



RHODE ISLAND COLLEGE

*Feinstein School of Education and Human Development
NCATE/RIPA Accreditation*

SECONDARY EDUCATION-SPANISH/FRENCH

J. ANDRÉS RAMÍREZ, COORDINATOR

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PROGRAM OVERVIEW

LEARNING OUTCOMES

<u>LEARNING OUTCOMES</u>	<u>RIPTS</u>	<u>Conceptual Framework:</u> Initial Competencies	<u>PROFESSIONAL</u> <u>ORGANIZATION STANDARDS</u>
1. Teacher candidates are committed to students and their learning.	8	Pedagogy, Diversity	NCATE/ACTFL 2a, 3a, 5b.
2. Teacher candidates know the languages they teach and how to teach integrating language and content.	1	Pedagogy, Knowledge, and Professionalism	NCATE/ACTFL 1a, 1b, 2c, 3b, 4b, 4c.
3. Teacher candidates are responsible for managing, monitoring and promoting student learning.	9	Pedagogy, Diversity and Professionalism	NCATE/ACTFL 3a, 3b, 4b, 5b.
4. Teacher candidates think systematically about their practice and learn from self and other's experience.	10; 7	Pedagogy, Professionalism	NCATE/ACTFL 5b, 6a, 6b.
5. Teacher candidates are members of professional learning communities.	10	Professionalism	NCATE/ACTFL 6a, 6b.

PROGRAM DESCRIPTION

Secondary Education

Programs in this department prepare students for initial certification as teachers in secondary and middle schools.

Modern Languages

Upon completion of program, students are expected to:

1. Demonstrate language proficiency
2. Analyze linguistic systems
3. Compare target and other languages indentifying key differences
4. Demonstrate cultural understanding and understanding of cultural diversity
5. Demonstrate understanding of literary and cultural texts and traditions
6. Demonstrate understanding of language acquisition

ENROLLMENTS SPANISH

<u>ACADEMIC YEAR</u>	<u>ENROLLED</u>	<u>COMPLETED</u>
2009/10	4	0
2008/09	2	2
2007/08	2	1

ENROLLMENTS FRENCH

<u>ACADEMIC YEAR</u>	<u>ENROLLED</u>	<u>COMPLETED</u>
2009/10	-	-
2008/09	1	1
2007/08	1	1

FACULTY

1. Jaime Andrés Ramírez, Assistant Professor, Educational Studies.

ASSESSMENTS

ASSESSMENT 1. CONTENT KNOWLEDGE A

DESCRIPTION

The Productive Language Skills exam (Spanish/French) is designed for individuals who would like to teach Spanish or French in grades K-12. Candidates are given one hour to complete this exam and the written and verbal responses must be in the language tested. The exam consists of three written response questions regarding presentational writing in the target language, and six questions that cover presentational speaking in Spanish.

Secondary foreign language candidates are not allowed to enroll in Practicum if they have not passed the Oral Skills and two additional exams; the Principles in Learning and Teaching (PLT) and the Spanish: Content Knowledge test. This test seeks to ensure that teacher candidates know the languages they teach at a proficient level.

DATA

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN SCORES</u>
2009/10	-	-
2008/09	2	184
2007/08	1	Data Not Available

Spanish

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN SCORES</u>
2009/10	-	-
2008/09	1	176
2007/08	1	Data Not Available

French

ASSESSMENT 2. CONTENT KNOWLEDGE B

DESCRIPTION

2a. **The Spanish Content Knowledge** test is designed to assess the knowledge and competencies necessary for a beginning or entry-year teacher of Spanish. The 120 multiple-choice questions measure the test-takers' competence in various language skills (reading, listening) and their knowledge of the cultures of Spanish-speaking regions.

2b. The Principles of Learning and Teaching test (PLT) is one of the two licensure exams (the other is the **Pre Professional Skills Test Basic Skill PPST**) required by the Rhode Island State Department of Education for elementary teacher certification. The Principles of Learning and Teaching test (PLT) is designed **to** measure teacher candidates' competence in applying pedagogical knowledge. Such knowledge is typically obtained in undergraduate preparation in areas such as educational psychology, human growth and development, instructional design and delivery techniques, evaluation and assessment and other professional preparation. The test includes four case histories, each presenting a particular teaching situation. For each case history, the examinee will respond to three short-answer questions related to the teaching situation described in the case history. Questions usually require the examinee to demonstrate understanding of the importance of an aspect of teaching, demonstrate understanding of the principles of learning and teaching underlying an aspect of teaching or recognize when and how to apply the principles of learning and teaching underlying as aspect of teaching.

