



U N I V E R S I T Y O F
SOUTH CAROLINA

**Handbook for the
Undergraduate
World Languages
Teacher
Certification
Program and
M.A.T. in World
Languages**



Department of Languages, Literatures, and Cultures
Columbia, SC 29208

Phone 803.777.4881

www.cas.sc.edu/dllc

- **Please read the contents of this Handbook very carefully.**
- **If you have any questions, please discuss them with your advisor.**
- **Your advisor will ask you to sign a form indicating that you have read and understand the information provided in this Handbook. The form will be kept on file with your advising documentation.**



* With sincere thanks to Dr. Eileen W. Glisan for allowing us to use her handbook as a model.

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[†] The major map is a general plan showing how a student might complete the coursework. The coursework does not have to be completed in the exact order in which it is laid out on the major map provided all courses are completed and pre-requisites are met.

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[Clinical Experiences Documents can be found here.](#)

What Is the Undergraduate World Languages Teacher Certification Program?

The Undergraduate World Languages Teacher Certification Program prepares students to teach Spanish, French, German, or Latin in grades pre-K through 12. The degree is composed of a major in the language and a minor in foreign language education with two semesters of internships: Internship A/I, Observation and Internship B/II, Student Teaching. Students who successfully complete the program will be certified to teach their major language in pre-kindergarten through twelfth grade.

What Courses Do I Need to Take?

In addition to the Carolina Core for the College of Arts & Sciences, you will complete a major in the language in which you seek certification, a minor in foreign language education, and the two Internships.

The foreign language education minor consists of the following education and foreign language education methodology classes:

	<u>Credit Hours</u>
<u>EDPY (Educational Psychology)</u>	
◆ EDPY 401 Learners and the Diversity of Learning	(3)
Overview of psychological theories and research as it applies to education, including theories of learning, child and adolescent development, cognitive processes, classroom practices, individual differences/student diversity, and motivation.	
<u>EDRD (Education – Reading Development)</u>	
◆ EDRD 500 Content Area Literacy PK-12	(3)
A survey of research and practice which facilitates students' literacy skills in the content areas. For K-12 content area teachers of art, dance, physical education, foreign language, music, and theatre.	
<u>EDEX (Education - Exceptional Children)</u>	
◆ EDEX 491 Introduction to Inclusion of Students with Mild Disabilities	(2)
Inclusion strategies and accommodation planning for students with mild disabilities in general education classrooms. (This course is currently offered only in the spring.)	
OR	
◆ EDEX 593 Introduction to Exceptional Children	(3)
Overview of the field of education for exceptional children. Basic course for those entering the field of special education	
<u>EDTE (Education – Instruction and Teaching)</u>	
◆ EDTE 201 Issues and Trends in Teaching and Learning	(3)
Introduces and examines current issues and trends in teaching and learning.	
<u>FORL (Foreign Language Methodology Courses)</u>	
◆ FORL 472 Introduction to Technology in Language Education	(3)
Acquaints students with principles and practices concerning the use of technology in foreign language teaching. Explores connection between second language acquisition and the implementation of Internet and multimedia technologies.	

- ◆ **FORL 511 Teaching Foreign Languages in Secondary Schools** (3)
Current methods, techniques, and materials of instruction appropriate for secondary schools.
Students must have completed FORL 511 prior to FORL 448, Internship A/I.
- ◆ **FORL 510 Teaching Second Languages to Young Children** (3)
To assist prospective teachers of young children in the development of a second language and multicultural learning activities. Practicum sessions are an integral part. Can be taken concurrently with FORL 448, Internship A/I.
- ◆ **FORL 448 Teaching Internship in Foreign Languages** (3)
Application of effective teaching techniques and organization of instructional settings in foreign languages for K-12. Internship A/I, Observation – penultimate semester.
- ◆ **FORL 474 Directed Teaching in Foreign Languages** (15)
Students apply methods of curriculum and assessment, professionalism, effective teaching and organization of instructional settings during internship in foreign language classroom. Internship B/II, Student Teaching – final semester.

