, 2006.</p> <p>MS, Human Resources Management. Troy University, 2001.</p> <p>BS, Elementary Education. Florida State University, 1998.</p>	
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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 (this program); the MAT Teacher Residency in Secondary Education; and the BA Secondary Education. The addition of the social studies concentration requires no additional faculty; and modern languages (French, Spanish, ASL) will require one lecturer who will be 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.

Resources

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-rrp.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 such time as the student forms his/her graduate committee. 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, which will be taught online.

Equipment

Identify new instructional equipment needed for the proposed program.

There are no additional major 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												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$25,218	\$25,218	\$34,633	\$34,633	\$35,672	\$35,672	\$55,113	\$55,113	\$63,074	\$63,074	\$213,710	\$213,710
Program-Specific Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special State Appropriation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Reallocation of Existing Funds	\$81,720	\$217,920	\$83,797	\$224,487	\$85,934	\$231,272	\$88,133	\$238,285	\$90,394	\$245,532	\$429,978	\$1,157,496
Federal, Grant, or Other Funding	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$106,938	\$243,138	\$118,430	\$259,119	\$121,606	\$266,944	\$143,246	\$293,398	\$153,468	\$308,605	\$643,688	\$1,371,204
Estimated Costs Associated with Implementing the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	\$81,720	\$217,920	\$83,797	\$224,487	\$85,934	\$231,272	\$88,133	\$238,285	\$90,394	\$245,532	\$429,978	\$1,157,496
Facilities, Equipment, Supplies, and Materials	\$5,044	\$5,044	\$6,927	\$6,927	\$7,134	\$7,134	\$11,023	\$11,023	\$12,615	\$12,615	\$42,742	\$42,742

CHE Meeting

Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other (specify)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$86,764	\$222,964	\$90,724	\$231,413	\$93,068	\$238,407	\$99,156	\$249,307	\$103,009	\$258,147	\$472,720	\$1,200,238
Net Total (Sources of Financing Minus Estimated Costs)	\$20,174	\$20,174	\$27,706	\$27,706	\$28,537	\$28,537	\$44,090	\$44,090	\$50,458	\$50,459	\$170,968	\$170,966

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 MAT in Secondary Education uses the University’s graduate tuition at \$467 per credit hour for both in-state and out-of-state students.

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 MAT in Secondary Education.

Expense Highlights:

- **Personnel (Salary Costs):** No administrative cost are associated with adding the two emphasis areas. Any course development needed will be reallocated within the College. The College will add one lecturer to teach across three programs in Secondary Education and Modern Languages to support students selecting the modern language emphasis area. No addition support is required for social studies. The total salary for the position is included in this proposal.
- **Facilities, Equipment, Supplies, and Materials:** Approximately \$5K each year is budgeted to provide supporting promotional materials, marketing, and advertising services.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
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<p>Develop flexible and innovative programs that address challenges found throughout communities in South Carolina.</p>	<p>Demonstrate a breadth and depth of subject matter content knowledge in the subjects they teach, incorporating information literacy skills and state-of-the-art technologies into teaching their subjects.</p>	<p>All program graduates will pass the state required PRAXIS exam in their area of concentration. Required SC state Licensure tests: Praxis II (5038 or 5039 for English language arts; 5086 for social studies; 5161 for mathematics, 5235 biology, 5245 chemistry, or 5265 physics, 5174 for French; and 5195 for Spanish) and PLT 5624; licensure assessments of content knowledge related to subject area content and the adolescent learner.</p> <p>EDLT 8100 and EDLT 8270 lesson plans and projects designed to evaluate student's use of literacy skills and technology.</p>
<p>Increase and strengthen the educator pipeline (recruitment, diversification, retention/support, college and second career pathways).</p>	<p>Demonstrate their ability to analyze content and assess the needs of their students and purposely select and integrate teaching and assessment strategies that include information literacy skills and state-of-the-art technologies for all students.</p>	<p>EDLT 8100 and EDLT 8270 and Discipline specific method courses. (For example, EDSC 8640/8641; EDSC8650/8651) Observations of students in classroom settings; evaluations of student teaching plans and critical reflections presented in case study analysis papers.</p>
<p>Develop and strengthen partnerships throughout the state (district partnerships).</p>	<p>Draw on their knowledge of Secondary Education standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for adolescents.</p>	<p>EDSC 8910 and EDSC 8920 Direct observation and evaluation of student's ability to meet all secondary level standards.</p>
<p>Provide a balance between acceleration through a program with plans for placement and retention after completion.</p>	<p>Demonstrate the interdisciplinary nature of knowledge by helping adolescents make connections among subject areas, facilitating relationships among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum.</p>	<p>ED 8030/8031 Students prepare lesson plans and analyze lesson plans following field experience participation and observations. Specific attention is given to the instructional strategies and classroom routines (instructional and non-instructional).</p>
<p>Promote internship experiences in addition to student teaching practicums.</p>	<p>Use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach.</p>	<p>ED 8030/8031 and EDML 8910 Observations of students in classroom settings. Project: Analysis of Teaching</p>
	<p>Implement research-based instruction.</p>	<p>EDML 8410 or ED 8650 and EDSC 8910 Evaluations of individual lesson plans overtime</p>

		that indicate the student's use of assessment and evidence-based data that drive changes in classroom strategies. Reflection upon how their own curriculum ideology has changed over time and how it affects practice in secondary level classrooms.
	Demonstrate respectful professional relationships with students, families, and colleagues.	EDSC 8910 and EDSC 8920 Observations of students in settings that provide opportunities for the students to work collaboratively with faculty and school administrators, parents/guardians/ family of students, as well as within professional organizations.
	Identify the roles and relationships of other helping professionals that serve adolescents.	EDF 8350, EDSC 8910 and EDSC 8920: Course projects document students understanding of and roles of others who serve young adolescents.
	Demonstrate collaborative learning skills and reflective and critical thinking skills in analyzing teaching and learning.	EDF 8020 and EDML 8410 or ED 8650: Evaluations of student work for critical thinking, analysis, and changes in lesson plans based on evidence.
	Demonstrate equitable, caring, and productive learning environments for adolescents.	EDSP 8230 course project reflects analysis of the student data, collaboration with school partners, and interactions with family/parents.

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 the MAT programs. As examples, we have included two ways the state academic standards will be included in the MAT courses.

- In the Practicum and Seminar, all assignments involving planning of instruction, implementation of instruction, assessment of instruction on K12 learning involve the understanding and inclusion of the state academic standards relevant to the grade level and content area of instruction.
- In the Capstone Project, students will be analyzing student data to modify instruction appropriately in an assignment. In order to collect student data, students have to have a clear understanding how to unpack each performance indicator in the standards, how the

indicators relate to the objectives and assessments included in the lesson, and how instruction might need to be modified to better meet the performance indicators.

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.

The Master of Arts in Teaching in Secondary Education 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 MAT in Secondary Education will demonstrate competence across content specific standards and meet requirements for recommendation for initial teaching certification in South Carolina.

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 (GRE, undergraduate degree, experience).

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.

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 graduate 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 Social Science

National Council for the Social Studies (NCSS)

Secondary Modern Languages

American Council of the Teaching of Foreign Languages (ACTFL)

Secondary Education 9-12 (content specific certification areas to include: English Language Arts, Mathematics, Science is currently approved, and the college will include Social Studies and Modern Languages (French, Spanish, and American Sign Language) as the areas are initiated.

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 candidate data, over time. This new system will allow faculty, the program coordinator, students and stakeholders to assess candidate performance, continuous improvement of the program and meet accreditation and reporting needs.

Sections III and IV as required by SCDE follow:

1. Social Studies, Sections III and IV
2. Modern Languages, Spanish Sections III and IV
3. Modern Languages, French, Sections III and IV
4. Modern Languages, American Sign Language, Sections III and IV

Section III and IV, Social Studies

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 MAT in Secondary Education (Social Studies) is aligned with teacher preparation standards from NCSS (National Council for the Social Studies).

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 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 ADEPT performance standards, South Carolina Teaching Standards 4.0, 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.

Section III: South Carolina State Department of Education Requirements

A. 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.

MAT Secondary Education (Social Studies)

ADEPT Performance Dimension	Course Where Addressed	Assignment(s)/Task(s) Addressing the APS
Introduction to ADEPT Evaluation	ED 8030/8031 Methods of Teaching at the Middle and Secondary Levels	ADEPT APS 1-10 Orientation
APS 1 Long-Range Planning	EDSC 8640 Teaching Methods for Secondary Social Studies	Student Learning Objective (SLO) Evaluation

ADEPT Performance Dimension	Course Where Addressed	Assignment(s)/Task(s) Addressing the APS
	EDSC 8910 Directed Internship	Student Learning Objective (SLO) Evaluation
APS 2 Short-Range Planning	EDSC 8640 Teaching Methods for Secondary Social Studies EDSC 8910 Directed Internship EDSC 8920 Capstone Seminar	Formative Lesson Observations, Final Summary Evaluation Unit Plan assignment, Unit Evaluation, Mid-Term and Final Summary Evaluations Unit Plan assignment, Unit Evaluation
APS 3 Planning Assessments and Using Data	EDSC 8640 Teaching Methods for Secondary Social Studies EDSC 8910 Directed Internship	Formative Lesson Observations, Final Summary Evaluation 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 8640 Teaching Methods for Secondary Social Studies EDSC 8910 Directed Internship	Formative Lesson Observations, Final Summary Evaluation Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 5 Using Instructional Strategies to Facilitate Learning	EDSC 8640 Teaching Methods for Secondary Social Studies EDSC 8910 Directed Internship	Formative Lesson Observations, Final Summary Evaluation Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations

ADEPT Performance Dimension	Course Where Addressed	Assignment(s)/Task(s) Addressing the APS
APS 6 Providing Content for Learners	EDSC 8640 Teaching Methods for Secondary Social Studies EDSC 8910 Directed Internship	Formative Lesson Observations, Final Summary Evaluation Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 7 Monitoring and Enhancing Learning	EDSC 8910 Directed Internship	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 8 Maintaining and Environment that Promotes Learning	EDSC 8640 Teaching Methods for Secondary Social Studies ED 8030/8031 Methods of Teaching at the Middle and Secondary Levels EDSC 8910 Directed Internship	Formative Lesson Observations, Final Summary Evaluation Classroom Plan Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 9 Managing the Classroom	EDSC 8640 Teaching Methods for Secondary Social Studies ED 8030/8031 Methods of Teaching at the Middle and Secondary Levels EDSC 8910 Directed Internship	Formative Lesson Observations, Final Summary Evaluation Classroom Plan Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 10 Fulfilling Professional Responsibilities	EDSC 8640 Teaching Methods for Secondary Social Studies EDSC 8910 Directed Internship	Final Summary Evaluation 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 (APs)

- 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)

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

C. 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 8920 Capstone Seminar	Professionalism and career rubric
Standard 2: Career Clusters and Individual Graduation Plan	EDSC 8920 Capstone Seminar	Pre-Post Assessment
Standard 3: Career Guidance Model	EDSC 8920 Capstone Seminar	Pre-Post Assessment
Standard 4: Character Education	ED 8030/8031 Methods of Teaching at the Middle and Secondary Levels	Classroom Plan
Standard 5: Contextual Teaching	EDSC 8910 Directed Internship	Summative Lesson Observation, Mid-Term and Final Summary Evaluation
Standard 6: Cooperative Learning	EDSC 8910 Directed Internship	Summative Lesson Observation, Mid-Term and Final Summary Evaluation

EEDA Performance Standard	Activity/Course Where Addressed	Assessment
Standard 7: Accommodating Diverse Learning Styles	EDSC 8640 Teaching Methods for Secondary Social Studies	Lesson Plan template and rubric
	EDSC 8920 Capstone Seminar	Lesson Plan template and rubric
	EDSC 8910 Directed Internship	Summative Lesson Observation, Mid-Term and Final Summary Evaluation

D. 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.

E. 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

F. 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.

G. Admission Requirements (Assurance of Compliance)

Candidates admitted to the Graduate School demonstrate basic academic proficiencies by meeting the standards set by the university Graduate School.

All students seeking to complete the Secondary Education Program with an emphasis in Social Studies must meet all admission requirements and be formally admitted before they are allowed to enroll in restricted professional courses. Admissions requirements include:

- completed baccalaureate degree from a regionally accredited college or university with a minimum GPA of 2.75 on a 4.0 scale and a preferred GPA of 3.0 or higher on a 4.0 scale.
- A C or better in all pre-requisite content area coursework (Social Studies) necessary to meet state teacher certification requirements
- Passing score on Praxis Subject Assessment
- A graduate school application which requires:
 - Transcripts
 - Competitive GRE (Graduate Record Exam) or MAT (Miller Analogies Test) or passing scores on all areas of the Praxis CORE
 - Current resume
 - Two letters of recommendation
 - Personal statement—a writing sample that addresses knowledge, accomplishments, and future career goals
 - TOEFL/IELTS scores for international students
- An interview, in person or virtual

Additional requirements after entering the program:

- attendance at the Internship Orientation;
- Criminal Background Check and Full Disclosure Statement from the State Law Enforcement Division (SLED);
- meet with program faculty at least twice per academic year to assure that they are in meeting the above requirements.

H. Field and Clinical Experience Requirements

At the initial graduate level, all candidates must complete a minimum of 75 hours of field experiences prior to clinical practice.

Secondary Social Studies

Field experiences and clinical practice are critical components of the College of Education Secondary Education Social Studies teaching degree program. Candidates are prepared for successful teaching positions in high school social studies 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 75 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 Education Social Studies candidates spend at least 615 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 engage in purposeful, challenging, diverse, and supervised field-based observations, tutoring, and co-teaching (ED 8030), service learning (EDF 8350), and lesson planning, assessment development, data analysis, differentiated teaching practices, and reflective practices (EDSC 8640). 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 high 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 exam.

As the below table indicates, candidates complete a minimum of 75 hours prior to entering their EDSC 8910 Directed Internship.

Secondary Social Studies Initial Licensure Program, MAT

Course	Description of the Field Experience and clinical practice (practica and internships)	# of hours
EDF 8350	Early Adolescent Growth and Development: Candidates (typically sophomore year) observe adolescents’ development and behavior in a high school setting.	15
ED 8030	Methods of Teaching at the Middle and Secondary levels: Candidates collaborate with mentor teachers and university instructors in conducting focused observations, tutoring individual students, and leading instructional activities.	22.5
EDSC 8640	Secondary Social Studies Methods: Candidates are placed in a public high school Social Studies classroom where they observe, assist, and co-teach with their cooperating teacher.	37.5
EDSC 8910	Directed Internship (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		615

Procedures for Monitoring Candidates’ Progress

Transition Point 1: Admission to Secondary Education MAT

1. The candidate applies to Clemson University Graduate School with the following requirements:
 - a. completed baccalaureate degree from a regionally accredited college or university with a minimum GPA of 2.75 on a 4.0 scale and a preferred GPA of 3.0 or higher on a 4.0 scale.
 - b. A C or better in all pre-requisite content area coursework (Social Studies) necessary to meet state teacher certification requirements
 - c. Passing score on Praxis Subject Assessment
 - d. A graduate school application which requires:
 - i. Transcripts

- ii. Competitive GRE (Graduate Record Exam) or MAT (Miller Analogies Test) or passing scores on all areas of the Praxis CORE
 - iii. Current resume
 - iv. Two letters of recommendation
 - v. Personal statement—a writing sample that addresses knowledge, accomplishments, and future career goals
 - vi. TOEFL/IELTS scores for international students
- e. An interview, in person or virtual
2. Admitted students are assigned a program faculty advisor who facilitates and monitors progression through the program.

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.

I. Eligibility for Certification

Candidates for Secondary Education certification will complete credit hours in their area of content concentration prior to entering the MAT program (generally in their baccalaureate programs). For Secondary Social Studies Education, candidates can initially certify as single-subject in either History, Government, Geography, or Economics. Or if they meet the content requirements for broad-field social studies certification, students can request certify as social studies. The Secondary program seeks national recognition by the CAEP-designated SPA (NCSS for Social Studies). In addition, candidates must successfully complete the following Praxis Subject Assessments and Principles of Learning (PLT) requirements.

Test Name	CDT Code	Qualifying Score
Social Studies: Content and Interpretation	5086	153
World and U.S. History: Content Knowledge	5941	150
Government/Political Science	5931	149
Geography	5921	149
Economics	5911	144
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 Middle Grades/Secondary MAT 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.

Program	Courses	Literacy Competencies Addressed
Secondary MAT	Foundations of Adolescent Literacy (EDLT 8100)	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 8270)	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 8100, Foundations in Literacy, course and are added to rubrics throughout the program. To view the alignment, see the table below.