DATA

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN SCORES</u>
2009/10	-	-
2008/09	2	181
2007/08	1	Data Not Available

Spanish

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN SCORES</u>
2009/10	-	-
2008/09	1	182
2007/08	1	Data Not Available

French

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN SCORES</u>
2009/10	-	-
2008/09	3	173
2007/08	2	176

PLT scores

ASSESSMENT 3. ABILITY TO PLAN INSTRUCTION

DESCRIPTION

Candidates ability to plan instruction is assessed at different parts of the program. First through mini-lessons and reflections during SED 406 and 407 and later in practicum where students plan and deliver at least two lessons supervised by the college supervisor and plan a unit of instruction following the parameters of the Teacher Candidate Mini Work Sample and the backwards design approach. The use of the TCMWS and the TCWS only applies to students in this data who graduated in 2009 as the TCMWS and TCWS was piloted with them. The Work Sample did not apply to students in the 2009-2010 time frame nor to the 2007-2008 students because no students graduated in spring of 2010 and the TCWS was fully implemented until 2009 respectively. The TCWS is currently being used with success and it has prompted positive changes in the planning, design, and delivery of instruction in foreign languages. See last section of this report (Using data to Improve Program) for more specific details on this.

The planning indicators ask candidates to demonstrate a whole range of characteristics including:

- Careful planning, organization, and accuracy of content.
- Inclusion of lesson objectives that are measurable and observable and design features seeking to engage students in meaningful instructional tasks related to content.
- Alignment with GLEs, GSEs, and/or appropriate standards.
- Attention to students' experience, preparedness, access, equity, diversity and/or learning styles in the selection of instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology)
- Alignment of formative and/or summative assessments are with objectives and activities planned.

EVALUATION RUBRIC

The following is the rubric used to rate the Planning indicators

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

DATA

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN SCORES</u>
2009/10	-	-
2008/09	3	5
2007/08*	*	*

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN GRADES</u>
2007/08*	2	A-

* Student grades in the 2007-2008 were used as a proxy.

ASSESSMENT 4. STUDENT TEACHING

DESCRIPTION

Candidates' ability to teach is assessed through the candidate's Performance Evaluation and implemented Unit Plan.

Performance Evaluation

The candidate's performance evaluation is formally assessed a minimum of two times during practicum and a minimum of three times during student teaching. Indicators in candidate's ability to teach include the broad areas of Planning, Action, and Reflection. Based on performance observations and with the intention of promoting excellence in foreign language instruction a lesson study model is being implemented when possible. See the "use of data to improve the program" section for more details on this initiative.

Candidates' ability to teach in the Performance Evaluation Form is measured through a whole range of characteristics in the Performance Evaluation including:

- Use of classroom space to maximize learning in lessons.
- Attention to individual student needs, including developmental, linguistic, cultural, and behavioral issues.
- Design and/or adaptation of relevant learning experiences that incorporate digital tools and resources.
- Appropriate pacing, classroom management, and differentiation skills for the developmental levels/needs of the students and the purposes of the lesson.
- Use of multiple and appropriate forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning.
- Use of leveled questioning strategies that are likely to enhance the development of student conceptual understanding, problem solving, and content curiosity (e.g., emphasized higher order questions, appropriately used "wait time," identified prior conceptions and misconceptions).
- Attention to accurate content information and display of a nuanced and deep understanding of enduring concepts central to focus core disciplines.
- Appropriate connections made to other areas of the discipline, to other disciplines, and/or to real-world contexts.

Implemented Unit Plan

In addition to the performance observations, candidates ability to teach is measured based on the design of units of instruction and the on-going analysis of student learning to make instructional decisions. The task of

designing a unit of instruction in the target foreign language seeks to evaluate how well candidates take into consideration proficiency levels, foreign language standards, and core curriculum standards in their design. For the indicator on instructional decisions, candidates are asked to think about a time during their teaching when an individual student’s learning or response caused them to revise a different portion of the original design for instruction. Candidates are to describe students’ reaction to instruction focusing on what prompted the instructional adjustment and then they are asked to describe and explain the rationale of the revisions in addition to specific evidence that supports (or not) the adequacy of the decision taken.

EVALUATION RUBRICS

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students’ diverse needs and interests.</p>

The same evaluation rubric is used with different indicators for Planning, Action, and Reflection.