Spanish Major for Teacher Certification

Required courses:

- ◆ **SPAN 302 Advanced Spanish** In-depth study of advanced grammatical structures of Spanish to develop proficiency in all 4 skills and cultural competency. Gateway course for Spanish majors.
Prerequisites: Grade of B or better in SPAN 210 or 211, by Phase II placement exam, or consent of instructor. Department permission required for transfer students.
- ◆ **SPAN 303 Cultural Readings and Advanced Composition** Development of advanced composition skills in Spanish on a variety of topics related to cultural production of the Spanish-speaking world.
Prerequisites: SPAN 302, by Phase II placement exam, or consent of instructor. Department permission required for transfer students.
- ◆ **SPAN 312 Introduction to Reading Hispanic Literary Texts** Approaches to reading literary texts through carefully selected readings from different genres.
Prerequisites: SPAN 303, by Phase II placement exam, or consent of instructor.
- ◆ **SPAN 400 Spanish Civilization** Lectures, readings, and visuals on selected topics of Spanish civilization and its cultural heritage. Prerequisites: Grade of C+ or better in SPAN 303 or consent of instructor.

OR

- **SPAN 500 Contemporary Spain** Analysis and discussion of 20th-century Spanish history and the sociocultural forces that have contributed to define this country's national identity. Taught in Spanish.
Prerequisites: SPAN 303, Phase II placement exam above SPAN 303, or consent of instructor.
- ◆ **SPAN 401 Spanish American Civilization** Lectures, visuals, and readings on selected topics of Spanish American civilization and its cultural heritage. Prerequisites: Grade of C+ or better in SPAN 303 or consent of the instructor.

OR

- **SPAN 501 Contemporary Spanish America** Analysis and discussion of 20th-century Spanish American history and the sociocultural forces that have contributed to define this area's national identities. Taught in Spanish. Prerequisites: SPAN 303, Phase II placement exam above SPAN 303, or consent of instructor.
- ◆ **SPAN 404 Literary Tendencies and Masterpieces of Spain** A survey of the masterworks and literary tendencies of Spain Prerequisite: SPAN 312

OR

- **SPAN 405 Literary Tendencies and Masterpieces of Spanish America** A survey of the masterworks and literary tendencies of Spanish America Prerequisite: SPAN 312
- ◆ **SPAN 515 Introduction to Spanish Linguistics** Phonology, morphology, and syntax of modern Spanish.
Prerequisite: SPAN 303 or consent of instructor
- ◆ **Two SPAN electives level 300+.** No more than one SPAN 300+ taught in English can count towards the major. PORT 299 may also count as an elective for the major.

SPANISH TEACHER CERTIFICATION WORKSHEET / EFFECTIVE FALL 2016

Name: _____ VIP ID# _____
 Address: _____ E-mail: _____ Phone: _____

COLLEGE CORE¹

I. CMW 6 hours
 ENGL 101 (C or higher) 3 hrs _____
 ENGL 102 (C or higher) 3 hrs _____

II. ARP 6 hours
 (any 2 of the following: MATH 122,141,142,170,172, 174, PHIL 114, 115, CSCE 101,102, 145, GEOG 105, STAT 110, 112, 201, 205, 208)

_____ 3 hrs _____
 _____ 3 hrs _____

III. SCI 8 hours (must be approved Carolina Core)

_____ 4 hrs _____
 _____ 4 hrs _____

IV. GFL Foreign language proficiency thru 122

V. GHS 6 hours
 (1 course, 3 hrs, must be Carolina Core approved. Both courses must be 100-level)

U.S. History _____ 3 hrs _____
 Non-US History _____ 3 hrs _____

VI. GSS 6 hours
 (1 course, 3 hrs, must be Carolina Core approved.)

_____ 3 hrs _____
 _____ 3 hrs _____

VII. AIU-CC 3 hours
 (Must be Carolina Core approved – can be fine arts or lit)

_____ 3 hrs _____

VII. AIU-CAS 9 hours
 (Humanities & Fine Arts 200-level lang. can count here)

_____ 3 hrs _____
 _____ 3 hrs _____
 _____ 3 hrs _____

OVERLAY

2 overlay courses can double as Gen Ed requirements, but one must stand alone. These cannot be used in the Major, Minor, or Cognate. They must be Carolina Core courses. AP credit cannot count here

A. CMS 3 hrs _____

B. INF (ENGL 102 counts here, but only if taken at USC. If student has transfer credit for ENGL 102, they must take LIBR101, 1hr, OR SLIS202, 3hrs, in order to fulfill this req.)