ISTE NETS-T	Courses Where Addressed	Assignment/Task
<p>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.</p> <p>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</p>	<p>EDLT 8100 Foundations in Literacy</p> <p>EDSC 8910 Directed Internship</p>	<ul style="list-style-type: none"> ▪ 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
<p>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.</p> <p>a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity</p> <p>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</p> <p>c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources</p> <p>d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching</p>	<p>EDLT 8100 Foundations in Literacy</p> <p>EDSC 8910 Directed Internship</p>	<ul style="list-style-type: none"> ▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Summary Evaluation ▪ Final Summary Evaluation
<p>Model digital age work and learning Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.</p> <p>a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations</p> <p>b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation</p> <p>c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats</p> <p>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</p>	<p>EDLT 8100 Foundations in Literacy</p> <p>EDSC 8910 Directed Internship</p>	<ul style="list-style-type: none"> ▪ 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
<p>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.</p> <p>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</p> <p>b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources</p> <p>c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information</p> <p>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</p>	<p>EDLT 8100 Foundations in Literacy</p> <p>EDSC 8910 Directed Internship</p>	<ul style="list-style-type: none"> ▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Summary Evaluation ▪ Final Summary Evaluation
<p>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.</p> <p>a. Participate in local and global learning communities to explore creative applications of technology to improve student learning</p> <p>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</p> <p>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</p> <p>d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community</p>	<p>EDLT 8100 Foundations in Literacy</p> <p>EDSC 8910 Directed Internship</p>	<ul style="list-style-type: none"> ▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Summary Evaluation ▪ Final Summary Evaluation

Section IV. National Accreditor and SPA Standards, and Assessments

Secondary Social Studies

Standard 1. Content Knowledge

Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary facts, concepts, and tools; structures of inquiry; and forms of representation.

1a. Candidates are knowledgeable about the concepts, facts, and tools in civics, economics, geography, history, and the social/behavioral sciences.

1b. Candidates are knowledgeable about disciplinary inquiry in civics, economics, geography, history, and the social/behavioral sciences.

1c. Candidates are knowledgeable about disciplinary forms of representation in civics, economics, geography, history, and the social/behavioral sciences.

Standard 2. Application of Content Through Planning

Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

2a. Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.

2b. Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.

2c. Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life.

2d. Candidates plan learning sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence.

2e. Candidates plan learning sequences that use technology to foster civic competence.

Standard 3. Design and Implementation of Instruction and Assessment

Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.

3a. Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.

3b. Candidates design and implement learning experiences that engage learners in disciplinary

knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.

3c. Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.

3d. Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

3e. Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

Standard 4. Social Studies Learners and Learning

Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

4a. Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.

4b. Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.

4c. Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.

Standard 5. Professional Responsibility and Informed Action

Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

5a. Candidates use theory and research to continually improve their social studies knowledge, inquiry

skills, and civic dispositions, and adapt practice to meet the needs of each learner.

5b. Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.

5c. Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.

NCCSS PROGRAMMATIC REQUIREMENTS FOR NATIONAL RECOGNITION

A. Course or Courses on Teaching Social Studies. Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.

B. Qualified Social Studies Faculty. Institutions preparing social studies teachers should provide faculty in the social studies and social studies education components of the program who are recognized as (a) exemplary teachers, (b) scholars in the fields of social studies and social studies education, and (c) informed about middle and secondary school classrooms and teaching.

Secondary-Social Studies

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 the program are as follows:

(1) Bachelor’s degree

(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) Specialized preparation Semester Hours (for teaching all social studies in high school)

Social studies

U.S. History 6

European History 6

Electives from economics, government, geography, and sociology (not more than 6 hours in any one field) 12

Electives from economics, geography, government, history, psychology, sociology, and the history of religion 6

History

U.S. History 6

European History 6

Electives from history and/or government 6

One social studies field

(Certification will be granted in any one of the specific subjects—economics, geography, government, psychology, and sociology—for which eighteen (18) semester hours are presented.) 18

(5) Endorsement in the Advanced Placement social sciences requires certification in a social studies area and the successful completion of the requisite Advanced Placement Institute.

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 and at nine points during student teaching internship 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 (directed internship) 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 (internship).

- 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 placed 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)

Type and Number	Name	Type or Form	When Administered
#1 Licensure Assessment	Praxis II	State Licensure Test #5086 Social Studies: Content and Interpretation	Prior to admission to program
#2 Content Knowledge in Social Studies	Grades in Content Courses	Course Grades	Transcript review as students are being consider for admission to program
#3 Ability to Plan Instruction	Curriculum Unit Plan	Unit Plan	EDSC 8640, Teaching Methods
#4 Teacher internship	NCSS Strand Internship Evaluation	Summative Evaluation of Candidates Planning, Teaching, and Assessment Aligned with the NCSS Strands	EDSC 8910, Directed Internship
#5 Effect on Student Learning	Assessment Portfolio	Portfolio of Assessment Tools and their Student Impact	EDSC 8920, Capstone Seminar
#6 Additional Assessment	Final Intership Evaluation	Summative Evaluation of Candidates Teacher internship Aligned with SC State Teacher Evaluation Standards	EDSC 8910, Directed Internship

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

	#1 PRAXIS	#2 Grades	#3 Unit Plan	#4 NCSS Eval	#5 Assess	#6 ADEPT
1.1 Anthropology	X	X	X	X	X	X
1.2 History	X	X	X	X	X	X
1.3 Geography	X	X	X	X	X	X
1.4 Psychology	X	X	X	X	X	X
1.5 Sociology	X	X	X	X	X	X
1.6 Government	X	X	X	X	X	X
1.7 Economics	X	X	X	X	X	X

1.8 STS		X	X	X	X	X
1.9 Global		X	X	X	X	X
1.10 Civics	X	X	X	X	X	X

D. Planned evidence for meeting standards (Assessment documents)

Assessment 1 – Praxis Scores

Description of assessment and its use in the program

The Praxis II Social Studies: Content and Interpretation exam #5086 is designed for teacher candidates who are working toward certification in Secondary Social Studies Education. The exam is required for candidates seeking permanent certification and are requirements of the South Carolina Department of Education (SCDE) in order to become certified in Secondary Social Studies Education. This valid and reliable test is developed by Educational Testing Service (ETS). The qualifying score for the Praxis II #5086 exam has been established by the SCDE at 153. Students are placed in an internship and recommended for certification only if they pass the exam.

Description of how assessment specifically aligns with the standards it is cited for

According to ETS, the Praxis II Social Studies: Content and Interpretation exam #5086 covers the understanding and application of knowledge in the fields of United States History, World History, Government/Civics, Geography, Economics, and Behavioral Sciences. Praxis #5086 is aligned with 8 out of the 10 NCSS Standards. The Behavioral Sciences section covers NCSS Thematic Strands 1.1 Culture and Cultural Diversity, 1.4 Individual Development and Identity, and 1.5 Individuals, Groups, and Institutions. The Government/Civics portion of the test covers 1.6 Power, Authority, and Governance and 1.10 Civic Ideals and Practices. The U.S. History and World History portions of the test covers NCSS Standard 1.2 Time, Continuity, and Change. The Geography section covers 1.3 People, Places, and Environments and the Economics section covers 1.7 Production, Distribution, and Consumption. Standard 1.8 Science, Technology, and Society and 1.9 Global Connections are not specifically evaluated with this evaluation tool.

Praxis II #5068 Section	NCSS Standard
Behavioral Sciences	1.1, 1.4, 1.5
U.S. History	1.2
World History	1.2
Geography	1.3
Civics/Government	1.6, 1.10
Economics	1.7

Assessment 2 – Content Courses Grades

Description of assessment and its use in the program

Clemson University is a land grant university that emphasizes a strong, diverse preparation in disciplinary content. Secondary Social Studies Education candidates are required to complete content knowledge coursework that addresses all 10 NCSS thematic strands. Since our candidates receive a

broad field certification, this variety of courses ensures that secondary social studies education candidates are prepared for the rigors of teaching all social studies disciplines. Faculty and the education academic advising center closely monitor both GPA and individual course grades.

Grade Policy and Minimum Expectation

Individual faculty members and/or program areas have the freedom to establish their own grading scales, so it varies across courses. Generally, most courses use a 10-point scale (90-100=A, 80-89=B, 70-79=C, 60-69=D, and below 59=F). The grading system for Clemson University and the College of Education as stated in the university’s academic regulations is as follows:

A	Excellent	Indicates work of a very high character, the highest grade given
B	Good	Indicates work that is definitely above average, though not of the highest quality
C	Fair	Indicates work of average or medium character
D	Pass	Indicates work below average and unsatisfactory, the lowest passing grade
F	Failed	Indicates that the student knows so little of the subject that it must be repeated in order that credit can be received

The department requires that all Secondary Social Studies candidates maintain a 2.75 overall GPA. To be recommended for licensure, students must earn a C or higher in all required history content and education courses.

Description of all courses used in this assessment can be found in the table below. The content course grades presented in this assessment are aligned with the ten NCSS strands as indicated below:

NCSS Strand	Courses
NCSS 1.1	ANTH 2010: Introduction to Anthropology
NCSS 1.2	HIST 1010: History of the United States I HIST 1020: History of the United States II
NCSS 1.3	GEOG 1010: Introduction to Geography
NCSS 1.4	PSYCH 2010: Introduction to Psychology
NCSS 1.5	SOC 2010: Introduction to Sociology
NCSS 1.6	POSC 1010: American National Government
NCSS 1.7	ECON 2000: Economics Concepts
NCSS 1.8	BIOL 2000: Biology in the News HIST 1220: History, Technology, and Society EDF 4800: Digital Media and Learning
NCSS 1.9	HIST 1720: The West and the World I HIST 1730: The West and the World II
NCSS 1.10	POSC 1010: American National Government

Assessment 3 – Unit Plan

Description of assessment and its use in the program:

EDSC 8630: Teaching Secondary Social Studies is a methods course taken by Secondary Social Studies Education majors. EDSC 8640 is part of a cohort-based semester where candidates are immersed in a Social Studies methods course, a content area reading course, and an intensive field-placement experience. Social Studies and Literacy faculty develop assignments focused on the field placement as it will serve as the site for the candidate’s internship the following semester.

The Social Studies Curriculum Unit Plan is a semester-long assignment, carefully scaffolded by the instructor, which affords Secondary Social Studies majors a focused experience with comprehensive curriculum design. Candidates self-select a social studies topic appropriate for their future internship classroom, with an emphasis on historically underserved populations. Candidates are encouraged to develop these lessons with a constructivist design in mind, an approach that encourages teachers to provide interdisciplinary lessons that promote inquiry, decision-making, analytic skills, and the development of values.

In the introduction to their unit, students must discuss how their plans address all 10 NCSS thematic strands, the South Carolina Social Studies standards, and the South Carolina Elements of Literacy. They explain how the unit fits into the broader course curriculum, the types of assessment that they will use to evaluate and monitor their students’ learning, and essential questions that guide instruction. Candidates develop six lesson plans that include alignment to NCSS strands, materials, content outlines, as well as formal and informal assessments.

Description of how assessment specifically aligns with the standards it is cited for:

Candidates must thoroughly explain how their unit plan aligns with both the South Carolina Social Studies standards and all 10 of the NCSS thematic strands (NCSS 1.1-1.10). Faculty evaluate the unit plans with a rubric that is designed to assess the quality of the unit plan in terms of the NCSS thematic strands as well as the candidates’ ability to prepare meaningful lesson and unit plans [see table below]. All candidates are expected to demonstrate their ability to plan lessons using the VICAM model for powerful social studies which focuses on lessons that are value-based, integrated, challenging, active, and meaningful.

Curriculum Unit Plan Scoring Rubric for NCSS Standards 1.1-1.10

Unacceptable	Acceptable	Target
Candidate exhibits an unacceptable level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	Candidate exhibits an acceptable level of performance of ability to conceptualize and apply pedagogical and professional standard specific knowledge and skills to create effective lesson and unit plans.	Candidate exhibits an exceptional level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.
Translating data collected: A candidate earns 20 points or less (out of 30) on their curriculum unit project.	Translating data collected: A candidate earns 21-28 points (out of 30) on their curriculum unit project.	Translating data collected: A candidate earns either 29 or 30 points on their curriculum unit project.

Curriculum Unit Plan Assignment Description

The curriculum unit is an extension of the lesson plans that are created throughout the semester. The purpose of this assignment is to help you become a curriculum maker. During this project, you will have the opportunity to work with a group of your peers to design the lesson plans for the Inquiry Unit for use in a social studies classroom. Through this project you will develop practical knowledge and application of the various standards to classroom teaching and learning. You will develop a list of essential questions that will guide this curriculum, outline a set of academic and behavior objectives that support this curriculum, and then develop appropriate assessments that measure that curriculum. These curriculum units will incorporate the 10 Thematic Strands from the National Council for the Social Studies, an infusion of technology, and appropriate strategies for reading and writing (see above). Finally, you will be asked to design a variety of instructional activities and should pay careful attention to making the “standards come alive” during curriculum implementation. This project satisfies SPA and EEDA requirements for the College of Education and will be used to assess the program.

Throughout this course, we will be submitting four comprehensive lesson plans, focusing on the same unit of study (e.g., Reconstruction, River Valley Civilizations, Legislative Branch of Government, Human Geography, etc.). The lesson plans, however, will focus on historically underserved populations instead of the “typical” Eurocentric focus. Lesson plans will be designed in pairs and the selection of the unit of study is based on your individual interest. As comprehensive lesson plans, you will be required to provide detailed descriptions of the student objectives, methods, and assessment possibilities. In addition, you will be expected to include all supplemental materials for each lesson (handouts, activities, visual aids, PowerPoints, etc.).

The Lesson Plans will be organized in the following way:

Background

Instructor:

Subject:

Topic:

Lesson Objectives:

South Carolina Grade Level Standards:

National Standards

Prerequisites (Prior Knowledge):

Supplemental Materials:

Lesson

Connection to Prior Knowledge:

Instructional Methods:

Formative Assessment:

Closure

Differentiation Recommendations:

Second, lesson plans will be evaluated for how well the activities and lesson ideas mirror aspects of constructivist lesson design. This rubric will address the following design question:

- Does the lesson make the content relevant to students' lives?
- Does the lesson access the students' prior learning/knowledge?
- Do the lesson activities cause students to be active learners, making their own interpretations about the subject matter?
- Does the lesson allow for dialogue and/or interaction between students and students and students and teachers so as to promote reflection and critical (constructive) thinking about the content?
- Do lesson assessments afford students the opportunity to reflect on their learning and develop meta-awareness of their understanding and learning processes?
- Does the lesson align with one or more approaches to constructivist social studies instruction (constructivist historical design, authentic social studies instruction, teaching for meaning, problem-based learning, experiential learning, historical thinking)?

Lesson plans will address important aspects of issues related to social studies teaching and curriculum:

Lesson Plan #1: General Method/Junior Method

Lesson Plan #2: Socratic Seminar Method

Lesson Plan #3: Historical Thinking Method (texts or visual)

Lesson #4: Geography Focus and/or Economics Focus/Method

Lesson #5: Social Media

Lesson #6: Lesson Plan/Method from EDLT 4980

Assessment 4 – NCSS Strand Internship Evaluation

Description of assessment and its use in the program:

All Social Studies Education students complete an internship in a public-school setting. During this period, candidates are evaluated by both a university supervisor and cooperating teacher. Cooperating teachers complete an evaluation that targets the candidates' ability to plan for, teach, and assess students about each of the 10 NCSS Thematic Strands of Social Studies [see table below]

Description of how assessment specifically aligns with the standards it is cited for:

This tool is specifically designed to align with NCSS Standards 1.1-1.10. Cooperating teachers rank the candidates on their ability to plan for, teach, and assess students' learning of each NCSS thematic strand. Candidates are ranked on a 3-point scale, where a score of 1 signifies unacceptable performance, a score of 2 signifies acceptable performance, and a score of 3 signifies target performance [see table below]

NCSS Strand Evaluation Scoring Rubric

Assessment: For each theme, (1) check the specific questions addressed in the lesson(s) and during the observation(s); (2) from the dropdown box, please select the appropriate quantitative evaluation to indicate evidence in planning and evidence in teaching for each new theme; and, (3) add comments as necessary.

NCSS Theme I: Culture and Cultural Diversity

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of culture and cultural diversity.

Description: In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum. The study of culture prepares students to answer questions such as:

What are the common characteristics of different cultures?

How do belief systems, such as religion or political ideals, influence other parts of culture?

How does the culture change to accommodate different ideas and beliefs?