Implemented Unit Plan (design for Instruction Rubric)

Rating →	1-2	3-4	5-6	SCORE
Indicator ↓	Unacceptable	Acceptable	Target	
<p>Use of Pre-Assessment Data</p> <p>(RIPTS 8)</p>	<p>Pre-assessment data is presented but the format is difficult to navigate.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p>	<p>Pre-assessment data is presented in an organized format.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p>	<p>Pre-assessment data is presented in an organized, detailed format.</p> <p>A rich, insightful explanation of how pre-assessment data influenced instructional design is provided.</p>	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Unit Visual Organizer (RIPTS 2)	<p>The visual organizer is difficult to navigate.</p> <p>The lessons within the unit are not logically organized (e.g., sequenced).</p>	<p>An organized visual organizer is provided.</p> <p>Most of the lessons within the unit are logically sequenced.</p> <p>Lessons appear to be somewhat useful in moving students toward achieving the learning goals.</p>	<p>An organized, detailed visual organizer is provided.</p> <p>All lessons within the unit are logically sequenced.</p> <p>Lessons are useful in moving students toward achieving the learning goals.</p>	
Lesson Plans (RIPTS 2)	<p>Lesson plans are missing required components.</p> <p>Candidate's use of content appears to contain numerous inaccuracies.</p> <p>Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</p> <p>Instruction incorporates little variety of instructional strategies and techniques across instruction, activities, assignments, and resources.</p> <p>Heavy reliance on textbook or single resource (e.g., work sheets).</p>	<p>Lesson plans contain required components.</p> <p>Candidate's use of content appears to be mostly accurate.</p> <p>Shows some awareness of the big ideas or structure of the discipline.</p> <p>Instruction incorporates some variety of instructional strategies and techniques across instruction, activities, assignments, or resources.</p> <p>Some reliance on textbook, some variety of resources.</p>	<p>Lesson plans contain required components in rich detail.</p> <p>Candidate's use of content appears to be accurate.</p> <p>Focus of the content is congruent with the big ideas or structure of the discipline.</p> <p>Instruction incorporates a significant variety of instructional strategies and techniques across instruction, activities, assignments, and/or resources.</p> <p>The use of a variety of resources makes a clear contribution to learning.</p>	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Alignment with Learning Goals and Unit Objectives (RIPTS 2)	<p>Few lessons are explicitly linked to unit objectives.</p> <p>Few learning tasks, assignments and resources are aligned with unit objectives.</p> <p>Not all unit objectives are covered in the design.</p>	<p>Most lessons are explicitly linked to unit objectives.</p> <p>Most learning tasks, assignments and resources are aligned with unit objectives.</p> <p>Most unit objectives are covered in the design.</p>	<p>All lessons are explicitly linked to unit objectives.</p> <p>All learning tasks, assignments and resources are aligned with unit objectives.</p> <p>All unit objectives are covered in the design.</p>	
Classroom Climate (RIPTS 6)	<p>Candidate does not articulate how s/he will create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.</p>	<p>Candidate articulates plans in which some aspects contribute to a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.</p>	<p>Candidate consistently articulates plans that are likely to create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.</p>	
Use of Technology (RIPTS 2)	<p>Technology is inappropriately used OR candidate does not use technology or provide a rationale for its omission.</p> <p>A description of how planning and/or instruction could be enhanced with the use of technology is absent.</p>	<p>Candidate uses technology appropriately.</p> <p>Technology contributes to teaching and learning.</p> <p>OR</p> <p>Candidate provides a clear rationale for omission of technology AND describes how planning and/or instruction could be</p>	<p>Candidate consistently integrates appropriate technology.</p> <p>Use of technology makes a significant contribution to teaching and learning.</p>	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
		enhanced with the use of technology.		
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	

Implemented Unit Plan (Instructional Decision Making)

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Rethinking Your Plans for a Group of Students (RIPTS 3)	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show <i>some</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	Instructional decisions show <i>significant</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	
Revisions for a Group of Students Based on Analysis of Student Learning (RIPTS 4)	Candidate treats class as “one plan fits all” with no revisions or revisions of the instructional plan are not connected to students’ responses or learning.	<i>Some</i> revisions of the instructional plan are made: to address student needs; based on the analysis of student learning; based on best practice; based on contextual factors.	<i>Many</i> appropriate revisions of the instructional plan are made: to address student needs; are informed by a thorough and thoughtful analysis of student learning/performance; based on best practice; based on contextual factors.	
Explanation of the Modifications Made for a Group of Students (re: Learning Goals & Unit Objectives)	Explanation of revisions is not connected to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are	Explanation of the revisions made provides <i>some</i> connection to learning goals & unit objectives. The connections between	Explanation of revisions made specifies connection to learning goals & unit objectives clearly and completely. The connections between the	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
(RIPTS 4)	superficial or absent.	the revisions and learning goals/unit objectives are appropriate.	revisions and learning goals/unit objectives are significant and insightful.	
Part II				
Rethinking Your Plans for an Individual Student (RIPTS 3)	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show <i>some</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	Instructional decisions show <i>significant</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	
Revisions for an Individual Student Based on Analysis of Student Learning (RIPTS 4)	Candidate treats class as “one plan fits all” with no revisions or revisions of the instructional plan are not connected to this student’s responses or learning.	<i>Some</i> revisions of the instructional plan are made: to address this student’s needs; based on the analysis of this student’s learning; based on best practice; based on contextual factors.	<i>Many</i> appropriate revisions of the instructional plan are made: to address this student’s needs; are informed by a thorough and thoughtful analysis of this student’s learning/performance; based on best practice; based on contextual factors.	
Explanation of the Revisions Made for an Individual Student (re: Learning Goals & Unit Objectives) (RIPTS 4)	Explanation of revisions made lack detail with respect to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are superficial or absent.	Explanation of revisions made provide <i>some</i> detail with respect to learning goals & unit objectives. The connections between the modifications and learning goals/unit objectives are appropriate.	Explanation of revisions made provide <i>much</i> detail with respect to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are significant and insightful.	
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	