_____ 3 hrs _____

C. VSR 3 hrs _____

SPANISH MAJOR (27 hours)²

Prereq: 209 & 210 or 211 or by placement exam

Required SPAN³ courses (21 hours)

302 _____
 303 _____
 312 _____
 400/500⁴ _____
 401/501 _____
 404, 405, or other lit _____
 515 (linguistics) _____

Electives⁵ (minimum 6 hours)

304 _____ 380 _____
 305 _____ 398⁶ _____
 316 _____ 409 _____
 317 _____ 417 _____
 350 _____ 499 _____
 375 _____ PORT 299 _____

* Complete the Major Program Card at 85 Total Hours Earned.

TEACHER CERTIFICATION (38 hours)

EDPY 401 (3) _____
 EDRD 500 (3) _____
 EDEX 491 (2)⁷ _____
 EDTE 201 (3) _____
 FORL 511 (3) _____
 FORL 510 (3) _____
 FORL 472 (3) _____
 FORL 448 (3) Intern. A _____
 FORL 474 (15) Intern. B _____

¹ For the most up-to-date list of approved Carolina Core Courses, visit <http://www.sc.edu/carolinacore/courses.php>

² All major courses must be completed with a grade of C or better.

³ 3 or more Spanish courses in one semester should be advised with extreme caution and consideration for the student's qualifications.

⁴ THREE 400-level required courses should be taken on campus unless studying abroad for a full year, in which case only TWO are required on campus.

⁵ At least half of both the major and cognate (or minor) hours must be completed on campus.

⁶ Only one course taught in English can count toward the major.

⁷ Can take EDEX 523 (3 credit hours) instead

[Click here to see the Major Map for Spanish Teacher Certification.](#)

French Major for Teacher Certification Candidates

Required courses:

- ◆ **FREN 309 Reading French Texts** Reading, discussion, and written analysis of French texts, both literary and nonliterary. Prerequisites: Grades of C or better in both FREN 209 and FREN 210, or a score of F-6 on the Phase II placement exam.
- ◆ **FREN 310 Advanced Oral Communication** Current issues and events presented in French-language media. Discussion and presentations in French provide practice with advanced structures and idiomatic speech. Prerequisites: Grades of C or better in both FREN 209 and FREN 210, or a score of F-6 on the Phase II placement exam.
- ◆ **FREN 311 French Composition** Practice in French composition; intensive review of French grammar. Prerequisites: FREN 209 or equivalent. FREN 309 strongly recommended.
- ◆ **FREN 517 French Linguistics** The structure, morphology, and syntax of modern French.
- ◆ **Five FREN electives level 300+**

FRENCH TEACHER CERTIFICATION WORKSHEET / EFFECTIVE FALL 2016

Name: _____ VIP ID# _____
 Address: _____ E-mail: _____ Phone: _____

COLLEGE CORE¹

I. CMW 6 hours
 ENGL 101 (C or higher) 3 hrs _____
 ENGL 102 (C or higher) 3 hrs _____

II. ARP 6 hours
 (any 2 of the following: MATH 122,141,142,170,172, 174, PHIL 114, 115, CSCE 101,102, 145, GEOG 105, STAT 110, 112, 201, 205, 208)

_____ 3 hrs _____
 _____ 3 hrs _____

III. SCI 8 hours (must be approved Carolina Core)

_____ 4 hrs _____
 _____ 4 hrs _____

IV. GFL Foreign language proficiency thru 122

V. GHS 6 hours
 (1 course, 3 hrs, must be Carolina Core approved. Both courses must be 100-level)

U.S. History _____ 3 hrs _____
 Non-US History _____ 3 hrs _____

VI. GSS 6 hours
 (1 course, 3 hrs, must be Carolina Core approved.)

_____ 3 hrs _____
 _____ 3 hrs _____

VII. AIU-CC 3 hours
 (Must be Carolina Core approved – can be fine arts or lit)

_____ 3 hrs _____

VII. AIU-CAS 9 hours
 (Humanities & Fine Arts 200-level lang. can count here)

_____ 3 hrs _____
 _____ 3 hrs _____
 _____ 3 hrs _____

OVERLAY

2 overlay courses can double as Gen Ed requirements, but one must stand alone. These cannot be used in the Major, Minor, or Cognate. They must be Carolina Core courses. AP credit cannot count here

A. CMS 3 hrs _____

B. INF (ENGL 102 counts here, but only if taken at USC. If student has transfer credit for ENGL 102, they must take LIBR101, 1hr, OR SLIS202, 3hrs, in order to fulfill this req.)