What does language tell us about culture?

	Unacceptable 1	Acceptable 2	Target 3	Score
Evidence of Planning	Candidate exhibits an unacceptable level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	Candidate exhibits an acceptable level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	Candidate exhibits an exceptional level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	
	Unacceptable 1	Acceptable 2	Target 3	Score
Evidence of Teaching	Candidate exhibits an unacceptable level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	Candidate exhibits an acceptable level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	Candidate exhibits an exceptional level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	
	Unacceptable 1	Acceptable 2	Target 3	Score
Evidence of Student Learning	Candidate is unable to utilize assessments to diagnose student achievement, or to monitor pupil progress, or is unable to create or utilize assessments appropriate to the content or the age of the student.	Candidate is able to utilize assessments to diagnose student achievement or to monitor pupil progress and is able to create or utilize assessments appropriate to the content or the age of the student.	Candidate demonstrates a high level of ability to create and utilize assessments to diagnose student achievement and to monitor pupil progress with assessments appropriate to the content or the age of the student.	
Comments				

NCSS Theme II: Time, Continuity and Change

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of time continuity and change.

Description: This theme typically appears in courses in history and others that draw upon historical knowledge and habits. Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop an historical perspective and to answer questions such as:

- Who am I?
- What happened in the past?
- How am I connected to those in the past?
- How has the world changed and how might it change in the future?
- Why does our personal sense of relatedness to the past change?

	Unacceptable 1	Acceptable 2	Target 3	Score
Evidence of Planning	Candidate exhibits an unacceptable level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	Candidate exhibits an acceptable level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	Candidate exhibits an exceptional level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	
	Unacceptable 1	Acceptable 2	Target 3	Score
Evidence of Teaching	Candidate exhibits an unacceptable level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	Candidate exhibits an acceptable level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	Candidate exhibits an exceptional level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	
	Unacceptable 1	Acceptable 2	Target 3	Score
Evidence of Student Learning	Candidate is unable to utilize assessments to diagnose student achievement, or to monitor pupil progress, or is unable to create or	Candidate is able to utilize assessments to diagnose student achievement or to monitor pupil progress and is able to create or utilize assessments	Candidate demonstrates a high level of ability to create and utilize assessments to diagnose student achievement and to monitor pupil	

	utilize assessments appropriate to the content or the age of the student.	appropriate to the content or the age of the student.	progress with assessments appropriate to the content or the age of the student.	
Comments				

NCSS Theme III: People, Places and Environments

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of people, places, and environments.

Description: In schools, this theme typically appears in units and courses dealing with area studies and geography. The study of people, places and human-environment interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding provided by questions such as:

- Where are things located?
- Why are they located where they are?
- What do we mean by "region"?
- How do landforms change?
- What implications do these changes have for people?

	Unacceptable 1	Acceptable 2	Target 3	Score
Evidence of Planning	Candidate exhibits an unacceptable level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	Candidate exhibits an acceptable level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	Candidate exhibits an exceptional level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	

	Unacceptable 1	Acceptable 2	Target 3	Score
Evidence of Teaching	Candidate exhibits an unacceptable level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	Candidate exhibits an acceptable level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	Candidate exhibits an exceptional level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	
	Unacceptable 1	Acceptable 2	Target 3	Score
Evidence of Student Learning	Candidate is unable to utilize assessments to diagnose student achievement, or to monitor pupil progress, or is unable to create or utilize assessments appropriate to the content or the age of the student.	Candidate is able to utilize assessments to diagnose student achievement or to monitor pupil progress and is able to create or utilize assessments appropriate to the content or the age of the student.	Candidate demonstrates a high level of ability to create and utilize assessments to diagnose student achievement and to monitor pupil progress with assessments appropriate to the content or the age of the student.	
Comments				

NCSS Theme IV: Individual Human Development and Identity

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of ideas associated with individual human development and identity.

Description: In schools, this theme typically appears in units and courses dealing with psychology and anthropology. Personal identity is shaped by one's background, by groups, and by institutional influences. Students should consider such questions as:

How do people learn?
 Why do people behave as they do?
 What influences how people learn, perceive and grow?
 How do people meet their basic needs in a variety of contexts?
 How do individuals develop from youth to adulthood?

	Unacceptable 1	Acceptable 2	Target 3	Score
Evidence of Planning	Candidate exhibits an unacceptable level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	Candidate exhibits an acceptable level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	Candidate exhibits an exceptional level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	
	Unacceptable 1	Acceptable 2	Target 3	Score
Evidence of Teaching	Candidate exhibits an unacceptable level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	Candidate exhibits an acceptable level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	Candidate exhibits an exceptional level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	
	Unacceptable 1	Acceptable 2	Target 3	Score
Evidence of Student Learning	Candidate is unable to utilize assessments to diagnose student achievement, or to monitor pupil progress, or is unable to create or utilize assessments appropriate to the	Candidate is able to utilize assessments to diagnose student achievement or to monitor pupil progress and is able to create or utilize assessments appropriate to the	Candidate demonstrates a high level of ability to create and utilize assessments to diagnose student achievement and to monitor pupil progress with	

	content or the age of the student.	content or the age of the student.	assessments appropriate to the content or the age of the student.	
Comments				

NCSS Theme V: Individuals, Groups and Institutions

Teachers of social studies at all levels should provide developmentally appropriate experiences as they guide learners in the study of interactions among individuals, groups, and institutions.

Description: In schools, this theme typically appears in units in courses dealing with sociology, anthropology, psychology, political science, and history. Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as:

- What is the role of institutions in this and other societies?
- How am I influenced by institutions?
- How do institutions change?
- What is my role in institutional change?

	Unacceptable 1	Acceptable 2	Target 3	Score
Evidence of Planning	Candidate exhibits an unacceptable level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	Candidate exhibits an acceptable level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	Candidate exhibits an exceptional level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	
	Unacceptable 1	Acceptable 2	Target 3	Score

Evidence of Teaching	Candidate exhibits an unacceptable level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	Candidate exhibits an acceptable level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	Candidate exhibits an exceptional level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	
	Unacceptable 1	Acceptable 2	Target 3	Score
Evidence of Student Learning	Candidate is unable to utilize assessments to diagnose student achievement, or to monitor pupil progress, or is unable to create or utilize assessments appropriate to the content or the age of the student.	Candidate is able to utilize assessments to diagnose student achievement or to monitor pupil progress and is able to create or utilize assessments appropriate to the content or the age of the student.	Candidate demonstrates a high level of ability to create and utilize assessments to diagnose student achievement and to monitor pupil progress with assessments appropriate to the content or the age of the student.	
Comments				

NCSS Theme VI: Power, Authority and Governance

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of power, authority, and governance.

Description: In schools, this theme typically appears in units or courses dealing with government, politics, political science, history, law, and other social sciences. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U. S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as:

What is power?

What forms does it take?

Who holds it?

How is it gained, used, and justified?

What is legitimate authority?

How are governments created, structured, maintained, and changed?

How can individuals' rights be protected within the context of majority rule?

	Unacceptable 1	Acceptable 2	Target 3	Score
<i>Evidence of Planning</i>	Candidate exhibits an unacceptable level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	Candidate exhibits an acceptable level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	Candidate exhibits an exceptional level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	
	Unacceptable 1	Acceptable 2	Target 3	Score
<i>Evidence of Teaching</i>	Candidate exhibits an unacceptable level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	Candidate exhibits an acceptable level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	Candidate exhibits an exceptional level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	
	Unacceptable 1	Acceptable 2	Target 3	Score
<i>Evidence of Student Learning</i>	Candidate is unable to utilize assessments to diagnose student achievement, or to monitor pupil progress, or is unable to create or utilize assessments appropriate to the content or the age of the student.	Candidate is able to utilize assessments to diagnose student achievement or to monitor pupil progress and is able to create or utilize assessments appropriate to the	Candidate demonstrates a high level of ability to create and utilize assessments to diagnose student achievement and to monitor pupil progress with assessments	

		content or the age of the student.	appropriate to the content or the age of the student.	
Comments				

NCSS Theme VII: Production, Distribution, and Consumption

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how people organize for the production, distribution, and consumption of goods and services.

Description: In schools, this theme typically appears in units in courses dealing with economic concepts and issues. Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as:

- What is to be produced?
- How is production to be organized?
- How are goods and services to be distributed?
- What is the most effective allocation of the factors to be produced (land, labor, capital, and management)?

	Unacceptable 1	Acceptable 2	Target 3	Score
<i>Evidence of Planning</i>	Candidate exhibits an unacceptable level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	Candidate exhibits an acceptable level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	Candidate exhibits an exceptional level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	
	Unacceptable 1	Acceptable 2	Target 3	Score

Evidence of Teaching	Candidate exhibits an unacceptable level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	Candidate exhibits an acceptable level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	Candidate exhibits an exceptional level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	
	Unacceptable 1	Acceptable 2	Target 3	Score
Evidence of Student Learning	Candidate is unable to utilize assessments to diagnose student achievement, or to monitor pupil progress, or is unable to create or utilize assessments appropriate to the content or the age of the student.	Candidate is able to utilize assessments to diagnose student achievement or to monitor pupil progress and is able to create or utilize assessments appropriate to the content or the age of the student.	Candidate demonstrates a high level of ability to create and utilize assessments to diagnose student achievement and to monitor pupil progress with assessments appropriate to the content or the age of the student.	
Comments				

NCSS Theme VIII: Science, Technology, and Society

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of science and technology.

Description: This theme draws upon the natural and physical sciences and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government. Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions such as:

Is new technology always better than old?

What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated?

How can we cope with the ever-increasing pace of change?

How can we manage technology so that the greatest number of people benefit from it?

How can we preserve our fundamental values and beliefs in the midst of technological change?

	Unacceptable 1	Acceptable 2	Target 3	Score
<i>Evidence of Planning</i>	Candidate exhibits an unacceptable level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	Candidate exhibits an acceptable level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	Candidate exhibits an exceptional level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	
	Unacceptable 1	Acceptable 2	Target 3	Score
<i>Evidence of Teaching</i>	Candidate exhibits an unacceptable level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	Candidate exhibits an acceptable level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	Candidate exhibits an exceptional level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	
	Unacceptable 1	Acceptable 2	Target 3	Score
<i>Evidence of Student Learning</i>	Candidate is unable to utilize assessments to diagnose student achievement, or to monitor pupil progress, or is unable to create or utilize assessments appropriate to the	Candidate is able to utilize assessments to diagnose student achievement or to monitor pupil progress and is able to create or utilize assessments appropriate to the	Candidate demonstrates a high level of ability to create and utilize assessments to diagnose student achievement and to monitor pupil progress with	

	content or the age of the student.	content or the age of the student.	assessments appropriate to the content or the age of the student.	
Comments				

NCSS Theme IX: Global Connections and Interdependence

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of global connections and interdependence.

Description: This theme typically appears in units in courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities. The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as:

- Health care
- The environment
- Human rights
- Economic competition and interdependence
- Age-old ethnic enmities
- Political and military alliances

	Unacceptable 1	Acceptable 2	Target 3	Score
Evidence of Planning	Candidate exhibits an unacceptable level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	Candidate exhibits an acceptable level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	Candidate exhibits an exceptional level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	

	Unacceptable 1	Acceptable 2	Target 3	Score
<i>Evidence of Teaching</i>	Candidate exhibits an unacceptable level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	Candidate exhibits an acceptable level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	Candidate exhibits an exceptional level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	
	Unacceptable 1	Acceptable 2	Target 3	Score
<i>Evidence of Student Learning</i>	Candidate is unable to utilize assessments to diagnose student achievement, or to monitor pupil progress, or is unable to create or utilize assessments appropriate to the content or the age of the student.	Candidate is able to utilize assessments to diagnose student achievement or to monitor pupil progress and is able to create or utilize assessments appropriate to the content or the age of the student.	Candidate demonstrates a high level of ability to create and utilize assessments to diagnose student achievement and to monitor pupil progress with assessments appropriate to the content or the age of the student.	
Comments				

NCSS Theme X: Civic Ideals and Practices

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of civic ideals and practices.

Description: In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the

humanities. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as:

What is civic participation and how can I be involved?

How has the meaning of citizenship evolved?

What is the balance between rights and responsibilities?

What is the role of the citizen in the community and the nation, and as a member of the world community?

How can I make a positive difference?

	Unacceptable 1	Acceptable 2	Target 3	Score
<i>Evidence of Planning</i>	Candidate exhibits an unacceptable level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	Candidate exhibits an acceptable level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	Candidate exhibits an exceptional level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	
	Unacceptable 1	Acceptable 2	Target 3	Score
<i>Evidence of Teaching</i>	Candidate exhibits an unacceptable level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	Candidate exhibits an acceptable level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	Candidate exhibits an exceptional level of performance as they utilize content, skills, learning activities, and technology appropriate to creating meaningful classroom experiences.	
	Unacceptable 1	Acceptable 2	Target 3	Score
<i>Evidence of Student Learning</i>	Candidate is unable to utilize assessments to diagnose student achievement, or to monitor pupil progress,	Candidate is able to utilize assessments to diagnose student achievement or to monitor pupil progress	Candidate demonstrates a high level of ability to create and utilize assessments to	

	or is unable to create or utilize assessments appropriate to the content or the age of the student.	and is able to create or utilize assessments appropriate to the content or the age of the student.	diagnose student achievement and to monitor pupil progress with assessments appropriate to the content or the age of the student.	
Comments				

Assessment 5 – Assessment Portfolio

Description of assessment and its use in the program:

EDSC 8920 Capstone Seminar is a seminar that candidates take in conjunction with the internship. This course provides a space for candidates to examine and discuss issues they encounter during their internship, so they can apply educational theories to their pedagogical practices. The Assessment Portfolio project requires candidates to collect and reflect on three different whole-class assessments (of various types) that they designed and administered during their internship experience. Candidates must submit their assessment tool (e.g. test, rubric, worksheet, portfolio project) along with any relevant assignment descriptions. They must also submit two student products for each assessment that they collected in the field. They then reflect upon the evidence gathered.

Description of how assessment specifically aligns with the standards it is cited for:

When reflecting upon their assessments and student products, candidates must discuss the degree to which their students have learned the content of the social studies and how the assessment will help them diagnose and document student progress student learning in the social studies. Faculty evaluate students with a rubric focused on the creation, use, and interpretation of assessments in social studies classrooms. Because candidates focus on content relevant to the social studies and the degree to which their students have learned social studies content, this assessment portfolio covers important elements of NCSS standards 1.1-1.10.

Assessment Portfolio Scoring Rubric

Unacceptable	Acceptable	Target
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Candidate is unable to utilize assessments to diagnose student achievement/monitor student progress in content related to the social studies, or is unable to create or utilize assessments appropriate to social studies content/age of the student	Candidate is able to utilize assessments to diagnose student achievement/monitor student progress in content related to the social studies, or is able to create or utilize assessments appropriate to social studies content/age of the student	Candidate demonstrates a high level of ability to utilize assessments to diagnose student achievement/monitor student progress in content related to the social studies and to create and utilize assessments appropriate to social studies content/age of the student
Translating data collected: A candidate earns 14 points or less (out of 20) on their assessment portfolio.	Translating data collected: A candidate earns 15-19 points (out of 20) on their assessment portfolio.	Translating data collected: A candidate earns all 20 points on their assessment portfolio.

Assessment Portfolio Assignment Description

For this assignment, you will collect and reflect on three different assessments that you have used during internship (20 points total).

- 1) You will need to collect three diverse assessment pieces (your choice) and a copy of two student products for each assessment. Try to choose two students with different scores or ideas.

Consider the following types of assessment:

- a. Pencil and paper tests (multiple choice, fill-in-the-blank, true/false, etc.)
 - b. Pencil and paper tests (essay, with rubric)
 - c. Pre-test/post-test assessments (quiz before/after teaching, anticipation guide, K/W/L chart)
 - d. Authentic assessments (with rubrics)
 - e. Daily assessments (think-writes, journal responses, exit slip, etc.)
 - f. Performance observations (checklists, rating sheets, etc.)
 - g. Student self or group evaluations
 - h. Interest surveys or multiple intelligence tests
- 2) Write a 2-3-page reflection for each assessment piece. In addition to providing basic information about the assessment, you should address:
 - a. Why did you decide to use this option to assess social studies learning?
 - b. How does this address the goals and objectives of your instruction?
 - c. What impact has your instruction had on student learning relevant to social studies content and how do you know?
 - d. Considering the results of these assessment pieces, what would you do differently the next time you teach this lesson? How will these assessment results impact your teaching in the social studies?
 - e. Did your students “get” the social studies content that you wanted them to “get”? How do you know?