 DATA

Performance Evaluation

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN SCORES</u>
2009/10	-	-
2008/09	3	4.6
2007/08	2*	

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN GRADES</u>
2007/08*	2	A-

Student grades in the 2007-2008 were used as a proxy. Mean grades approximate.

Implemented Unit Plan (Design)

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN SCORES</u>
2009/10	-	-
2008/09	3	5.3
2007/08	2*	

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN GRADES</u>
2007/08*	2	A-

Student grades in the 2007-2008 were used as a proxy. Mean grades approximate.

Implemented Unit Plan (Instructional Decision Making)

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN SCORES</u>
2009/10	-	-
2008/09	3	5.0
2007/08	2*	

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN GRADES</u>
2007/08*	2	A-

Student grades in the 2007-2008 were used as a proxy. Mean grades approximate.

 ASSESSMENT 5. EFFECT ON STUDENT LEARNING

 DESCRIPTION

The Teacher Candidate Work Sample asks teacher candidates to analyze assessment data, including pre-, formative, and post-assessments, to determine students' progress related to two unit objectives for the whole class, subgroups of students, and two individual students. They are also asked to choose one that most students were able to meet and one that presented problems for some students. Following their analysis, teacher candidates are called to provide their own assessment on specific ideas for enhancing student learning and why such ideas would improve student learning. The objective of this exercise is to ensure that the candidate uses assessment data purposefully to profile student learning, communicate information about student progress and achievement, and evaluate his/her own teaching.

EVALUATION RUBRIC

Teaching Process: The teacher candidate uses assessment data to profile student learning, communicate information about student progress and achievement, and evaluate his/her own teaching.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Alignment with Selected Unit Objectives (RIPTS 9)	Analysis of student learning: <ul style="list-style-type: none"> is not aligned with selected unit objectives; and/or provides a superficial profile of student learning relative to the objectives for the whole class, subgroups, and two individuals. 	Analysis of student learning: <ul style="list-style-type: none"> is partially aligned with selected unit objectives; provides a somewhat comprehensive profile of student learning relative to the objectives for the whole class, subgroups, and/or two individuals. 	Analysis of student learning: <ul style="list-style-type: none"> is fully aligned with selected unit objectives; provides a comprehensive profile of student learning for two of the following groups: the whole class, subgroups, and/or two individuals. 	
Clarity and Accuracy of Presentation of Graphs (RIPTS 9)	Presentation is not clear; does not accurately reflect the data.	Presentation is clear and logical; reflects the data somewhat accurately.	Presentation is clear and logical; accurately reflects the data.	
Interpretation of Data (RIPTS 9)	Interpretation is inaccurate; conclusions are missing or unsupported by data.	Interpretation is somewhat accurate; some conclusions supported by data.	Interpretation is meaningful and technically accurate; appropriate conclusions are supported by the data.	
Evidence of Impact on Student Learning (RIPTS 9)	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward the selected unit objectives and the amount of improvement they made.	Analysis of student learning includes some evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward the selected unit objectives and the amount of improvement they made.	Analysis of student learning includes clear evidence of the impact on student learning in terms of proportion of students who made progress toward the selected unit objectives and the amount of improvement they made.	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Insights on Effective Instruction and Assessment (RIPTS 10)	Lacks reasonable hypotheses for why some students did not meet the selected objectives. Provides an inaccurate or no description of why some tasks or assessments were more successful than others.	Explores reasonable hypotheses for why some students did not meet the selected objectives. Provides a basic description of successful and unsuccessful tasks or assessments.	Explores reasonable hypotheses for why all 3 categories of students did not meet the selected objectives. Provides a detailed explanation of successful and unsuccessful tasks and assessments.	
Self Evaluation and Implications for Future Teaching (RIPTS 10)	Provides few or no ideas or inappropriate ideas for redesigning unit objectives, instruction, and assessment. Lacks rationale.	Provides some ideas for redesigning unit objectives, instruction, and assessment. Offers a general rationale for why these changes would improve student learning.	Provides ideas for redesigning unit objectives, instruction, and assessment. Offers a specific rationale as to why these modifications would improve student learning.	
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	

TOTAL _____/42

Comments:

 DATA

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN SCORES</u>
2009/10	-	-
2008/09	3	4.3
2007/08*	*	*

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN SCORES</u>
2007/08*	2	A-

* Student grades in the 2007-2008 were used as a proxy.