_____ 3 hrs _____

C. VSR 3 hrs _____

FRENCH MAJOR (27 hours)²

Prereq: 209 or by placement exam

Required FREN³ courses (12 hours)

309 _____
 310 _____
 311 _____
 517 (linguistics) _____

Electives⁴ (minimum 15 hours)

300	_____	451	_____
316	_____	452	_____
330	_____	453	_____
350	_____	501	_____
397	_____	510	_____
398	_____	515	_____
400	_____	516	_____
416	_____	595	_____
450	_____		_____

* Complete the Major Program Card at 85 Total Hours Earned.

TEACHER CERTIFICATION (38 hours)

EDPY 401 (3)	_____
EDRD 500 (3)	_____
EDEX 491 (2) ⁵	_____
EDTE 201 (3)	_____
FORL 511 (3)	_____
FORL 510 (3)	_____
FORL 472 (3)	_____
FORL 448 (3) Intern. A	_____
FORL 474 (15) Intern. B	_____

¹ For the most up-to-date list of approved Carolina Core Courses, visit <http://www.sc.edu/carolinacore/courses.php>

² All major courses must be completed with a grade of C or better.

³ 3 or more French courses in one semester should be advised with extreme caution and consideration for the student's qualifications.

⁴ At least half of both the major and cognate (or minor) hours must be completed on campus.

⁵ Can take EDEX 523 (3 credit hours) instead

[Click here to see the major map for French Teacher Certification.](#)

German Major for Teacher Certification Candidates

Required courses:

- ◆ **GERM 340 Readings in German Literature** An introduction to the literary genres illustrated by masterpieces in German poetry, drama, and prose. Prerequisites: GERM 310 and 311
- ◆ **GERM 410 Advanced German Grammar** Emphasis on advanced grammar structures, with continued development of all four skills (reading, writing, listening, speaking). Prerequisites: GERM 310 and 311
- ◆ **GERM 411 Advanced German Conversation** Advanced practice in correct spoken idiomatic German with special focus on issues of the 20th century and contemporary culture. Prerequisites: GERM 310 and 3161
- ◆ One 400-level literature course from:
 - **GERM 420 Medieval German Literature and Culture** Survey of German literature and culture from the beginnings to 1350, including Germanic mythology and heroic poetry, conversion to Christianity, courtly romance and love lyric, mystical writings, art and architecture. Prerequisite: GERM 340
 - **GERM 430 German Enlightenment and Its Countercurrents** German literature and culture of the 18th century with emphasis on the period between 1750 and Weimar Classicism. May include major works by Lessing, Goethe, and Schiller. Prerequisite: GERM 340
 - **GERM 440 German Literature and Culture from 1800-1871** Introduction to significant works of German literature, music, art, and thought of the 19th century, starting with the young generation of Romantics and ending with the work of Wagner, Marx, and Nietzsche. Prerequisite: GERM 340
 - **GERM 450 German Literature from 1871-1945** German literary, cultural, and intellectual developments from the Unification to the end of WWII, including Naturalism, Expressionism, Weimar Republic, the Third Reich, and the exile period. Prerequisite: GERM 340
 - **GERM 460 Post-War and Contemporary German Literature** German literary, cultural, and political developments from Post-War destruction and reconstruction, through the Cold War period of division, with examination of the reunification process. Prerequisite: GERM 340
- ◆ **GERM 515 Introduction to German Linguistics** Structural and descriptive linguistics applied to the German language.
- ◆ **One GERM elective level 220+**
- ◆ **Three GERM electives level 300+**

Only two GERM courses taught in English may apply to the major. German majors taking a course in English must do some of the readings in German. GERM 398 may be repeated with a different suffix as topics vary.