Assessment 6 – Final Summative Evaluation

Description of assessment and its use in the program:

EDSC 8910 Directed Internship is the internship course taken by candidates following the successful completion of their “Block” semester (a cohort-based semester where candidates are immersed in both methods courses and an intensive field placement experience) the previous fall. This course provides candidates with an opportunity to learn to teach under the direction and guidance of certified, experienced teachers and university supervisors. The teacher and university supervisor collaborate on the completion of this form.

The social studies program uses a teaching evaluation four-point rubric. This rubric is aligned with the new South Carolina Teaching Standards which have replaced ADEPT. The social studies faculty consider a score of 1 or 2 on the 2016-2017 rubric to be in the “unacceptable” category.

Description of how assessment specifically aligns with the standards it is cited for:

Candidates are expected to draw upon their undergraduate coursework to instruct their students in content and skills related to NCSS Standards 1.1-1.10. The Final Teacher Internship Evaluation covers topics like planning, assessment, learner expectations, instructional strategies, disciplinary content, classroom management, and professional responsibilities. As all candidates are teaching in social studies classrooms, the NCSS strands are tangentially connected to all sections in the rubric; however, there are portions of each rubric that directly relate to content.

Under the 2016-2017 academic year rubric, the 10 NCSS themes (NCSS Standards 1.1-1.10) are explicitly addressed in Instruction: Teacher Content Knowledge, Instruction: Presenting Instructional Content, and Instruction: Lesson Structure and Pacing. The South Carolina Department of Education completed a crosswalk between the two sets rubrics/standard, the relevant portion of which social studies faculty have included as the last table. In this table, social studies faculty have bolded the chief SC Teaching Standard used to correlate with each ADEPT Standard for this assessment.

Domain 2: Instruction	Unacceptable 1	Acceptable 2	Target 3
	Competencies reflect poor instruction, classroom environment, and professionalism & deter	Competencies are demonstrated at a satisfactory level in some areas. Improvement is needed to enhance the teaching/learning process.	Competencies are demonstrated appropriately in all areas and enhance the teaching/learning process.

	teaching/learning process.		
<u>APS Standard 6</u>	Candidate Score	Rationale	
6A Command of Discipline			
6B Appropriate Content			
6C Structures Content for Learning			

	Unacceptable (Unsatisfactory) 1	Unacceptable (Needs Improvement) 2	Acceptable (Proficient) 3	Target (Exemplary) 4
Instruction: Teacher Content Knowledge	<p>Teacher displays under-developed content knowledge in several subject areas.</p> <p>Teacher rarely implements subject- specific instructional strategies to enhance student content knowledge.</p> <p>Teacher does not understand key concepts and ideas in the discipline, and therefore presents content in an unconnected way.</p>	<p>Teacher displays adequate content knowledge of all the subjects he or she teaches.</p> <p>Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge.</p> <p>The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas.</p>	<p>Teacher displays accurate content knowledge of all the subjects he or she teaches.</p> <p>Teacher regularly implements subject- specific instructional strategies to enhance student content knowledge.</p> <p>The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas.</p>	<p>Teacher displays extensive content knowledge of all the subjects she or he teaches.</p> <p>Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge.</p> <p>The teacher consistently highlights key concepts and ideas and uses them as bases to connect other powerful ideas.</p> <p>Limited content is taught in sufficient depth to allow for the development of understanding.</p>
Instruction: Presenting Instructional Content	<p>Presentation of content rarely includes:</p> <p>Visuals that establish the purpose of the lesson, preview the organization of the lesson, and include</p>	<p>Presentation of content sometimes includes:</p> <p>Visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of</p>	<p>Presentation of content most of the time includes:</p> <p>Visuals that establish the purpose of the lesson, preview the organization</p>	<p>Presentation of content always includes:</p> <p>Visuals that establish: the purpose of the lesson, preview the organization of the lesson, and</p>

	<p>internal summaries of the lesson.</p> <p>Examples, illustrations, analogies, and labels for new concepts and ideas.</p> <p>Modeling by the teacher to demonstrate his or her performance expectations.</p> <p>Concise communication.</p> <p>Logical sequencing and segmenting.</p> <p>All essential information.</p> <p>No irrelevant, confusing, or non-essential information.</p>	<p>the lesson.</p> <p>Examples, illustrations, analogies, and labels for new concepts and ideas.</p> <p>Modeling by the teacher to demonstrate his or her performance expectations.</p> <p>Concise communication.</p> <p>Logical sequencing and segmenting.</p> <p>All essential information.</p> <p>No irrelevant, confusing, or non-essential information.</p>	<p>of the lesson, and include reflective internal summaries of the lesson.</p> <p>Examples, illustrations, analogies, and labels for new concepts and ideas.</p> <p>Modeling by the teacher to demonstrate his or her performance expectations.</p> <p>Concise communication.</p> <p>Logical sequencing and segmenting.</p> <p>All essential information.</p> <p>No irrelevant, confusing, or non-essential information.</p>	<p>include reflective internal summaries of the lesson.</p> <p>Explicit examples, illustrations, analogies, and labels for new concepts and ideas.</p> <p>Modeling by the teacher to demonstrate his or her performance expectations throughout the lesson.</p> <p>concise communication.</p> <p>logical sequencing and segmenting.</p> <p>all essential information.</p> <p>no irrelevant, confusing, or non-essential information.</p>
<p>Instruction: Structure and Pacing</p>	<p>The lesson does not start promptly.</p> <p>The lesson has a structure but may be missing closure or introductory elements.</p> <p>Pacing is appropriate for few students and does not provide opportunities for students who</p>	<p>The lesson starts somewhat promptly.</p> <p>The lesson's structure is coherent, with a beginning, middle, and end.</p> <p>Pacing is appropriate for some students and rarely provides opportunities for students who progress at different learning rates.</p>	<p>The lesson starts promptly.</p> <p>The lesson's structure is coherent, with a beginning, middle, and end and reflection.</p> <p>Pacing is appropriate, and sometimes provides opportunities for</p>	<p>The lesson starts promptly.</p> <p>The lesson's structure is coherent, with a significant beginning, middle, end, and extended time for reflection.</p> <p>Pacing is brisk and provides many opportunities for individual</p>

	<p>progress at different learning rates.</p> <p>Routines for distributing materials are inefficient. Considerable time is lost during transitions.</p>	<p>Routines for distributing materials are efficient. Instructional time is lost during transitions.</p>	<p>students who progress at different learning rates.</p> <p>Routines for distributing materials are efficient. Little instructional time is lost during transitions.</p>	<p>students who progress at different learning rates.</p> <p>Routines for distributing materials are seamless.</p> <p>No instructional time is lost during transitions.</p>
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Correlation between 2015-2016 ADEPT standards and 2016-2017

ADEPT Standards	SC Teaching Standards
6A Command of Discipline	Instruction: Teacher Content Knowledge
6B Appropriate Content	Instruction: Presenting Instructional Content Instruction: Teacher Content Knowledge Instruction: Teacher Knowledge of Students
6C Structures Content for Learning	Instruction: Motivating Students Instruction: Activities and Materials Instruction: Lesson Structure and Pacing Instruction: Presenting Instructional Content

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.

(SECTION III AND IV, SPANISH)

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 MAT 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).

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

Section 1.01 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.

MAT Secondary Education (Modern Languages)

ADEPT Performance Dimension	Course Where Addressed	Assignment(s)/Task(s) Addressing the APS
Introduction to ADEPT Evaluation	ED 8030/8031 Methods of Teaching at the Middle and Secondary Levels	ADEPT APS 1-10 Orientation
APS 1 Long-Range Planning	EDSC 8650 Teaching Methods for Secondary Modern Languages EDSC 8910 Directed Internship	Student Learning Objective (SLO) Evaluation Student Learning Objective (SLO) Evaluation
APS 2 Short-Range Planning	EDSC 8650 Teaching Methods for Secondary Modern Languages EDSC 8910 Directed Internship EDSC 8920 Capstone Seminar	Formative Lesson Observations, Final Summary Evaluation Unit Plan assignment, Unit Evaluation, Mid-Term and Final Summary Evaluations Unit Plan assignment, Unit Evaluation

<p>APS 3 Planning Assessments and Using Data</p>	<p>EDSC 8650 Teaching Methods for Secondary Modern Languages</p> <p>EDSC 8910 Directed Internship</p>	<p>Formative Lesson Observations, Final Summary Evaluation</p> <p>Unit Plan assignment, Unit Evaluation, Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations</p>
<p>APS 4 Establishing and Maintaining High Expectations for Learning</p>	<p>EDSC 8650 Teaching Methods for Secondary Modern Languages</p> <p>EDSC 8910 Directed Internship</p>	<p>Formative Lesson Observations, Final Summary Evaluation</p> <p>Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations</p>
<p>APS 5 Using Instructional Strategies to Facilitate Learning</p>	<p>EDSC 8650 Teaching Methods for Secondary Modern Languages</p> <p>EDSC 8910 Directed Internship</p>	<p>Formative Lesson Observations, Final Summary Evaluation</p> <p>Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations</p>
<p>APS 6 Providing Content for Learners</p>	<p>EDSC 8650 Teaching Methods for Secondary Modern Languages</p> <p>EDSC 8910 Directed Internship</p>	<p>Formative Lesson Observations, Final Summary Evaluation</p> <p>Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations</p>

<p>APS 7 Monitoring and Enhancing Learning</p>	<p>EDSC 8910 Directed Internship</p>	<p>Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations</p>
<p>APS 8 Maintaining and Environment that Promotes Learning</p>	<p>EDSC 8650 Teaching Methods for Secondary Modern Languages</p> <p>ED 8030/8031 Methods of Teaching at the Middle and Secondary Levels</p> <p>EDSC 8910 Directed Internship</p>	<p>Formative Lesson Observations, Final Summary Evaluation</p> <p>Classroom Plan</p> <p>Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations</p>
<p>APS 9 Managing the Classroom</p>	<p>EDSC 8650 Teaching Methods for Secondary Modern Languages</p> <p>ED 8030/8031 Methods of Teaching at the Middle and Secondary Levels</p> <p>EDSC 8910 Directed Internship</p>	<p>Formative Lesson Observations, Final Summary Evaluation</p> <p>Classroom Plan</p> <p>Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations</p>
<p>APS 10 Fulfilling Professional Responsibilities</p>	<p>EDSC 8650 Teaching Methods for Secondary Modern Languages</p> <p>EDSC 8910 Directed Internship</p>	<p>Final Summary Evaluation</p> <p>Mid-Term and Final Summary Evaluation</p>

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)

Section 1.02 PADEPP (Applicable to Educational Leadership Programs Only) – NA

Section 1.03 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 EDSC 8920 Capstone Seminar	Professionalism and career rubric Professionalism and career rubric
Standard 2: Career Clusters and Individual Graduation Plan	EDSC 8920 Capstone Seminar	Pre-Post Assessment
Standard 3: Career Guidance Model	EDSC 8920 Capstone Seminar	Pre-Post Assessment
Standard 4: Character Education	ED 8030/8031 Methods of Teaching at the Middle and Secondary Levels	Classroom Plan
Standard 5: Contextual Teaching	EDSC 8910 Directed Internship	Summative Lesson Observation, Mid-Term and Final Summary Evaluation
Standard 6: Cooperative Learning	EDSC 8910 Directed Internship	Summative Lesson Observation, Mid-Term and Final Summary Evaluation
Standard 7: Accommodating Diverse Learning Styles	EDSC 8650 Teaching Methods for Secondary Modern Languages EDSC 8920 Capstone Seminar EDSC 8910 Directed Internship	Lesson Plan template and rubric Lesson Plan template and rubric Summative Lesson Observation, Mid-Term and Final Summary Evaluation

Section 1.04 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.

Section 1.05 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

Section 1.06 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.

Section 1.07 Admission Requirements (Assurance of Compliance)

Candidates admitted to the Graduate School demonstrate basic academic proficiencies by meeting the standards set by the university Graduate School.

All students seeking to complete the Secondary Education Program with an emphasis in Modern Languages must meet all admission requirements and be formally admitted before they are allowed to enroll in restricted professional courses. Admissions requirements include:

- completed baccalaureate degree from a regionally accredited college or university with a minimum GPA of 2.75 on a 4.0 scale and a preferred GPA of 3.0 or higher on a 4.0 scale.

- A C or better in all pre-requisite content area coursework (Modern Languages) necessary to meet state teacher certification requirements
- Passing score on Praxis Subject Assessment
- A graduate school application which requires:
 - Transcripts
 - Competitive GRE (Graduate Record Exam) or MAT (Miller Analogies Test) or passing scores on all areas of the Praxis CORE
 - Current resume
 - Two letters of recommendation
 - Personal statement—a writing sample that addresses knowledge, accomplishments, and future career goals
 - TOEFL/IELTS scores for international students
- An interview, in person or virtual

Additional requirements after entering the program:

- attendance at the Internship Orientation;
- Criminal Background Check and Full Disclosure Statement from the State Law Enforcement Division (SLED);
- meet with program faculty at least twice per academic year to assure that they are in meeting the above requirements.

Section 1.08 Field and Clinical Experience Requirements

At the initial graduate level, all candidates must complete a minimum of 75 hours of field experiences prior to clinical practice.

Secondary Modern Languages

Field experiences and clinical practice are critical components of the College of Education Secondary Modern Languages teaching degree program. Candidates are prepared for successful teaching positions 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 75 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 615 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 engage in purposeful, challenging, diverse, and supervised field-based observations, tutoring, and co-teaching (ED 8030), service learning (EDF 8350), and lesson planning, assessment development, data

analysis, differentiated teaching practices, and reflective practices (EDSC 8650). 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 below table indicates, candidates complete a minimum of 75 hours prior to entering their EDSC 8910 Directed Internship.

Secondary Modern Languages Initial Licensure Program, MAT

Course	Description of the Field Experience and clinical practice (practica and internships)	# of hours
EDF 8350	Early Adolescent Growth and Development: Candidates observe adolescents' development and behavior in a high school setting.	15
ED 8030	Methods of Teaching at the Middle and Secondary Levels: Candidates collaborate with mentor teachers and university instructors in conducting focused observations, tutoring individual students, and leading instructional activities.	22.5
EDSC 8650	Secondary Modern Languages Methods: Candidates are placed in a public high school languages classroom where they observe, assist, and co-teach with their cooperating teacher.	37.5
EDSC 8910	Directed Internship (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		615

Procedures for Monitoring Candidates' Progress

Transition Point 1: Admission to Secondary Education MAT

3. The candidate applies to Clemson University Graduate School with the following requirements:
 - a. completed baccalaureate degree from a regionally accredited college or university with a minimum GPA of 2.75 on a 4.0 scale and a preferred GPA of 3.0 or higher on a 4.0 scale.
 - b. A C or better in all pre-requisite content area coursework (Modern Languages) necessary to meet state teacher certification requirements
 - c. Passing score on Praxis Subject Assessment
 - d. A graduate school application which requires:
 - i. Transcripts
 - ii. Competitive GRE (Graduate Record Exam) or MAT (Miller Analogies Test) or passing scores on all areas of the Praxis CORE
 - iii. Current resume
 - iv. Two letters of recommendation
 - v. Personal statement—a writing sample that addresses knowledge, accomplishments, and future career goals
 - vi. TOEFL/IELTS scores for international students
 - e. An interview, in person or virtual
4. Admitted students are assigned a program faculty advisor who facilitates and monitors progression through the program.

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.

Section 1.09 Eligibility for Certification

Candidates for Secondary Education certification will complete credit hours in their area of content concentration prior to entering the MAT program (generally in their baccalaureate programs). For Secondary Modern Languages Education, candidates can initially certify as 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 Middle Grades/Secondary MAT 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 MAT Course and Literacy Components Addressed

Courses	Literacy Competencies Addressed
Foundations of Adolescent Literacy (EDLT 8100)	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 8270)	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 8100, Foundations in Literacy, course and are added to rubrics throughout the program. To view the alignment, see the table below.