 ASSESSMENT 6. DISPOSITIONS

 DESCRIPTION

Candidate Dispositions
FNED 346

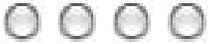
Prior to acceptance to FSEHD and during the Modern Language Secondary Education program teacher candidates are evaluated on their dispositions towards the teaching profession, professional work characteristics, attitudes towards diversity, and advocacy.

Candidate dispositions are first recorded during the FNED 346 tutoring experience during their work with children in an urban school, classroom setting. The Learning Supervisor observes candidates working with children and learns about how well a candidate listens to others, works collaboratively, and if the candidate has the developmental characteristics to become a good teacher. Candidate's dispositions are also assessed by Rhode Island College Foundations instructors through candidate journals, classroom logs, blogs, and in classroom discussions. These myriad of experiences serve faculty to assess the strengths and weaknesses of candidates who would like to enter the teaching profession. The faculty member makes an assessment of the potential a candidate has based on the work they have witnessed. This form is then used in the FSEHD admissions process.

Both disposition forms are placed in sealed envelopes within the FSEHD admissions portfolio and reviewed at the time of admission consideration by the program coordinator. Disposition forms for SED 346 can be found at the end.

Modern Language Practicum

The second opportunity to formally review candidate dispositions occurs at the end of their practicum semester. Candidates are asked to fill out a disposition self-evaluation and faculty fill out one dispositions form as well (see below).



1. Seeks feedback from multiple perspectives and makes appropriate adjustments. (Self-Reflection)
2. Self-monitor progress (Self-Reflection)
3. Upgrades knowledge and skills regularly (Lifelong Learning)
4. Takes Initiative and is self-motivated(Lifelong Learning)
5. Manifests respect toward students(Advocacy for Children and Youth)
6. Advocates for the well-being of students in schools (Advocacy for Children and Youth)
7. Manifests sensitivity to the needs and values of diverse learners (Respect for Diversity)
8. Establishes rapport and communicates well with diverse audiences (Respect for Diversity)
9. Demonstrates strong communication skill (Collaboration)
10. Uses feedback constructively (Collaboration)
11. Demonstrates good organization skills (Professional Work Characteristics)
12. Completes work in timely manner (Professional Work Characteristics)

The above disposition evaluations (self-evaluation disposition and practicum disposition) are intended to highlight important characteristics that candidates should have at this point to successfully enter the classroom for student teaching. Teacher candidates must earn an overall 3 or 4 rating on the rubric to be allowed to student teach.

EVALUATION RUBRICS

FNED 346 Faculty (Confidential)

This section is to be filled out by the evaluator.

For each item circle the numbers, 1 (for low) to 4 (for high) to indicate your judgment of the degree to which the applicant possesses or has demonstrated the attribute/behavior identified on each item. Circle N/A if you have insufficient knowledge to make a judgment.

1. Exhibits self-awareness and self-confidence N/A 1 2 3 4

(Self-Reflection)

2. Has goal clarity N/A 1 2 3 4

(Self-Reflection)

3. Is intellectually curious and/or creative N/A 1 2 3 4

(Lifelong Learning)

4. Is enthusiastic about learning N/A 1 2 3 4

(Lifelong Learning)

5. Demonstrates ability to communicate effectively N/A 1 2 3 4

with children and youth

(Advocacy for Children and Youth)

6. Listens and is responsive to children and youth N/A 1 2 3 4

(Advocacy for Children and Youth)

7. Welcomes diverse viewpoints and is open-minded N/A 1 2 3 4

(Respect for Diversity)

8. Is adaptable to change N/A 1 2 3 4

(Respect for Diversity)

9. Works well with others N/A 1 2 3 4

(Collaboration)

10. Is socially tactful N/A 1 2 3 4

(Collaboration)

11. Works hard and is thorough N/A 1 2 3 4

(Professional Work Characteristics)

12. Is reliable and dependable N/A 1 2 3 4

(Professional Work Characteristics)

Signature of Evaluator: _____ Date: _____

On the reverse side there is a descriptive rubric to use as a reference for rating. You may use the reverse of this page to add additional comments.

FNED 346 Service Learning Supervisor (Confidential)

This section is to be filled out by the evaluator.

For each item circle the numbers, 1 (for low) to 4 (for high) to indicate your judgment of the degree to which the applicant possesses or has demonstrated the attribute/behavior identified on each item. Circle N/A if you have insufficient knowledge to make a judgment.