GERMAN TEACHER CERTIFICATION WORKSHEET / EFFECTIVE FALL 2016

Name: _____ VIP ID# _____
 Address: _____ E-mail: _____ Phone: _____

COLLEGE CORE¹

I. CMW 6 hours
 ENGL 101 (C or higher) 3 hrs _____
 ENGL 102 (C or higher) 3 hrs _____

II. ARP 6 hours
 (any 2 of the following: MATH 122,141,142,170,172, 174, PHIL 114, 115, CSCE 101,102, 145, GEOG 105, STAT 110, 112, 201, 205, 208)

_____ 3 hrs _____
 _____ 3 hrs _____

III. SCI 8 hours (must be approved Carolina Core)

_____ 4 hrs _____
 _____ 4 hrs _____

IV. GFL Foreign language proficiency thru 122

V. GHS 6 hours
 (1 course, 3 hrs, must be Carolina Core approved. Both courses must be 100-level)

U.S. History _____ 3 hrs _____
 Non-US History _____ 3 hrs _____

VI. GSS 6 hours
 (1 course, 3 hrs, must be Carolina Core approved.)

_____ 3 hrs _____
 _____ 3 hrs _____

VII. AIU-CC 3 hours
 (Must be Carolina Core approved – can be fine arts or lit)

_____ 3 hrs _____

VII. AIU-CAS 9 hours
 (Humanities & Fine Arts 200-level lang. can count here)

_____ 3 hrs _____
 _____ 3 hrs _____
 _____ 3 hrs _____

OVERLAY

2 overlay courses can double as Gen Ed requirements, but one must stand alone. These cannot be used in the Major, Minor, or Cognate. They must be Carolina Core courses. AP credit cannot count here

A. CMS 3 hrs _____

B. INF (ENGL 102 counts here, but only if taken at USC. If student has transfer credit for ENGL 102, they must take LIBR101, 1hr, OR SLIS202, 3hrs, in order to fulfill this req.)

_____ 3 hrs _____

C. VSR 3 hrs _____

GERMAN MAJOR (27 hours)²

At 220 level and above – only 1 200-level may count
 Up to 2 courses taught in English may count.

Required GERM³ courses (15 hours)

340 _____
 410 _____
 411 _____
 1 from: 420, 430, 440, 450, 460 _____
 515 (linguistics) _____

Electives⁴ (minimum 12 hours)

GERM 220+ _____
 GERM 300+ _____
 GERM 300+ _____
 GERM 300+ _____

*GERM 401P may only be taken for credit once
 *Max. 6 credits for GERM 333, summer abroad

* Complete the Major Program Card at 85 Total Hours Earned.

TEACHER CERTIFICATION (38 hours)

EDPY 401 (3) _____
 EDRD 500 (3) _____
 EDEX 491 (2)⁵ _____
 EDTE 201 (3) _____
 FORL 511 (3) _____
 FORL 510 (3) _____
 FORL 472 (3) _____
 FORL 448 (3) Intern. A _____
 FORL 474 (15) Intern. B _____

¹ For the most up-to-date list of approved Carolina Core Courses, visit <http://www.sc.edu/carolinacore/courses.php>

² All major courses must be completed with a grade of C or better.

³ 3 or more German courses in one semester should be advised with extreme caution and consideration for the student's qualifications.

⁴ At least half of both the major and cognate (or minor) hours must be completed on campus.

⁵ Can take EDEX 523 (3 credit hours) instead

[Click here to see the major map for German Teacher Certification.](#)

Classics Major for Latin Teacher Certification Candidates

Required courses:

- ◆ **Six Latin (LATN) courses (18 hours) level 300+**
- ◆ **Two Greek (GREK) courses (6 hours)**
- ◆ **CLAS 586 Classical Mythology** The major Greek and Roman myths, with emphasis on their meaning, functions, and influence on ancient and later Western culture.

What Is the Masters of Arts in Teaching Program?

The M.A.T. Program prepares graduate students to teach French, German, or Spanish in grades pre-K through 12. The degree is composed of minimum of 15 hours of 500- and 700-level major language courses, 12 hours of world languages methodology courses, 6 hours of education courses and 2 internships: Internship A/I, Observation and Internship B/II, Student Teaching. Students who successfully complete the program will be certified to teach their major language in pre-kindergarten through twelfth grade.

What Courses Do I Need to Take?

In addition to the required courses in your language (see Program of Study for your language in the appendix), you must take world languages methods courses and courses offered by the College of Education.