ISTE NETS-T	Courses Where Addressed	Assignment/Task
<p>Facilitate and inspire student learning and creativity</p> <p>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.</p> <p>a. Promote, support, and model creative and innovative thinking and inventiveness</p> <p>b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources</p> <p>c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes</p> <p>d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments</p>	<p>EDLT 8100 Foundations in Literacy</p> <p>EDSC 8910 Directed Internship</p>	<ul style="list-style-type: none"> ▪ 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
<p>Design and develop digital age learning experiences and assessments</p> <p>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.</p> <p>a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity</p> <p>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</p> <p>c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources</p> <p>d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching</p>	<p>EDLT 8100 Foundations in Literacy</p> <p>EDSC 8910 Directed Internship</p>	<ul style="list-style-type: none"> ▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Summary Evaluation ▪ Final Summary Evaluation
<p>Model digital age work and learning</p> <p>Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.</p> <p>a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations</p> <p>b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation</p>	<p>EDLT 8100 Foundations in Literacy</p> <p>EDSC 8910 Directed Internship</p>	<ul style="list-style-type: none"> ▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Summary Evaluation

ISTE NETS-T	Courses Where Addressed	Assignment/Task
<p>c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats</p> <p>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</p>		<ul style="list-style-type: none"> ▪ Final Summary Evaluation
<p>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.</p> <p>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</p> <p>b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources</p> <p>c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information</p> <p>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</p>	<p>EDLT 8100 Foundations in Literacy</p> <p>EDSC 8910 Directed Internship</p>	<ul style="list-style-type: none"> ▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Summary Evaluation ▪ Final Summary Evaluation
<p>Engage in professional growth and leadership</p> <p>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.</p> <p>a. Participate in local and global learning communities to explore creative applications of technology to improve student learning</p>	<p>EDLT 8100 Foundations in Literacy</p>	<ul style="list-style-type: none"> ▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations

ISTE NETS-T	Courses Where Addressed	Assignment/Task
<p>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</p> <p>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</p> <p>d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community</p>	<p>EDSC 8910 Directed Internship</p>	<ul style="list-style-type: none"> ▪ Mid-Term Summary Evaluation ▪ Final Summary Evaluation

Article II. Section IV. National Accreditor and SPA Standards, and Assessments
Article III. Modern Languages: Spanish
Article IV. 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 successfully 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 placed 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 admission to the program.
3	Candidate Ability to Plan	Unit Plan with accompanying lesson plans, materials, and assessments	Methods course, semester before student teaching internship.
4	ACTFL Teaching Evaluation	Teaching Evaluation	During student teaching internship.
5	Candidate Effect on Student Learning	Report on unit of teaching, assessment, results of assessment, and reflection on assessment	During student teaching internship.
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.
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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	MAT 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:

- 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 - Spanish

Source: <http://www.ets.org/s/praxis/pdf/5195.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 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.

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 - 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 at one or more institutions. 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 accepted into the MAT program for Modern Languages, 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 2.0), and major GPA (minimum 2.5) 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 1: 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 #2 Transcript Review Form



Transcript Review for MAT Modern Language Education

Name:
Address:
City:
State:
ZIP:
EMAIL:
CUID (if applicable):

The Modern Language Education MAT program requires 32 semester hours with demonstrated competency in the following content-specific areas:

- 14 Semester Hours Basic Skills:**
 - Beginning Language I & II (8) _____
 - Intermediate Language I & II (6) _____

- 6 Semester Hours Target Language:**
 - Grammar and Composition _____
 - Conversation and Composition _____
 - Literature _____
 - Culture _____

- 12 Semester Hours Upper Level Coursework:**
 - Phonetics and Phonology _____
 - Culture and Civilization _____
 - Literature _____
 - Business Language _____
 - Advanced Grammar _____
 - Special Topics _____

Content area GPA _____

Evaluation Summary

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Evaluator _____ Date _____

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.

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 say. 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. Prepare a 4-5-page written commentary in which you describe:
 - 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

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	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?"	

rich learning environments.					
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	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	

supportive learning environment for each student.					
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	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	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.	

environment for each student.		language use that they want to elicit 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 (SFL) 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 (SFL) and state standards as a starting point to design curriculum and unit/lesson plans.	Candidates apply SFL 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	SFL and state standards are the focus of classroom practice.	Candidates adapt activities as necessary to address SFL and state standards.	Candidates conduct activities that address specific SFL 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.	

<p>4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.</p>	<p>15. The 3 Ps</p>	<p>Candidates use the products-practices-perspectives framework as the basis for engaging learners in cultural exploration and comparisons.</p>	<p>Candidates design opportunities for students to explore the target language culture(s) and make cultural comparisons by means of the 3Ps framework.</p>	<p>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.</p>	
<p>4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.</p>	<p>16. Connections</p>	<p>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.</p>	<p>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.</p>	<p>Candidates make connections to other subject areas whenever these connections occur in their existing instructional materials.</p>	
<p>4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.</p>	<p>17. Target Language Communities</p>	<p>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.</p>	<p>Candidates provide opportunities for students to connect to target language communities through the Internet, email, social networking and other technologies.</p>	<p>Candidates introduce target language communities to the extent that they are presented in their existing instructional materials.</p>	
<p>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</p>	<p>18. Authentic Materials</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	

and create instructional materials for use in communication.					
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	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	Candidates design and use formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement	Candidates recognize the purposes of formative and summative assessments as set forth in prepared testing materials.	

assessment models for all learners, including diverse students.		the total program, using technology where appropriate to develop and deliver assessments.	at the end of a unit or chapter.		
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	24. Presentational communication	Candidates create and use presentational tasks that develop students' abilities to self-assess which	Candidates design and use assessments that capture how well students speak and write in planned	Candidates use presentational assessment measures found in instructional	

e assessments using a variety of assessment models for all learners, including diverse students.		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.	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.	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					
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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 STANDARD 3:	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,	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	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 connection between student learning and the use of
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.	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	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	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.

<p>3. Negotiation of Meaning (3a)</p> <p>SC 4.0: Teacher Knowledge of Students (3rd bullet)</p>	<p>Negotiation of meaning is an integral part of classroom interaction. Candidates negotiate meaning regularly with students. They teach students to integrate negotiation</p>	<p>Candidates negotiate meaning with students when spontaneous interaction occurs. They teach students a variety of ways to negotiate meaning with others and provide</p>	<p>Candidates try to negotiate meaning with students when spontaneous interaction occurs. They teach students a few ways to negotiate meaning with others and provide</p>	<p>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,</p>
<p>4. Meaningful Classroom Interaction (3a)</p> <p>SC 4.0: Motivating Students, Academic Feedback, Teacher Knowledge of Students</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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.</p>
<p>5. Theories of learner development and instruction (3 b)</p> <p>SC 4.0: Instructional Plans, Standards and Objectives, Teacher Knowledge of Students</p>	<p>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</p>	<p>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</p>	<p>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.</p>	<p>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</p>
<p>6. Adapting instruction to address students' language levels, language backgrounds, learning styles (3b)</p> <p>SC 4.0: Activities & Materials, Problem Solving</p>	<p>Candidates consistently use information about their students' language levels, language backgrounds, and learning styles to plan for and implement language instruction.</p>	<p>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</p>	<p>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</p>	<p>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</p>

<p>7. Adapting instruction to address students' multiple ways of learning (3b)</p> <p>SC 4.0: Thinking, Teacher</p>	<p>Candidates plan for and implement a variety of instructional models and strategies that accommodate different ways of learning.</p>	<p>Candidates identify multiple ways in which students learn when engaged in language classroom activities.</p>	<p>Candidates identify ways in which students learn when engaged in language classroom activities.</p>	<p>Candidates recognize that students approach language learning in a variety of ways. They identify how individual students learn.</p>
<p>8. Adapting instruction to meet students' special needs (3b)</p> <p>SC 4.0: Expectations, Teacher Knowledge of</p>	<p>Candidates anticipate their students' special needs by planning for differentiated alternative classroom activities as necessary.</p>	<p>Candidates implement a variety of instructional models and techniques that address specific special needs of their students.</p>	<p>Candidates implement some instructional models and techniques that address specific special needs of their students.</p>	<p>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.</p>
<p>9. Critical thinking and problem solving (3b)</p> <p>SC 4.0: Questioning, Student Work</p>	<p>Candidates reward their students for engaging in critical thinking and problem solving.</p>	<p>Candidates implement a variety of activities that promote critical thinking and problem-solving skills.</p>	<p>Candidates implement activities that promote critical thinking and problem-solving skills.</p>	<p>Candidates implement activities that have a limited number of answers and allow little room for critical thinking and/or problem</p>
<p>10. Grouping (3b)</p> <p>SC 4.0: Grouping Students, Respectful Culture</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>Candidates teach primarily with large-group instruction. Pair and small group activities generally consist of students grouped together but working individually.</p>
<p>11. Use of questioning and tasks (3b)</p> <p>SC 4.0: Questioning</p>	<p>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</p>	<p>Candidates consistently recognize that questioning strategies and task-based activities serve different instructional objectives and</p>	<p>Candidates recognize that questioning strategies and task-based activities serve different instructional objectives. They use tasks as they appear in their instructional materials.</p>	<p>Candidates use short answer questioning as the primary strategy for eliciting language from students.</p>

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

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	Candidates provide numerous opportunities for students to connect to target language communities through the	Candidates provide a few opportunities for students to connect to target language communities through the Internet, email, social	Candidates introduce target language communities to the extent that they are presented in their existing instructional
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	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 standards-based
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	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 V.

Article VI. 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 VII.

Article VIII. 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 IX.

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 X. 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 XI.

Article XII. 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 XIII.

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 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.	

<p>5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners,</p>	<p>3. Interpretive Communication</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	
<p>5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.</p>	<p>4. Interpersonal Communication</p>	<p>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.</p>	<p>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.</p>	<p>Candidates use interpersonal assessment measures found in instructional materials prepared by others.</p>	
<p>5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.</p>	<p>5. Presentational Communication</p>	<p>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.</p>	<p>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</p>	<p>Candidates use presentational assessment measures found in instructional materials prepared by others.</p>	

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, and	Candidates assess isolated cultural facts.	
5a. Design and use ongoing authentic performance assessments using a variety of assessment	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.,	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	
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 diverse students	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 performance	10. Adjust Instruction	Candidates use assessment results for whole group improvement and to help individual students identify the gaps in their	Candidates use insights gained from assessing student performances to conduct whole group review and then to adapt change and	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 students.	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 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	
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	Candidates design opportunities for students to learn about other subject areas in the target language. They obtain information about other subject	Candidates make connections to other subject areas whenever these connections occur in their existing instructional	
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	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	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:				
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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.

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

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 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	3. Seeking professional growth	Candidates develop a plan for their induction to the profession and identify multiple pathways for pursuing	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.	

opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.	opportunities	professional growth and development.			
6b. Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21 st 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 21 st century through	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.	

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

(Section III and IV, French)

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 MAT 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).

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 XIV. Section III: South Carolina State Department of Education Requirements

Section 14.01 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.

MAT Secondary Education (Modern Languages)

ADEPT Performance Dimension	Course Where Addressed	Assignment(s)/Task(s) Addressing the APS
Introduction to ADEPT Evaluation	ED 8030/8031 Methods of Teaching at the Middle and Secondary Levels	ADEPT APS 1-10 Orientation
APS 1 Long-Range Planning	EDSC 8650 Teaching Methods for Secondary Modern Languages EDSC 8910 Directed Internship	Student Learning Objective (SLO) Evaluation Student Learning Objective (SLO) Evaluation
APS 2 Short-Range Planning	EDSC 8650 Teaching Methods for Secondary Modern Languages EDSC 8910 Directed Internship EDSC 8920 Capstone Seminar	Formative Lesson Observations, Final Summary Evaluation Unit Plan assignment, Unit Evaluation, Mid-Term and Final Summary Evaluations Unit Plan assignment, Unit Evaluation

<p>APS 3 Planning Assessments and Using Data</p>	<p>EDSC 8650 Teaching Methods for Secondary Modern Languages</p> <p>EDSC 8910 Directed Internship</p>	<p>Formative Lesson Observations, Final Summary Evaluation</p> <p>Unit Plan assignment, Unit Evaluation, Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations</p>
<p>APS 4 Establishing and Maintaining High Expectations for Learning</p>	<p>EDSC 8650 Teaching Methods for Secondary Modern Languages</p> <p>EDSC 8910 Directed Internship</p>	<p>Formative Lesson Observations, Final Summary Evaluation</p> <p>Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations</p>
<p>APS 5 Using Instructional Strategies to Facilitate Learning</p>	<p>EDSC 8650 Teaching Methods for Secondary Modern Languages</p> <p>EDSC 8910 Directed Internship</p>	<p>Formative Lesson Observations, Final Summary Evaluation</p> <p>Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations</p>
<p>APS 6 Providing Content for Learners</p>	<p>EDSC 8650 Teaching Methods for Secondary Modern Languages</p> <p>EDSC 8910 Directed Internship</p>	<p>Formative Lesson Observations, Final Summary Evaluation</p> <p>Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations</p>

<p>APS 7 Monitoring and Enhancing Learning</p>	<p>EDSC 8910 Directed Internship</p>	<p>Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations</p>
<p>APS 8 Maintaining and Environment that Promotes Learning</p>	<p>EDSC 8650 Teaching Methods for Secondary Modern Languages</p> <p>ED 8030/8031 Methods of Teaching at the Middle and Secondary Levels</p> <p>EDSC 8910 Directed Internship</p>	<p>Formative Lesson Observations, Final Summary Evaluation</p> <p>Classroom Plan</p> <p>Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations</p>
<p>APS 9 Managing the Classroom</p>	<p>EDSC 8650 Teaching Methods for Secondary Modern Languages</p> <p>ED 8030/8031 Methods of Teaching at the Middle and Secondary Levels</p> <p>EDSC 8910 Directed Internship</p>	<p>Formative Lesson Observations, Final Summary Evaluation</p> <p>Classroom Plan</p> <p>Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations</p>
<p>APS 10 Fulfilling Professional Responsibilities</p>	<p>EDSC 8650 Teaching Methods for Secondary Modern Languages</p> <p>EDSC 8910 Directed Internship</p>	<p>Final Summary Evaluation</p> <p>Mid-Term and Final Summary Evaluation</p>

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)

Section 14.02 PADEPP (Applicable to Educational Leadership Programs Only) – NA

Section 14.03 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 EDSC 8920 Capstone Seminar	Professionalism and career rubric Professionalism and career rubric
Standard 2: Career Clusters and Individual Graduation Plan	EDSC 8920 Capstone Seminar	Pre-Post Assessment
Standard 3: Career Guidance Model	EDSC 8920 Capstone Seminar	Pre-Post Assessment
Standard 4: Character Education	ED 8030/8031 Methods of Teaching at the Middle and Secondary Levels	Classroom Plan
Standard 5: Contextual Teaching	EDSC 8910 Directed Internship	Summative Lesson Observation, Mid-Term and Final Summary Evaluation
Standard 6: Cooperative Learning	EDSC 8910 Directed Internship	Summative Lesson Observation, Mid-Term and Final Summary Evaluation
Standard 7: Accommodating Diverse Learning Styles	EDSC 8650 Teaching Methods for Secondary Modern Languages EDSC 8920 Capstone Seminar EDSC 8910 Directed Internship	Lesson Plan template and rubric Lesson Plan template and rubric Summative Lesson Observation, Mid-Term and Final Summary Evaluation

Section 14.04 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.

Section 14.05 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

Section 14.06 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.

Section 14.07 Admission Requirements (Assurance of Compliance)

Candidates admitted to the Graduate School demonstrate basic academic proficiencies by meeting the standards set by the university Graduate School.

All students seeking to complete the Secondary Education Program with an emphasis in Modern Languages must meet all admission requirements and be formally admitted before they are allowed to enroll in restricted professional courses. Admissions requirements include:

- completed baccalaureate degree from a regionally accredited college or university with a minimum GPA of 2.75 on a 4.0 scale and a preferred GPA of 3.0 or higher on a 4.0 scale.

- A C or better in all pre-requisite content area coursework (Modern Languages) necessary to meet state teacher certification requirements
- Passing score on Praxis Subject Assessment
- A graduate school application which requires:
 - Transcripts
 - Competitive GRE (Graduate Record Exam) or MAT (Miller Analogies Test) or passing scores on all areas of the Praxis CORE
 - Current resume
 - Two letters of recommendation
 - Personal statement—a writing sample that addresses knowledge, accomplishments, and future career goals
 - TOEFL/IELTS scores for international students
- An interview, in person or virtual

Additional requirements after entering the program:

- attendance at the Internship Orientation;
- Criminal Background Check and Full Disclosure Statement from the State Law Enforcement Division (SLED);
- meet with program faculty at least twice per academic year to assure that they are in meeting the above requirements.

Section 14.08 Field and Clinical Experience Requirements

At the initial graduate level, all candidates must complete a minimum of 75 hours of field experiences prior to clinical practice.