1. Exhibits self-awareness and self-confidence N/A 1 2 3 4

(Self-Reflection)

2. Has goal clarity N/A 1 2 3 4

(Self-Reflection)

3. Is intellectually curious and/or creative N/A 1 2 3 4

(Lifelong Learning)

4. Is enthusiastic about learning N/A 1 2 3 4

(Lifelong Learning)

5. Demonstrates ability to communicate effectively N/A 1 2 3 4

with children and youth (*Advocacy for Children and Youth*)

6. Listens and is responsive to children and youth N/A 1 2 3 4

(*Advocacy for Children and Youth*)

7. Welcomes diverse viewpoints and is open-minded N/A 1 2 3 4

(*Respect for Diversity*)

8. Is adaptable to change N/A 1 2 3 4

(*Respect for Diversity*)

9. Works well with others
(Collaboration) N/A 1 2 3 4

10. Is socially tactful
(Collaboration) N/A 1 2 3 4

11. Works hard and is thorough
(Professional Work Characteristics) N/A 1 2 3 4

12. Is reliable and dependable
(Professional Work Characteristics) N/A 1 2 3 4

Signature of Evaluator: _____ Date: _____

DATA

Candidate Disposition Evaluation
Admission to FSEHD

RIPTS	2007-2008 n=2		2008-2009 n=3		2009-2010 n=0	
	Learning Supervisor	Faculty	Learning Supervisor	Faculty	Learning Supervisor	Faculty
Exhibits self-awareness and self-confidence (Self-Reflection, RIPTS 10)	3.5	4.0	4.0	3.3	-	-
2. Self-monitor progress (Self-Reflection, RIBTS 10)	4.0	3.5	4.0	3.0	-	-
Is intellectually curious and/or creative. (Lifelong Learning, RIBTS 10)	3.0	4.0	4.0	3.3	-	-
4. Is enthusiastic about learning (Lifelong Learning, RIBTS 10)	3.5	4.0	4.0	3.3	-	-
5. Demonstrates ability to communicate effectively with children and youth (Advocacy for Children and Youth, RIBTS 4)	4.0	NA	3.6	3.5	-	-
6. Listens and is responsive to children and youth (Advocacy for Children and Youth, RIBTS 7)	3.5	NA	4.0	3.6	-	-
7. Welcomes diverse viewpoints and is open-minded (Respect for Diversity, RIBTS 4)	3.0	4.0	4.0	3.6	-	-
8. Is adaptable to change (Respect for Diversity, RIBTS 7)	3.0	4.0	4.0	3.6	-	-
9. Works well with others (Collaboration, RIBTS 8)	4.0	4.0	4.0	3.6	-	-
10. Is socially tactful (Collaboration, RIBTS 10)	3.5	4.0	4.0	3.3	-	-
11. Works hard and is thorough (Professional Work Characteristics, RIBTS 11).	3.0	4.0	4.0	3.6	-	-
12. Is reliable and dependable (Professional Work Characteristics, RIBTS 11)	3.5	4.0	4.0	4.0	-	-
Average	3.4	4.0	3.9	3.4		

The rating scale (1-4) for the Faculty Disposition Reference Form indicates demonstrated and observed behaviors – low to high, with the option of indicating No Knowledge of the Attribute or “NA.” The rating of “3” is described on the rubric below as “competent level of performance” and a frame of reference for the assessor/faculty member.

ASSESSMENT 7. OPTIONAL

DESCRIPTION

Modern Languages Departmental Content Exam For Secondary Education Students In Practicum

The Modern Languages Departmental Content Exam is a comprehensive exam required of all Secondary Education Students in the Practicum as part of the Preparing to Teach Portfolio. It is given in the Fall, when the Modern Languages Practicum is offered. The exam is "pass-fail." Students who do not pass the exam, or portions of the exam, will have opportunity to retake all or part of the exam before the end of the Fall semester. Students will not be allowed to register for Student Teaching and will not be placed unless they pass the exam. Students have 3-4 hours to complete the exam.

The exam (questions and answers) is in the target language and includes the following: 6 general essay questions on literature and culture and literary analyses of two texts provided on the exam date. Students are expected to demonstrate knowledge about major historical events, artistic and literary movements, as well as major authors and works, and ability to analyze works of poetry and prose and relate these texts to their historical and cultural contexts. In determining a passing grade the committee also considers the student's mastery of written language: use of grammar, syntax, appropriate vocabulary, and writing strategies.

EVALUATION RUBRIC

No rubric used.

DATA

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN SCORES</u>
2009/10		
2008/09	3	Pass
2007/08	2	Pass

* If more than one measure is used, repeat the table for each measure.

USE OF DATA TO IMPROVE PROGRAM

What has your program learned from data from these assessments? How have the data been used for program improvement?