	<u>Credit Hours</u>
<u>EDPY (Educational Psychology)</u>	
◆ EDPY 705 Human Growth and Development	(3)
Overview of the contributions of the biological and social sciences to an understanding of the mental, emotional, social, and physical development from infancy through adulthood. Study of behavior problems.	
<i>OR</i>	
◆ EDPY 707 Growth and Development: Adolescence	(3)
An integration of theory and empirical research as they relate to the changes in biological, cognitive, social, moral, and emotional processes throughout adolescence. Emphasis on application to the educational setting.	
<u>EDRD (Education – Reading Development)</u>	
◆ EDRD 500 Content Area Literacy PK-12	(3)
A survey of research and practice which facilitates students’ literacy skills in the content areas. For K-12 content area teachers of art, dance, physical education, foreign language, music, and theatre.	
<i>OR</i>	
◆ EDRD 730 Teaching Reading and Writing in the Content Areas	(3)
A survey of the strategies and materials which facilitate students’ reading and writing skills in the content areas. For P-12 reading education and content area teachers.	
<i>OR</i>	
◆ EDRD 732 Teaching Reading and Writing in the Content Areas	(3)
Survey of the strategies and materials which facilitate students’ reading and writing skills in the content areas.	
<i>OR</i>	
<u>EDEX (Education - Exceptional Children)</u>	
◆ EDEX 581 Teaching Reading in the Content Areas to Adolescents with Reading Disabilities	(3)
Research, theory, and instructional practices related to providing reading instruction in content areas for youth with disabilities, with a focus on developing disciplinary literacy in inclusive settings.	

FORL (Foreign Language Methodology Courses)

- ◆ **FORL 772 Technology in Foreign Language Education** (3)
Introduction to technology in language teaching and the connection between language acquisition and the implementation of Internet and multimedia technology.

- ◆ **FORL 511 Teaching Foreign Languages in Secondary Schools** (3)
Current methods, techniques, and materials of instruction appropriate for secondary schools.
Students must have completed FORL 511 prior to FORL 774A, Internship A/I.

- ◆ **FORL 510 Teaching Second Languages to Young Children** (3)
To assist prospective teachers of young children in the development of a second language and multicultural learning activities. Practicum sessions are an integral part. Can be taken concurrently with FORL 774B, Internship A/I.

- ◆ **FORL 776 The Teaching of Foreign Languages in College** (3)
Basic theoretical principles of foreign language teaching in college.

- ◆ **FORL 774A Teaching Internship in Foreign Languages** (3)
Application of effective teaching techniques and organization of instructional settings in foreign languages for K-12. Internship A/I, Observation – penultimate semester.

- ◆ **FORL 774B Directed Teaching in Foreign Languages** (12)
Application of effective teaching techniques and organization of instructional settings in foreign languages for K-12.

What Are the Other Program Requirements?

You will go through the following steps as you progress through the Undergraduate World Languages Teacher Certification Program or M.A.T. degree. These steps are summarized below.

Completion of Praxis Core – Pre-Professional Skills Tests (PPST) or the computerized version (C-PPST) (Undergraduate students only):

NOTE: Students who have achieved an 1100 or better on the 1600-point SAT, or 1650 or better on the 2400-point SAT (taken during the period from 2005-2016), or a 24 or better on the ACT are EXEMPT from the Praxis Core requirement. Students who are not exempt must pass all three portions of either the PPST or the C-PPST as a requirement for full admission to the Professional Program. Official passing scores on all three sections of the Praxis Core must be submitted to the College of Education, Undergraduate Student Services Program (Wardlaw 113).

Diagnostic OPI (not required for Latin track)

This should be scheduled at the beginning of your third year or immediately after study abroad for undergraduate students and spring of your first year for M.A.T. students. For more information on the ACTFL scale, see: <https://tinyurl.com/y9ak43aw>.

Chalk & Wire (C&W) Subscription

Chalk & Wire is a data-management platform used in conjunction with the College of Education to collect key assessments, applications, and forms. For more information on setting up an account and tutorials, click [here](#).

Application to the Professional Program

Admission to the Professional Program in Education is required of all students completing either program. Applicants must be fully admitted to the Professional Program prior to beginning FORL 448/FORL 774A – Internship A/I. The application deadline will be mid-semester during the semester prior to Internship A/I. The application will be discussed in FORL 511.