Secondary Modern Languages

Field experiences and clinical practice are critical components of the College of Education Secondary Modern Languages teaching degree program. Candidates are prepared for successful teaching positions 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 75 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 615 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 engage in purposeful, challenging, diverse, and supervised field-based observations, tutoring, and co-teaching (ED 8030), service learning (EDF 8350), and lesson planning, assessment development, data

analysis, differentiated teaching practices, and reflective practices (EDSC 8650). 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, MAT table indicates, candidates complete a minimum of 75 hours prior to entering their EDSC 8910 Directed Internship.

Secondary Modern Languages Initial Licensure Program, MAT

Course	Description of the Field Experience and clinical practice (practica and internships)	# of hours
EDF 8350	Early Adolescent Growth and Development: Candidates observe adolescents' development and behavior in a high school setting.	15
ED 8030	Methods of Teaching at the Middle and Secondary Levels: Candidates collaborate with mentor teachers and university instructors in conducting focused observations, tutoring individual students, and leading instructional activities.	22.5
EDSC 8650	Secondary Modern Languages Methods: Candidates are placed in a public high school languages classroom where they observe, assist, and co-teach with their cooperating teacher.	37.5
EDSC 8910	Directed Internship (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		615

Procedures for Monitoring Candidates' Progress

Transition Point 1: Admission to Secondary Education MAT

5. The candidate applies to Clemson University Graduate School with the following requirements:
 - a. completed baccalaureate degree from a regionally accredited college or university with a minimum GPA of 2.75 on a 4.0 scale and a preferred GPA of 3.0 or higher on a 4.0 scale.
 - b. A C or better in all pre-requisite content area coursework (Modern Languages) necessary to meet state teacher certification requirements
 - c. Passing score on Praxis Subject Assessment
 - d. A graduate school application which requires:
 - i. Transcripts
 - ii. Competitive GRE (Graduate Record Exam) or MAT (Miller Analogies Test) or passing scores on all areas of the Praxis CORE
 - iii. Current resume
 - iv. Two letters of recommendation
 - v. Personal statement—a writing sample that addresses knowledge, accomplishments, and future career goals
 - vi. TOEFL/IELTS scores for international students
 - e. An interview, in person or virtual

6. Admitted students are assigned a program faculty advisor who facilitates and monitors progression through the program.

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.

Section 14.09 Eligibility for Certification

Candidates for Secondary Education certification will complete credit hours in their area of content concentration prior to entering the MAT program (generally in their baccalaureate programs). For Secondary Modern Languages Education, candidates can initially certify as 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 Middle Grades/Secondary MAT 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 MAT Courses and Literacy Competencies Addressed

Courses	Literacy Competencies Addressed
Foundations of Adolescent Literacy (EDLT 8100)	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 8270)	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 8100, 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
<p>Facilitate and inspire student learning and creativity</p> <p>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.</p> <p>a. Promote, support, and model creative and innovative thinking and inventiveness</p> <p>b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources</p> <p>c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes</p> <p>d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments</p>	<p>EDLT 8100 Foundations in Literacy</p> <p>EDSC 8910 Directed Internship</p>	<ul style="list-style-type: none"> ▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Summary Evaluation ▪ Final Summary Evaluation

<p>Design and develop digital age learning experiences and assessments</p> <p>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.</p> <p>a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity</p> <p>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</p> <p>c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources</p> <p>d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching</p>	<p>EDLT 8100 Foundations in Literacy</p> <p>EDSC 8910 Directed Internship</p>	<ul style="list-style-type: none"> ▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Summary Evaluation ▪ Final Summary Evaluation
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<p>Model digital age work and learning Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.</p> <p>a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations</p> <p>b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation</p> <p>c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats</p> <p>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</p>	<p>EDLT 8100 Foundations in Literacy</p> <p>EDSC 8910 Directed Internship</p>	<ul style="list-style-type: none">▪ Tech to Try assignment▪ Reflections and Connections assignments▪ Final Project ▪ Formative and Summative Lesson Observations▪ Mid-Term Summary Evaluation▪ Final Summary Evaluation
<p>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.</p> <p>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</p> <p>b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources</p> <p>c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information</p> <p>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</p>	<p>EDLT 8100 Foundations in Literacy</p> <p>EDSC 8910 Directed Internship</p>	<ul style="list-style-type: none">▪ Tech to Try assignment▪ Reflections and Connections assignments▪ Final Project ▪ Formative and Summative Lesson Observations▪ Mid-Term Summary Evaluation▪ Final Summary Evaluation

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 successfully 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

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 placed 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.
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2	Content Knowledge in Language to be taught	Transcript review	Prior to admission to the program.
3	Candidate Ability to Plan	Unit Plan with accompanying lesson plans, materials, and assessments	Methods course, semester before student teaching internship.
4	ACTFL Teaching Evaluation	Teaching Evaluation	During student teaching internship.
5	Candidate Effect on Student Learning	Report on unit of teaching, assessment, results of assessment, and reflection on assessment	During student teaching internship.
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.

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	MAT 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:

- 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 - French

Source: <http://www.ets.org/s/praxis/pdf/5174.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 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.

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 - 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 or higher at one or more institutions. 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 accepted into the MAT program for Modern Languages, 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 2.0), and major GPA (minimum 2.5) 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 1: 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 #2 Transcript Review Form



Transcript Review for MAT Modern Language Education

Name:
Address:
City:
State:
ZIP:
Email:
CUID:

The Modern Language Education MAT program requires 32 semester hours with demonstrated competency in the following content-specific areas:

- 14 Semester Hours Basic Skills:**
 - Beginning Language I & II (8) _____
 - Intermediate Language I & II (6) _____

- 6 Semester Hours Target Language:**
 - Grammar and Composition _____
 - Conversation and Composition _____
 - Literature _____
 - Culture _____

- 12 Semester Hours Upper Level Coursework:**
 - Phonetics and Phonology _____
 - Culture and Civilization _____
 - Literature _____
 - Business Language _____
 - Advanced Grammar _____
 - Special Topics _____

Content area GPA _____

Evaluation Summary

Evaluator _____ Date _____

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)	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	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	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	
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?"	

<p>3a. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.</p>	<p>4. Meaningful Classroom Interaction</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p>3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.</p>	<p>5. Theories of Learner Development</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p>3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.</p>	<p>6. Adapting instruction to address students' language levels, language backgrounds, learning styles</p>	<p>Candidates consistently use information about their students' language levels, language backgrounds, and learning styles to plan for and implement language instruction.</p>	<p>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.</p>	<p>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.</p>	
<p>3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment</p>	<p>7. Adapting instruction to address students' multiple ways of learning</p>	<p>Candidates plan for and implement a variety of instructional models and strategies that accommodate different ways of learning.</p>	<p>Candidates identify multiple ways in which students learn when engaged in language classroom activities.</p>	<p>Candidates recognize that students approach language learning in a variety of ways. They identify how individual students learn</p>	

t for each student.					
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	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	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.	

t for each student.		want to elicit 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.	

<p>4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.</p>	<p>15. The 3 Ps</p>	<p>Candidates use the products-practices-perspectives framework as the basis for engaging learners in cultural exploration and comparisons.</p>	<p>Candidates design opportunities for students to explore the target language culture(s) and make cultural comparisons by means of the 3Ps framework.</p>	<p>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.</p>	
<p>4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.</p>	<p>16. Connections</p>	<p>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.</p>	<p>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.</p>	<p>Candidates make connections to other subject areas whenever these connections occur in their existing instructional materials.</p>	
<p>4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.</p>	<p>17. Target Language Communities</p>	<p>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.</p>	<p>Candidates provide opportunities for students to connect to target language communities through the Internet, email, social networking and other technologies.</p>	<p>Candidates introduce target language communities to the extent that they are presented in their existing instructional materials.</p>	
<p>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</p>	<p>18. Authentic Materials</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	

and create instructional materials for use in communication.					
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 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	Candidates use presentational assessment measures found in instructional materials prepared by others.	

			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.

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	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	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	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

	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.	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.	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.	some strategies to help students understand oral and written input.
3. Negotiation of Meaning (3a) SC 4.0: Teacher Knowledge of Students (3 rd 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 (3 b)	Candidates plan for instruction according to the physical, cognitive, emotional, and social	Candidates describe the physical, cognitive, emotional, and social developmental	Candidates describe the physical, cognitive, emotional, and social developmental	Candidates recognize that K-12 students have different physical, cognitive, emotional, and social developmental characteristics.

<p>SC 4.0: Instructional Plans, Standards and Objectives, Teacher Knowledge of Students</p>	<p>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.</p>	<p>characteristics of K-12 students. They implement a variety of instructional models and techniques to accommodate these differences.</p>	<p>characteristics of K-12 students. They implement some instructional models and techniques to accommodate these differences.</p>	<p>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.</p>
<p>6. Adapting instruction to address students' language levels, language backgrounds, learning styles (3b) SC 4.0: Activities & Materials, Problem Solving, Teacher Knowledge of Students</p>	<p>Candidates consistently use information about their students' language levels, language backgrounds, and learning styles to plan for and implement language instruction.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>7. Adapting instruction to address students' multiple ways of learning (3b) SC 4.0: Thinking, Teacher Knowledge of Students</p>	<p>Candidates plan for and implement a variety of instructional models and strategies that accommodate different ways of learning.</p>	<p>Candidates identify multiple ways in which students learn when engaged in language classroom activities.</p>	<p>Candidates identify ways in which students learn when engaged in language classroom activities.</p>	<p>Candidates recognize that students approach language learning in a variety of ways. They identify how individual students learn.</p>
<p>8. Adapting instruction to meet students' special needs (3b) SC 4.0: Expectations, Teacher Knowledge of Students</p>	<p>Candidates anticipate their students' special needs by planning for differentiated alternative classroom activities as necessary.</p>	<p>Candidates implement a variety of instructional models and techniques that address specific special needs of their students.</p>	<p>Candidates implement some instructional models and techniques that address specific special needs of their students.</p>	<p>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.</p>

<p>9. Critical thinking and problem solving (3b)</p> <p>SC 4.0: Questioning, Student Work</p>	<p>Candidates reward their students for engaging in critical thinking and problem solving.</p>	<p>Candidates implement a variety of activities that promote critical thinking and problem-solving skills.</p>	<p>Candidates implement activities that promote critical thinking and problem-solving skills.</p>	<p>Candidates implement activities that have a limited number of answers and allow little room for critical thinking and/or problem solving.</p>
<p>10. Grouping (3b)</p> <p>SC 4.0: Grouping Students, Respectful Culture</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Candidates teach primarily with large-group instruction. Pair and small group activities generally consist of students grouped together but working individually.</p>
<p>11. Use of questioning and tasks (3b)</p> <p>SC 4.0: Questioning</p>	<p>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.</p>	<p>Candidates consistently recognize that questioning strategies and task-based activities serve different instructional objectives and incorporate them as appropriate in their teaching.</p>	<p>Candidates recognize that questioning strategies and task-based activities serve different instructional objectives. They use tasks as they appear in their instructional materials.</p>	<p>Candidates use short answer questioning as the primary strategy for eliciting language from students.</p>
<p>12. Integration of Standards into planning (4a)</p> <p>SC 4.0: Standards & Objectives,</p>	<p>Candidates use the Standards for Foreign Language Learning in the 21st Century (SFLL) or their recently refreshed version World-Readiness Standards</p>	<p>Candidates create many activities and/or adapt existing instructional materials and activities to address specific SFLL or W-</p>	<p>Candidates create few activities and/or adapt existing instructional materials and activities to address specific SFLL or W-</p>	<p>Candidates apply SFLL or W-RSLL and state standards to their planning to the extent that their instructional materials do so.</p>

Instructional Plans	for Learning Languages (W-RSLL) and state standards as a starting point to design curriculum and unit/lesson plans.	RSLL and state standards.	RSLL and state standards.	
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 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	Candidates design many opportunities for students to learn about other subject areas in the target language. They obtain information about other subject areas from	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.

	disciplines in the target language.	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 XX.

Article XXI. 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 XXII.

Article XXIII. 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 XXIV.

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 XXV. 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 XXVI.

Article XXVII. 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 XXVIII.

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	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 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	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	Candidates design and use performance assessments that measure students' abilities to negotiate meaning as listeners/speakers and as readers/writers in an interactive mode.	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	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	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	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.	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	
5b. Reflect on and analyze the results of student assessments, adjust instruction accordingly	8. Assessments reflect a variety of models designed to meet needs of	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	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	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	Candidates use insights gained from assessing student performances to conduct whole group review and then to adapt change and	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	Candidates incorporate what they have learned from assessments and show how they have adjusted instruction. The commitment to do this is established in	Candidates use assessments that can be scored quickly and mechanically, whether in person or with the use of	
5c. Interpret and report the results of student performances to all stakeholder	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-	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	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	Candidates report student progress to students and parents. They use appropriate terminology and share examples that illustrate student learning. Candidates report	Candidates identify the stakeholders and their roles and interests in assessment of student progress. Candidates find short-cut ways to	
4b. Integrate Goal Areas of Standards	14. Integration of cultural products, practices, perspecti	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	Candidates understand the anthropological view of cultures in terms of the 3Ps framework and refer to one or more 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	Candidates design opportunities for students to learn about other subject areas in the target language. They obtain information about other subject	Candidates make connections to other subject areas whenever these connections occur in their existing instructional	
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	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	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	4. Develop an advocacy	Candidates develop and articulate a rationale for language learning that includes	Candidates develop a rationale for advocating the importance of language learning.	Candidates realize the importance of developing a rationale for supporting language learning	

languages and cultures in preparing all students to interact in the global community of the 21 st century through collaboration and advocacy with all stakeholders.	rationale for language learning	the cognitive, academic, affective and economic benefits to students in today's global society.			
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	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.	

students, colleagues and other stakeholders					
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.

(Section III and IV, American Sign Language)

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 MAT 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).

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 XXIX. Section III: South Carolina State Department of Education Requirements

Section 29.01 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.

MAT Secondary Education (Modern Languages)

ADEPT Performance Dimension	Course Where Addressed	Assignment(s)/Task(s) Addressing the APS
Introduction to ADEPT Evaluation	ED 8030/8031 Methods of Teaching at the Middle and Secondary Levels	ADEPT APS 1-10 Orientation
APS 1 Long-Range Planning	EDSC 8650 Teaching Methods for Secondary Modern Languages EDSC 8910 Directed Internship	Student Learning Objective (SLO) Evaluation Student Learning Objective (SLO) Evaluation
APS 2 Short-Range Planning	EDSC 8650 Teaching Methods for Secondary Modern Languages EDSC 8910 Directed Internship EDSC 8920 Capstone Seminar	Formative Lesson Observations, Final Summary Evaluation Unit Plan assignment, Unit Evaluation, Mid-Term and Final Summary Evaluations Unit Plan assignment, Unit Evaluation
APS 3 Planning Assessments and Using Data	EDSC 8650 Teaching Methods for Secondary Modern Languages EDSC 8910 Directed Internship	Formative Lesson Observations, Final Summary Evaluation Unit Plan assignment, Unit Evaluation, Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations

<p>APS 4 Establishing and Maintaining High Expectations for Learning</p>	<p>EDSC 8650 Teaching Methods for Secondary Modern Languages</p> <p>EDSC 8910 Directed Internship</p>	<p>Formative Lesson Observations, Final Summary Evaluation</p> <p>Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations</p>
<p>APS 5 Using Instructional Strategies to Facilitate Learning</p>	<p>EDSC 8650 Teaching Methods for Secondary Modern Languages</p> <p>EDSC 8910 Directed Internship</p>	<p>Formative Lesson Observations, Final Summary Evaluation</p> <p>Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations</p>
<p>APS 6 Providing Content for Learners</p>	<p>EDSC 8650 Teaching Methods for Secondary Modern Languages</p> <p>EDSC 8910 Directed Internship</p>	<p>Formative Lesson Observations, Final Summary Evaluation</p> <p>Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations</p>
<p>APS 7 Monitoring and Enhancing Learning</p>	<p>EDSC 8910 Directed Internship</p>	<p>Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations</p>

<p>APS 8 Maintaining and Environment that Promotes Learning</p>	<p>EDSC 8650 Teaching Methods for Secondary Modern Languages</p> <p>ED 8030/8031 Methods of Teaching at the Middle and Secondary Levels</p> <p>EDSC 8910 Directed Internship</p>	<p>Formative Lesson Observations, Final Summary Evaluation</p> <p>Classroom Plan</p> <p>Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations</p>
<p>APS 9 Managing the Classroom</p>	<p>EDSC 8650 Teaching Methods for Secondary Modern Languages</p> <p>ED 8030/8031 Methods of Teaching at the Middle and Secondary Levels</p> <p>EDSC 8910 Directed Internship</p>	<p>Formative Lesson Observations, Final Summary Evaluation</p> <p>Classroom Plan</p> <p>Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations</p>
<p>APS 10 Fulfilling Professional Responsibilities</p>	<p>EDSC 8650 Teaching Methods for Secondary Modern Languages</p> <p>EDSC 8910 Directed Internship</p>	<p>Final Summary Evaluation</p> <p>Mid-Term and Final Summary Evaluation</p>

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)

Section 29.02 PADEPP (Applicable to Educational Leadership Programs Only) – NA

Section 29.03 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 EDSC 8920 Capstone Seminar	Professionalism and career rubric Professionalism and career rubric
Standard 2: Career Clusters and Individual Graduation Plan	EDSC 8920 Capstone Seminar	Pre-Post Assessment
Standard 3: Career Guidance Model	EDSC 8920 Capstone Seminar	Pre-Post Assessment
Standard 4: Character Education	ED 8030/8031 Methods of Teaching at the Middle and Secondary Levels	Classroom Plan
Standard 5: Contextual Teaching	EDSC 8910 Directed Internship	Summative Lesson Observation, Mid-Term and Final Summary Evaluation
Standard 6: Cooperative Learning	EDSC 8910 Directed Internship	Summative Lesson Observation, Mid-Term and Final Summary Evaluation
Standard 7: Accommodating Diverse Learning Styles	EDSC 8650 Teaching Methods for Secondary Modern Languages EDSC 8920 Capstone Seminar EDSC 8910 Directed Internship	Lesson Plan template and rubric Lesson Plan template and rubric Summative Lesson Observation, Mid-Term and Final Summary Evaluation

Section 29.04 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.