The TCWS and Backwards Design

Prior to the fall of 2008, the Teacher Candidate Work Sample (TCWS) was not used to evaluate instruction planning or delivery. A consequence of this was that the preferred approach to curricular design that runs through the TCWS, backwards design, was not used either. A possible consequence of this is the possibility of analyzing lesson planning skills and delivery without the careful consideration to the larger enduring understandings and essential questions the unit of instruction was seeking. With the inclusion of the TCWS, a more contextualized approach to lesson planning and delivery is ensured. As a consequence, in addition to the lesson level ability to plan instruction, teacher candidates in modern languages are now asked to create a two-week content-based unit plan following the Understanding by Design curricular guidelines, the Standards for Foreign Language Learning, and the ACTFL Proficiency Guidelines. The following evaluation rubric was developed taking into consideration the above points.

EVALUATION RUBRIC

Teacher: _____

Topic/Subject: _____

Feedback provided by: _____

Feedback Sheet for
UBD Design—SED 411

0	1	2	3	4
No Evidence	Emerging	Apprenticing	Achieving	Extending

Stage 1- to what extent does the design focus on the big ideas of targeted content?

Gives evidence that the targeted understandings are enduring, based on transferable, big ideas at the heart of the discipline					
Gives evidence that the essential questions are likely to provoke and generate inquiry about the central ideas and target understandings (rather than a 'pat' answer)					
Gives evidence that the content standards, benchmarks and/or curriculum objectives were deconstructed/unpacked to suggest priorities in assessment and content					
Identifies valid and unit relevant knowledge and skills					

Stage 2- to what extent do the assessments provide fair, valid, reliable, and sufficient measures of the desired results?

Draws on GRASPS framework to design authentic performance tasks that ask students to exhibit their understanding					
Gives evidence of use of a variety of assessment formats used to provide additional evidence of learning					
Gives evidence that the assessments are to be used as feedback for students and teachers, as well as for evaluation?					

Stage 3- to what extent is the learning plan effective and engaging?

The learning plan makes visible that students know where they are going, why the material is important, and what is required of them?

The learning plan is engaging and leads the students to dig into the big ideas (e.g., through inquiry, research, problem solving, and experimentation)

Gives evidence that students had opportunities to rethink, rehearse, revise and refine their work based upon timely feedback

Scaffolding

Gives evidence that the learning plan uses a variety of activity formats including principles of pre, while, and post reading/writing activities.

Gives evidence that careful attention was given to the language demands of focus texts used in the unit.

Gives evidence that such attention to language was used to scaffold generic structure and grammatical features of focus genre(s).

Critical Literacy—To what extent does the unit invite students to read the word and read the world?

The design purposefully includes activities that might lead students to a) inquire on their own, b) empathize with others, c) take initiative in constructing or transforming the learning activities d) question stereotypes or privilege, e) see themselves or others differently f) take action

Overall design—To what extent is the entire unit coherent, with the elements of all the three stages aligned?

Large empty gray rectangular area for providing a detailed response to the overall design question.

Strengths	Weaknesses

From Praxis II Language Content Exams to ACTFL Assessments

Following up on complains and suggestions from students and relying on NCATE/ACTFL (SPA for Language) input and guidance, and with the acknowledgement and support of the faculty in Modern Languages, and due authorities at FSEHD, the oral and written tests designed by ACTFL (American Council of Teachers of Foreign Languages) were added as possibilities for students to demonstrate written and oral proficiency in the language to be taught. This change would allow students not only to take tests at Rhode Island College but in fact has provided the coordinator of Spanish-French/SEDS (J Andres Ramirez) the ability to schedule tests with students as the company in charge of delivering ACTFL tests has developed a customized web page for RIC students only where they would be able to register for tests, pay fees etc.

ACTFL (American Council for the Teaching of Foreign Languages) is our NCATE SPA for modern languages. At the NCATE-SPA conference I attended two years ago, it was clear that they did not endorse the Content Praxis II test. They suggested to those attending to either change to the ACTFL proficiency testing (OPI) or to say in the NCATE reports that the Content Praxis test was not aligned to NCATE standards. In addition to this, current PRAXIS II exams for Language assess writing proficiency minimally, while ACTFL tests do assess it thoroughly.

The oral and written Certified Proficiency Tests administered by Language Testing International and developed by ACTFL present an excellent and professional alternative to the traditional PRAXIS tests. As a coordinator, I believe that this change will allow us to provide students with needed and explicit supports based on ACTFL proficiency guidelines to pass this test, which has often become quite difficult to pass (especially for English speakers as the data indicates). As it currently stands with Praxis tests, students simply receive a score without any reference to proficiency guidelines leaving the students and those faculty who could help in the dark.

In any case, these two new exams - The ACTFL Oral Proficiency Interview (OPI) and the ACTFL Writing Proficiency Test (WPT)- are not only widely used and recognized by a number of state certification boards for teacher licensure, but they are fully aligned to proficiency guidelines, new national Foreign Language standards, and are official requirements for undergraduate modern language teacher candidates at URI, for example.