Section 29.05 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

Section 29.06 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.

Section 29.07 Admission Requirements (Assurance of Compliance)

Candidates admitted to the Graduate School demonstrate basic academic proficiencies by meeting the standards set by the university Graduate School.

All students seeking to complete the Secondary Education Program with an emphasis in Modern Languages must meet all admission requirements and be formally admitted before they are allowed to enroll in restricted professional courses. Admissions requirements include:

- completed baccalaureate degree from a regionally accredited college or university with a minimum GPA of 2.75 on a 4.0 scale and a preferred GPA of 3.0 or higher on a 4.0 scale.

- A C or better in all pre-requisite content area coursework (Modern Languages) necessary to meet state teacher certification requirements
- Passing score on Praxis Subject Assessment
- A graduate school application which requires:
 - Transcripts
 - Competitive GRE (Graduate Record Exam) or MAT (Miller Analogies Test) or passing scores on all areas of the Praxis CORE
 - Current resume
 - Two letters of recommendation
 - Personal statement—a writing sample that addresses knowledge, accomplishments, and future career goals
 - TOEFL/IELTS scores for international students
- An interview, in person or virtual

Additional requirements after entering the program:

- attendance at the Internship Orientation;
- Criminal Background Check and Full Disclosure Statement from the State Law Enforcement Division (SLED);
- meet with program faculty at least twice per academic year to assure that they are in meeting the above requirements.

Section 29.08 Field and Clinical Experience Requirements

At the initial graduate level, all candidates must complete a minimum of 75 hours of field experiences prior to clinical practice.

Secondary Modern Languages

Field experiences and clinical practice are critical components of the College of Education Secondary Modern Languages teaching degree program. Candidates are prepared for successful teaching positions 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 75 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 615 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 engage in purposeful, challenging, diverse, and supervised field-based observations, tutoring, and co-teaching (ED 8030), service learning (EDF 8350), and lesson planning, assessment development, data

analysis, differentiated teaching practices, and reflective practices (EDSC 8650). 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, MAT table indicates, candidates complete a minimum of 75 hours prior to entering their EDSC 8910 Directed Internship.

Secondary Modern Languages Initial Licensure Program, MAT

Course	Description of the Field Experience and clinical practice (practica and internships)	# of hours
EDF 8350	Early Adolescent Growth and Development: Candidates observe adolescents' development and behavior in a high school setting.	15
ED 8030	Methods of Teaching at the Middle and Secondary Levels: Candidates collaborate with mentor teachers and university instructors in conducting focused observations, tutoring individual students, and leading instructional activities.	22.5
EDSC 8650	Secondary Modern Languages Methods: Candidates are placed in a public high school languages classroom where they observe, assist, and co-teach with their cooperating teacher.	37.5
EDSC 8910	Directed Internship (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		615

Procedures for Monitoring Candidates' Progress

Transition Point 1: Admission to Secondary Education MAT

7. The candidate applies to Clemson University Graduate School with the following requirements:
 - a. completed baccalaureate degree from a regionally accredited college or university with a minimum GPA of 2.75 on a 4.0 scale and a preferred GPA of 3.0 or higher on a 4.0 scale.
 - b. A C or better in all pre-requisite content area coursework (Modern Languages) necessary to meet state teacher certification requirements
 - c. Passing score on Praxis Subject Assessment
 - d. A graduate school application which requires:
 - i. Transcripts
 - ii. Competitive GRE (Graduate Record Exam) or MAT (Miller Analogies Test) or passing scores on all areas of the Praxis CORE
 - iii. Current resume
 - iv. Two letters of recommendation
 - v. Personal statement—a writing sample that addresses knowledge, accomplishments, and future career goals
 - vi. TOEFL/IELTS scores for international students
 - e. An interview, in person or virtual

8. Admitted students are assigned a program faculty advisor who facilitates and monitors progression through the program.

Transition Point 2: Admission to Internship

16. 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.
17. The Certification Coordinator monitors and verifies the completion of all requirements for admission to the internship.
18. The Office of Field and Clinical Partnerships and Outreach begins to coordinate the placement process.
19. Candidate records indicate the candidate is ready to register for internship course(s) and accompanying seminar course(s).
20. 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

7. Candidate's progress during the internship is monitored and assessed by the university supervisor and cooperating teacher for required coursework completion.
8. 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

13. The candidate submits a Graduation Application prior to graduation.
14. The Office of Field and Clinical Partnerships and Outreach verifies that each candidate has passed the required Praxis II exams (content and PLT).
15. The Office of the Registrar audits the candidate's completion of program requirements.
16. 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.

Section 29.09 Eligibility for Certification

Candidates for Secondary Education certification will complete credit hours in their area of content concentration prior to entering the MAT program (generally in their baccalaureate programs). For Secondary Modern Languages Education, candidates can initially certify as 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 Middle Grades/Secondary MAT 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 MAT Courses and Literacy Standards Addressed

Courses	Literacy Competencies Addressed
Foundations of Adolescent Literacy (EDLT 8100)	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 8270)	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 8100, 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
<p>Facilitate and inspire student learning and creativity</p> <p>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.</p> <p>a. Promote, support, and model creative and innovative thinking and inventiveness</p> <p>b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources</p> <p>c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes</p>	<p>EDLT 8100 Foundations in Literacy</p> <p>EDSC 8910 Directed Internship</p>	<ul style="list-style-type: none"> ▪ 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
<p>d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments</p>		
<p>Design and develop digital age learning experiences and assessments</p> <p>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.</p> <p>a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity</p> <p>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</p> <p>c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources</p> <p>d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching</p>	<p>EDLT 8100 Foundations in Literacy</p> <p>EDSC 8910 Directed Internship</p>	<ul style="list-style-type: none"> ▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Summary Evaluation ▪ Final Summary Evaluation
<p>Model digital age work and learning</p> <p>Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.</p>	<p>EDLT 8100 Foundations in Literacy</p>	<ul style="list-style-type: none"> ▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project

ISTE NETS-T	Courses Where Addressed	Assignment/Task
<p>a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations</p> <p>b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation</p> <p>c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats</p> <p>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</p>	<p>EDSC 8910 Directed Internship</p>	<ul style="list-style-type: none"> ▪ Formative and Summative Lesson Observations ▪ Mid-Term Summary Evaluation ▪ Final Summary Evaluation
<p>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.</p> <p>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</p> <p>b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources</p> <p>c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information</p> <p>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</p>	<p>EDLT 8100 Foundations in Literacy</p> <p>EDSC 8910 Directed Internship</p>	<ul style="list-style-type: none"> ▪ 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
<p>Engage in professional growth and leadership</p> <p>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.</p> <p>a. Participate in local and global learning communities to explore creative applications of technology to improve student learning</p> <p>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</p> <p>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</p> <p>d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community</p>	<p>EDLT 8100 Foundations in Literacy</p> <p>EDSC 8910 Directed Internship</p>	<ul style="list-style-type: none"> ▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Summary Evaluation ▪ Final Summary Evaluation

**Article XXX. 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 successfully 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 placed 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 admission to the program.
3	Candidate Ability to Plan	Unit Plan with accompanying lesson plans, materials, and assessments	Methods course, semester before student teaching internship.
4	ACTFL Teaching Evaluation	Teaching Evaluation	During student teaching internship.
5	Candidate Effect on Student Learning	Report on unit of teaching, assessment, results of assessment, and reflection on assessment	During student teaching internship.
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.

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	MAT 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://aslt.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 at one or more institutions. 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 accepted into the MAT program for Modern Languages, 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 2.0), and major GPA (minimum 2.5) 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 1: 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 #2 Transcript Review Form



Transcript Review for MAT Modern Language Education

Name:

Address:

City:

State:

Zip:

Email:

CUID (if applicable):

The Modern Language Education MAT program requires 32 semester hours with demonstrated competency in the following content-specific areas:

14 Semester Hours Basic Skills:

Beginning Language I & II (8) _____

Intermediate Language I & II (6) _____

6 Semester Hours Target Language:

Grammar and Composition _____

Conversation and Composition _____

Literature _____

Culture _____

12 Semester Hours Upper Level Coursework:

Phonetics and Phonology _____

Culture and Civilization _____

Literature _____

Business Language _____

Advanced Grammar _____

Special Topics _____

Content area GPA _____

Evaluation Summary

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Evaluator _____ Date _____

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.]

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 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.

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 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, 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 sign. 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

Assessment #3 Rubric – Unit Plan

ACTFL Standard	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard (Unacceptable)	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	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	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	
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.	

<p>3a. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments</p>	<p>3. Negotiation of meaning</p>	<p>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.</p>	<p>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.</p>	<p>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?”</p>	
<p>3a. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments</p>	<p>4. Meaningful Classroom Interaction</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	

<p>3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.</p>	<p>5. Theories of Learner Development</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p>3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.</p>	<p>6. Adapting instruction to address students' language levels, language background, learning styles</p>	<p>Candidates consistently use information about their students' language levels, language backgrounds, and learning styles to plan for and implement language instruction.</p>	<p>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.</p>	<p>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.</p>	

<p>3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.</p>	<p>7. Adapting instruction to address students' multiple ways of learning</p>	<p>Candidates plan for and implement a variety of instructional models and strategies that accommodate different ways of learning.</p>	<p>Candidates identify multiple ways in which students learn when engaged in language classroom activities.</p>	<p>Candidates recognize that students approach language learning in a variety of ways. They identify how individual students learn</p>	
<p>3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.</p>	<p>8. Adapting instruction to meet students' special needs</p>	<p>Candidates anticipate their students' special needs by planning for differentiated alternative classroom activities as necessary.</p>	<p>Candidates implement a variety of instructional models and techniques that address specific special needs of their students.</p>	<p>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.</p>	
<p>3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.</p>	<p>9. Critical thinking and problem solving</p>	<p>Candidates reward their students for engaging in critical thinking and problem solving.</p>	<p>Candidates implement activities that promote critical thinking and problem-solving skills.</p>	<p>Candidates implement activities that have a limited number of answers and allow little room for critical thinking and/or problem solving.</p>	

<p>3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.</p>	<p>10. Grouping</p>	<p>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.</p>	<p>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.</p>	<p>Candidates teach primarily with large-group instruction. Pair- and small group activities generally consist of students grouped together but working individually.</p>	
<p>3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.</p>	<p>11. Use of questioning and tasks</p>	<p>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.</p>	<p>Candidates recognize that questioning strategies and task-based activities serve different instructional objectives. They use tasks as they appear in their instructional materials.</p>	<p>Candidates use short answer questioning as the primary strategy for eliciting language from students.</p>	

<p>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.</p>	<p>12. Integration of Standards into Planning</p>	<p>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.</p>	<p>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.</p>	<p>Candidates apply SFLL and state standards to their planning to the extent that their instructional materials do so.</p>	
<p>4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.</p>	<p>13. Integrate Standards into instruction</p>	<p>SFLL and state standards are the focus of classroom practice.</p>	<p>Candidates adapt activities as necessary to address SFLL and state standards.</p>	<p>Candidates conduct activities that address specific SFLL and state standards to the extent that their instructional materials include a connection to standards.</p>	

<p>4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.</p>	<p>14. Three modes of communication</p>	<p>Candidates use the interpersonal-interpretive-presentational framework as the basis for engaging learners actively in communication.</p>	<p>Candidates design opportunities for students to communicate by using the three modes of communication in an integrated manner.</p>	<p>Candidates understand the connection among the three modes of communication and focus on one mode at a time in communicative activities.</p>	
<p>4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.</p>	<p>15. The 3 Ps</p>	<p>Candidates use the products-practices-perspectives framework as the basis for engaging learners in cultural exploration and comparisons.</p>	<p>Candidates design opportunities for students to explore the target language culture(s) and make cultural comparisons by means of the 3Ps framework.</p>	<p>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.</p>	

<p>4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.</p>	<p>16. Connections</p>	<p>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.</p>	<p>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.</p>	<p>Candidates make connections to other subject areas whenever these connections occur in their existing instructional materials.</p>	
<p>4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.</p>	<p>17. Target Language Communities</p>	<p>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.</p>	<p>Candidates provide opportunities for students to connect to target language communities through the Internet, email, social networking and other technologies.</p>	<p>Candidates introduce target language communities to the extent that they are presented in their existing instructional materials.</p>	

<p>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.</p>	<p>18. Authentic Materials</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p>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.</p>	<p>19. Adaption of Materials</p>	<p>An integral part of candidates' planning is to adapt materials to make standards-based learning more effective.</p>	<p>Candidates adapt materials as necessary to reflect standards-based goals and instruction when materials fall short.</p>	<p>Candidates use instructional materials that have been developed commercially.</p>	

<p>5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.</p>	<p>20. Plan for assessment</p>	<p>Candidates share their designed assessments and rubrics with students prior to beginning instruction.</p>	<p>Candidates design and use authentic performance assessments to demonstrate what students should know and be able to do following instruction.</p>	<p>Candidates use assessments provided in their textbooks or other instructional materials without regard for student performance after instruction.</p>	
<p>5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.</p>	<p>21. Formative and summative assessment models</p>	<p>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.</p>	<p>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.</p>	<p>Candidates recognize the purposes of formative and summative assessments as set forth in prepared testing materials.</p>	

<p>5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.</p>	<p>22. Interpretive communication</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	
<p>5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.</p>	<p>23. Interpersonal communication</p>	<p>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.</p>	<p>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.</p>	<p>Candidates use interpersonal assessment measures found in instructional materials prepared by others.</p>	

<p>5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.</p>	<p>24. Presentational communication</p>	<p>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.</p>	<p>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.</p>	<p>Candidates use presentational assessment measures found in instructional materials prepared by others.</p>	
<p>5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.</p>	<p>25. Cultural perspectives</p>	<p>Candidates design assessments of problem-solving tasks in content areas of interest to students and possibly on topics not familiar to the teacher.</p>	<p>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.</p>	<p>Candidates assess isolated cultural facts.</p>	

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 a 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
<p>1. Language Acquisition Theories (3a)</p> <p>SC 4.0: Teacher Content Knowledge, Activities and Materials</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
<p>2. Target language input (3a)</p> <p>SC 4.0: Teacher Content Knowledge</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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.</p>

<p>3. Negotiation of Meaning (3a)</p> <p>SC 4.0: Teacher Knowledge of Students (3rd bullet)</p>	<p>Negotiation of meaning is an integral part of classroom interaction.</p> <p>Candidates negotiate meaning regularly with students. They teach students to integrate negotiation of meaning strategies</p>	<p>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</p>	<p>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</p>	<p>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</p>
<p>4. Meaningful Classroom Interaction (3a)</p> <p>SC 4.0: Motivating Students, Academic Feedback, Teacher Knowledge of Students</p>	<p>Meaningful classroom interaction is at the heart of language instruction.</p> <p>Candidates engage students in communicative and interesting activities and tasks on a regular basis. All classroom interaction</p>	<p>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’</p>	<p>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’</p>	<p>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.</p>
<p>5. Theories of learner development and instruction (3 b)</p> <p>SC 4.0: Instructional Plans, Standards and Objectives, Teacher Knowledge of Students</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>