This change also reflects our responsiveness to student feedback. Many times students have complained about PRAXIS procedures, responsiveness, restricted options to take the oral portion of the praxis test, the lack of professionalism of test administrators on this same test, and the omission of more meaningful writing performances (For further information, see Karen Castagno as I sent formal letters from students documenting these unacceptable practices). Faculty ourselves have been complaining about the recurring one point from passing pattern that could be avoided if we had more control and support for our students. In fact, very recently, I had to advocate on behalf on some of our students by calling PRAXIS officers myself. I was able to have them offer a test for students who needed to take the Spanish Oral exam as this exam was not offered AT ALL during the 2010 year which is unacceptable as our students need and deserve plenty of options. In addition to being more accessible, relevant, transparent and easier to schedule for students (tests are available face to face, on the phone, and on the computer for Spanish), tests offered by LTI also offer options for students that the PRAXIS test does not. Candidates have the possibility of taking an Advanced Level Check consisting of a truncated OPI that determines whether the student meets or do not meet the minimal criteria at the time thus avoiding taking the test repeatedly

without meaningful feedback and reducing costs in the long run. Second, through an Academic Institutional Upgrade, a trained faculty tester may conduct the examination on site which then is forwarded to the Testing office to be double rated and made official. This is a special arrangement to make it easier for students to obtain an OPI locally, to encourage faculty to become certified OPI testers, and to make the OPI fee less expensive for students. In fact, this may reduce the student fee significantly: from \$134 to \$30 making the program more appealing. This of course requires an investment on the part of the college to support my/our OPI tester status.

Lesson Study Model for Focus Lessons in Foreign Language Instruction

An all-too-familiar characteristic of the American school is that teachers work in isolation. In fact, the initial release of the data from the Third International Mathematics and Science Study (TIMSS) in 1996 ([National Center for Education Statistics](#), no date) revealed that more schools in higher-achieving countries than those in the United States have policies and practices in place that foster teacher collaboration and cooperation (Martin et al., 1999). Although certainly collaboration and cooperation exist in United States, such practices are not implemented systemically or systematically. These collaborations also frequently do not involve the actual observations of each other's lessons. In terms of foreign language instruction, these same characteristics of isolation are even more prominent as foreign language is usually seen as enrichment and language acquisition is seen as a means in itself and not as an ends to acquire core content. Within the field of foreign languages, national standards are now in place that require foreign language teachers to seek and rely heavily on connections with other core disciplines. Still, there is no systematic incentives or structure for teachers to observe each other and receive formative feedback from a "knowledgeable other."

Our format of pairing a teacher candidate with an experienced cooperating teacher attempts to address the issues above and promote collaboration and collegiality. However, through many anecdotal observations I have reached the conclusion that even though teacher candidates are open to feedback and are willing to act upon it, they wished they could have the opportunity to apply the feedback immediately after it is given. Lesson study is a model that allows exactly that and this is why I have been implementing this model in my teacher candidates observations. In a lesson study model teacher candidates are observed by the university supervisor, the cooperating teacher, and sometimes by a fellow teacher candidate that has been assigned to the same school. After debriefing the lesson with them, the teacher candidate teaches the same lesson a second time and then all participants debrief again. In lesson study then, teacher collaboration and collegiality are central; teacher candidates are given the opportunity to systematically examine their practice with the help of "knowledgeable others" in order to become more effective instructors.

Lesson study (which can also be translated from its original Japanese origins as "research lesson"), has allowed teacher candidates to feel intimately involved in their own professional development as they become active participants of professional conversations with immediate and concrete ties to practice. An initially unintended but important byproduct of this is that cooperating teachers are now more engaged in the process of giving feedback to students as they are to provide guidance and feedback on a specific lesson with the purpose of effecting and changing instruction and specific procedures immediately. It is in this sense that the classroom becomes truly a "laboratory" where teachers' experiences, observations, and expertise are tapped into to improve instruction and not simply into an evaluation process by a more powerful and knowledgeable other. By far, the most important challenge of conducting lesson study sessions is the coordination of time. As an university supervisor, I have been able to accommodate my schedule to these demands, but often times it is simply impossible to follow a lesson study format. Nevertheless, we try as much as we can to provide this option for students.

Candidate's Effect on Student Learning

As it becomes evident from the data, the indicator in which candidates seem to need a lot of help with is on determining students' progress as the result of their instruction. This finding is significant and although was a big concern of some of us in charge of the training of teaching candidates, it now become apparent that we need to address it decisively as soon as possible. No specific actions have been taken in Modern languages as this problem seems to concern a larger audience and therefore a dialogue around this issue that ends up in common directions may be more appropriate at this point.