<p>6. Adapting instruction to address students' language levels, language backgrounds, learning styles (3b)</p> <p>SC 4.0: Activities & Materials,</p>	<p>Candidates consistently use information about their students' language levels, language backgrounds, and learning styles to plan for and implement language instruction.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>7. Adapting instruction to address students' multiple ways of learning (3b)</p> <p>SC 4.0:</p>	<p>Candidates plan for and implement a variety of instructional models and strategies that accommodate different ways of learning.</p>	<p>Candidates identify multiple ways in which students learn when engaged in language classroom activities.</p>	<p>Candidates identify ways in which students learn when engaged in language classroom activities.</p>	<p>Candidates recognize that students approach language learning in a variety of ways. They identify how individual students learn.</p>
<p>8. Adapting instruction to meet students' special needs (3b)</p> <p>SC 4.0: Expectations, Teacher Knowledge of Students</p>	<p>Candidates anticipate their students' special needs by planning for differentiated alternative classroom activities as necessary.</p>	<p>Candidates implement a variety of instructional models and techniques that address specific special needs of their students.</p>	<p>Candidates implement some instructional models and techniques that address specific special needs of their students.</p>	<p>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.</p>

<p>9. Critical thinking and problem solving (3b)</p> <p>SC 4.0: Questioning, Student Work</p>	<p>Candidates reward their students for engaging in critical thinking and problem solving.</p>	<p>Candidates implement a variety of activities that promote critical thinking and problem-solving skills.</p>	<p>Candidates implement activities that promote critical thinking and problem-solving skills.</p>	<p>Candidates implement activities that have a limited number of answers and allow little room for critical thinking and/or problem solving.</p>
<p>10. Grouping (3b)</p> <p>SC 4.0: Grouping Students, Respectful Culture</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>Candidates teach primarily with large-group instruction. Pair and small group activities generally consist of students grouped together but working individually.</p>
<p>11. Use of questioning and tasks (3b)</p> <p>SC 4.0: Questioning</p>	<p>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</p>	<p>Candidates consistently recognize that questioning strategies and task-based activities serve different instructional objectives and incorporate them as appropriate in their</p>	<p>Candidates recognize that questioning strategies and task-based activities serve different instructional objectives. They use tasks as they appear in their instructional materials.</p>	<p>Candidates use short answer questioning as the primary strategy for eliciting language from students.</p>
<p>12. Integration of Standards into planning (4a)</p> <p>SC 4.0: Standards & Objectives, Instructional Plans</p>	<p>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</p>	<p>Candidates create many activities and/or adapt existing instructional materials and activities to address specific SFLL or W-RSLL and state standards.</p>	<p>Candidates create few activities and/or adapt existing instructional materials and activities to address specific SFLL or W-RSLL and state standards.</p>	<p>Candidates apply SFLL or W-RSLL and state standards to their planning to the extent that their instructional materials do so.</p>

13. Integration of Standards into teaching (4b) SC 4.0: Standards &	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
14. Integration of three modes of communication (4b) SC 4.0: Presenting	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	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	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	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:	Candidates engage learners in interacting with members of the target language communities through a variety of means that include	Candidates provide numerous opportunities for students to connect to target language communities through the Internet, email, social	Candidates provide a few opportunities for students to connect to target language communities through the Internet, email, social networking and	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	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	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	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	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 XXXI.

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 XXXII.

Article XXXIII. 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 XXXIV.

Article XXXV. 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:

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 XXXVI. 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 XXXVII.

Article XXXVIII. 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 XXXIX.

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	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 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	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.	

<p>5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.</p>	<p>4. Interpersonal Communication</p>	<p>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.</p>	<p>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.</p>	<p>Candidates use interpersonal assessment measures found in instructional materials prepared by others.</p>	
<p>5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.</p>	<p>5. Presentational Communication</p>	<p>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.</p>	<p>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</p>	<p>Candidates use presentational assessment measures found in instructional materials prepared by others.</p>	
<p>5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.</p>	<p>6. Cultural Perspectives</p>	<p>Candidates design assessments of problem-solving tasks in content areas of interest to students and possibly on topics not familiar to the teacher.</p>	<p>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.</p>	<p>Candidates assess isolated cultural facts.</p>	

<p>5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.</p>	<p>7. Integrated Communication assessments</p>	<p>Candidates design standards-based performance assessments for their students based upon models available in literature or from professional organizations.</p>	<p>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.</p>	<p>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.</p>	
<p>5b. Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.</p>	<p>8. Assessments reflect a variety of models designed to meet needs of diverse learners</p>	<p>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.</p>	<p>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.</p>	<p>Candidates cite the role of performance assessment in the classroom and attempt to measure performances. They rely on discrete-point or right-answer assessments</p>	
<p>5b. Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.</p>	<p>9. Reflect</p>	<p>Candidates teach students to reflect upon their performances in a global and an analytical fashion.</p>	<p>Candidates observe and analyze the result of student performances to discern global success and underlying inaccuracies.</p>	<p>Candidates interpret assessments as correct/incorrect student response.</p>	
<p>5b. Reflect on and analyze the results of student assessments, adjust instruction accordingly and</p>	<p>10. Adjust Instruction</p>	<p>Candidates use assessment results for whole group improvement and to help individual students identify the gaps in their</p>	<p>Candidates use insights gained from assessing student performances to conduct whole group review and then to adapt change and</p>	<p>Candidates use assessment results to conduct whole group remediation or review.</p>	

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-	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	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	Candidates report student progress to students and parents. They use appropriate terminology and share examples that illustrate student learning. Candidates report	Candidates identify the stakeholders and their roles and interests in assessment of student progress. Candidates find short-cut ways to	
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	
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	Candidates design opportunities for students to learn about other subject areas in the target language. They obtain information about other subject areas from colleagues	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	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	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.

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.

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

	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard (Unacceptable)	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	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.	

<p>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.</p>	<p>4. Develop an advocacy rationale for language learning</p>	<p>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.</p>	<p>Candidates develop a rationale for advocating the importance of language learning.</p>	<p>Candidates realize the importance of developing a rationale for supporting language learning</p>	
<p>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.</p>	<p>5. Access, analyze and use data to support language learning</p>	<p>Candidates access multiple sources of data and synthesize findings to prepare a coherent rationale for language learning for multiple audiences.</p>	<p>Candidates select appropriate data sources to develop products in support of language learning for designated audiences.</p>	<p>Candidates identify the main sources (both print and online) for accessing language-specific data.</p>	
<p>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</p>	<p>6. Become a member of the profession</p>	<p>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</p>	<p>Candidates shadow officers and members in professional learning communities and avail themselves of programs sponsored by these organizations.</p>	<p>Candidates are aware of professional learning communities and the benefits that they offer along their career pathway.</p>	

<p>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</p>	<p>7. Successful interaction in professional settings</p>	<p>Candidates assume leadership roles and demonstrate exemplary conduct in performing these in a variety of professional settings.</p>	<p>Candidates demonstrate appropriate conduct when interacting in various and more challenging professional contexts.</p>	<p>Candidates demonstrate satisfactory conduct when interacting in predictable professional contexts.</p>	
<p>Minimum Score: 12</p>					

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.

MAT, Secondary Education, Clemson University

Responses to February 2021 CAAL Questions

Commissioner #1

a. Please explain the comment concerning reduced tuition for online pathway on p.4. Reduced to what from what? What are the restrictions if any for the reduction?

Response: Text from proposal page 2, under program goals: “#5. Provide a reduced tuition rate for course enrollment in the Online MAT pathway to accelerate progress toward, and completion of, a degree.”

While the addition of new certification areas is the focus of this new program proposal, the online MAT Secondary Education is an existing program of study with areas of certification in Math, English, and Science. The overall secondary education program requirements for the MAT secondary education focused on reducing the overall number of credit hours required from 42 credits to 30 credits. The plan of study does not change the required content and experiences needed to meet the state and national teaching standards for Secondary Education, but redesigns where and how content is delivered and aligned to meet the assessments and standards. At the same time, the reduction in credit hours will save students money and the revised curriculum plan improves the time to degree. The actual cost per credit hours has not changed. The student benefits from the overall reduction of the 12 credit hours required for the degree, saving money, and also improving the time to degree. The cost per credit hour is \$499. The student would save \$5988 dollars (499 x12 credit hours).

b. P.8. Please put enrollment in context. Numbers seem small. If you agree, is there any way to increase? What would be probability of increase?

Response: We may be conservative with the enrollment numbers for adding modern languages and social studies to our MAT in Secondary Education. We based the enrollment numbers on our current MAT in Secondary Education experience (at 42 credit hours). The reduction in the overall credit hours (42 to 30) and the flexibility of the scheduling proposed (15 months), and our recruitment strategy may be more successful than we anticipate. However, the proposed enrollment numbers will cover

the cost of the new areas of certification added in this proposal. And 27 of the 30 credit hours in the curriculum are identical for all areas of certification. This means that the course enrollments in the MAT in Secondary Education support the cost of implementation. Each student takes one discipline specific method course and laboratory as noted in the curriculum. In addition, foundational and support courses, where appropriate, are shared with the MAT in Middle Level Education program.

We have several additional program proposals coming through CHE that will help us increase overall enrollment in Secondary Education, Modern Languages, so we are aware that this proposal may appear low on enrollment numbers, but this is one of several avenues that we are improving to add secondary teachers.

Commission #2

1. Is there an opportunity along the curriculum path to obtain any specific badges or certificates which will enable the graduate to command addition pay for those skill once employed?

Response: The curriculum plan is designed to promote completion within 15 months and assumes that many students might be employed while attending school. Therefore, only six credit hours are scheduled for a cohort each semester or summer session. Graduate students are considered full time with nine credit hours, so it is possible for a graduate student who is interested, to take additional course credits toward a certification recognized by the SC Department of Education. All graduate students have advisors with whom the discussion about add-on certifications would be held. Not all endorsement result in pay increases, it is the master's degree that places the student on a different level of the teacher's pay-scale.

2. Will graduates be encouraged to remain in SC to teach?

Response: Yes. As a land-grant institution, the COE is committed to developing and implementing innovative programs and pathways that address South Carolina teacher recruitment and retention. The College's expansive field and clinical experiences made possible through strong partnerships with South Carolina schools and school districts help ensure undergraduates are ready to serve South Carolina P-12 students upon graduation. In addition to partnerships with P-12 school districts, the COE has partnerships with technical colleges to ensure undergraduate transfer students interested in

education have a flexible pathway into the College's programs. The career-changer students may still be employed while taking courses. We do have the ability to place students in districts outside of Clemson's regional districts as well, supporting the online model. Our programs of study are designed to meet the standards and qualifications required to teach in South Carolina.

3. What will your recruitment efforts look like for this program?

Response: For the past two years, the COE has hired and worked with an outside marketing company, CONVERGE/RNL, to assist with external marketing efforts and increase the enrollment in online master's degree programs. The results of these efforts have been profound. CONVERGE/RNL has helped the College rethink how to work with and communicate with students, from initial interest in the program all the way until graduation. With the guidance of our external marketing firm, we now have a much stronger internal workflow for our graduate programs that works to ensure better communication with our students from the time they first show interest in Clemson until the time they graduate. The Associate Dean of Research and Graduate Studies continually works with student services coordinators and program coordinators to maximize our touchpoints with students. This includes automated as well as personalized emails to prospective students and orientation modules for new students and culminates with a newly implemented graduate student-focused graduation celebration. We also recruit from our own Clemson undergraduates in content areas in other colleges (ex. Spanish majors, History majors) since it is possible for them to start taking graduate courses as seniors.

Commissioner #3

- 1. Explain the logical connection that addressing the S. C. teacher shortage will be addressed by adding a new program. If fewer Ss are enrolling in education, how do we know that it is because they want an MAT in Soc Std, Mod Lang, and ASL?**

Response: The Master of Arts in Teaching is primarily for individuals who choose teaching after earning a degree in another field of study. This program will be offered online, with possible employment in a district for student teaching. It will attract career-changers who can remain employed while taking coursework up until the time they do their student teaching. That is a much better option than our previous MAT that required full time attendance and was entirely F2F (face to face). In this proposal, social studies and modern languages, are being added to the areas of certification currently available. All students in the MAT in Secondary Education, regardless of

certification area, take 9 of the same courses. Each certification area has one discipline specific teaching methodology and lab course.

Graduate students seek the MAT because they have found an interest in teaching and would like to be certified to teach in SC schools. We have currently enrolled undergraduate students who decided late in their current programs of study that they would like to teach. The MAT allows for this transition to teacher preparation.

Expanding enrollment opportunities and recognizing the prospective student's content area we have been able to reduce the overall curriculum in the MAT, move the program of study online, and complete the degree in 15 months.

2. Explain the statement, "...we must look for alternative programs to prepare teachers." Is lack of preparation leading to the loss of teachers?

Response: 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 2019-2020 was down 55 new teachers from last year.
- 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 2019-2020 school year and are no longer teaching in any S.C. public school district, a 6% increase from the previous year.
- 16% of teachers who left the classroom in 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 2020-2021, a 26% increase over the number of vacancies reported the previous year.
- 172.5 teachers who were completing an alternative certification program left teaching.

There is no one size fits all approach. Some students come to us through transfer pipelines, some change of majors, some first time admits into education, some as career changes. We have to provide a suite of options for teacher preparation to help with recruitment issues. The MAT in Secondary Education (with the additional certification areas) is only one step of Clemson's approach to improve the recruitment and retention of teachers in SC. The overall changes in the MAT (reducing the hours from 42 to 30; moving to online; and adding new certification areas) is an important step.

On the other side, we also have retention issues in K-12 education once graduates get into the field. That can be addressed through rigorous preparation and clinical experience (of which the MAT is one such program and with better retention than some alternative certification programs). It is also addressed through support our novice teachers. The College of Education has developed seminars to support current practicing teachers (*Perfecting Your Roar*). *Perfecting Your Roar* program is designed to support graduates during their first years of teaching. The discrepancy between a novice teachers' vision of teaching and the realities of the job can cause depression and an eventual departure from the profession. *Perfecting Your Roar* was designed to address areas of discrepancy head-on, offering a series of seminars in the school districts.

The Master Teacher curriculum was developed to prepare expert teachers. The teachers are selected by their school districts to attend the COE Master Teacher Institute and enroll in two graduate-level courses. To date, 95 teachers have been prepared as Master Teachers through this program. The Center for the Recruitment and Retention of Diverse Educators (CR²DE), which researches and implements strategies for minority teacher recruitment and retention. Faculty are working with education and community leaders to interest minority students in teaching at an earlier age, easing their transition from K-12 to two- and four-year institutions.

3. It is stated, "Only two ASL teachers in S. C." What is the evidence that more are needed? How many more are needed?

Response: Our district partners have indicated the need for modern language teachers who are prepared to teach at the high school level. 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 the number total number of teachers in American Sign Language is limited to 2, this is because no one is preparing K-12 teachers in ASL. The SC Department of Education summary table of teacher education programs identifies: French, German, Latin, and Spanish . No teachers means that a particular language is not taught. That is why the offerings of some schools is limited in many cases to Spanish.

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Clemson has a robust ASL area of specialization in our Modern Language department of which 35% are in American Sign Language and 29% are majoring in Spanish.



8 February 2021

South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201

Dear Commissioners, Commission Staff Members, and CAAL members,

This letter confirms our continuing institutional commitment to the “new” program proposal modifying our extant MAT Secondary Education program to add emphasis areas/concentrations in Social Studies and Modern Foreign Languages (French, Spanish, ASL) that is being considered before the Committee on Academic Affairs and Licensing at its 12 February 2021 meeting. After re-examining the proposal in light of uncertainties related to the current COVID19 pandemic, the University still endorses the need for and goals of this proposal.

Robert H. Jones
Executive Vice President for
Academic Affairs and Provost

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Our continuing judgment of great need for this program is based on multiple sobering data points: a decline in the number of SC college students completing a teacher education program, a small decline in the fraction of teachers hired in 2019-20 who graduated from a SC educator preparation program, 28 vacant teacher positions in secondary-level social studies in fall 2019, and 20 vacant teacher positions in modern languages in fall 2019.

Our continued endorsement for the program modifications is based on being able to enhance the variety of pathways towards teacher licensure in secondary-level social studies and modern languages at no new net cost (save modest marketing/recruiting expense)—the modifications are funded by reallocated resources within the College of Education and in collaboration with our Department of Modern Languages.

Please let us know if we can answer any additional questions or provide further information about these program modifications.

Robert H. Jones
Executive Vice President for
Academic Affairs and Provost