Requirements for Admission to the Professional Program:

- I. Completion of Praxis Core (if necessary) – Pre-Professional Skills Tests (PPST) or the computerized version (C-PPST):
 - See above (for undergraduate students only).
- II. Submission of TB test result and SLED check
- III. Completion of the Professional Program Application:
 - The application can be found in [Chalk & Wire](#).
- IV. Grade Point Average and Minimum Credit Hours:
 - Collegiate summary Grade Point Average of at least 2.50 for undergraduate students and 3.0 for M.A.T. students
 - Minimum 60 credit hours completed for undergraduate students and a minimum of 12 hours in education and 24 hours in the teaching area for M.A.T. students

Official OPI (not required for Latin track)

You must score at least advanced-low before you will be allowed to student teach (Internship B/II). If you already scored advanced-low or above on your Diagnostic OPI, it will count as your Official OPI. For more information on the ACTFL scale, see: <https://tinyurl.com/y9ak43aw>.

Application for Internship/Directed Teaching

- The application can be found in [Chalk & Wire](#). The application deadline will be mid-semester during the semester prior to Internship A/I. The application will be discussed in FORL 511.

*Each student is responsible for providing individual transportation arrangements.

Application for Certification

This is completed as part of the application to the Professional Program.

Praxis II

This test should be taken early during your last semester, Internship B (FORL 474/FORL 774B). You can see which tests are required [here](#).

All students are required to pass a Principles of Learning and Teaching (PLT) exam (one of the four options under "All K-12 Licenses") and the Specific Licensure Areas exam for World Languages (French, German, or Spanish). Codes and required scores are listed on the [ETS website](#).

As an alternative to the World Languages Praxis exam, students can take the [ACTFL Writing Proficiency Test](#). Students must score at least advanced-low on both the OPI and WPT in order to exempt the World Languages Praxis exam.

Comprehensive Exams for M.A.T. students

Exam date: early January (generally the Thursday and Friday before classes begin)

- ❖ The final evaluation for the M.A.T. in World Languages consists of a six-hour written examination split into two 3-hour exam days. Each student's committee will consist of faculty members to represent each of the three areas: world language pedagogy, linguistics, and literature/culture.
- ❖ The format of the written examination is as follows:
 - Area A. General Education/World Languages Education, Theory, and Pedagogy (120 minutes)
 - Area B. Literature/Culture (90 minutes). Area B must be answered in the program language.
 - Area C. Linguistics (90 minutes). Area C also must be answered in the program language.The exam will be held over two consecutive days.
- ❖ The written examination will be graded in one of the following ways:
 1. Pass all components: no oral examination.
 2. Weak pass or fail on one or two components: oral examination. Students may receive a weak pass or fail due to failure to show mastery of either the written language or the overall content tested. The oral examination will follow within a two- or three-week period of the original date of the written exam.
 3. Fail all sections: no oral examination will be offered. The student must retake the written exam near the end of the semester (April/November).
 4. In the event of a fail at the oral exam, the student must retake the written exam near the end of the semester (April/November).
- ❖ The oral examination, if required, will consist of questions on omissions or errors found in the written examination, or on amplification of either the tested material or other material relevant to the student's program of study. At least one area of the oral exam must be in the program language.
- ❖ Results of the written and the oral examination will be reported to the M.A.T. Advisor by the Chair of the exam committee.
- ❖ The M.A.T. Advisor will compile the questions for the written examination in consultation with the members of the candidate's committee. The Chair of the Committee (appointed by the M.A.T. advisor) will preside over the oral exam.
- ❖ Reading Lists are language specific for Areas B & C. Students should consult with the corresponding committee members for a comprehensive reading list for these areas. General Education/World Languages Education, Theory, and Pedagogy will be the same for all languages. This reading list is included below.

Additional Information

- **Proficiency.** To attain the required level of oral proficiency, you must take the responsibility for practicing your language outside of the classroom. You are encouraged to participate in the various activities offered by the language clubs and other international groups on campus.
 - ◆ **English Program for Internationals.** You arrange for practice with a student who is a native speaker of your foreign language through the English Program for Internationals (www.epi.sc.edu): you help him/her with English, and he/she converses with you in his/her native language.
 - ◆ **TalkAbroad.** Our Department has an account that will allow you to converse with a native speaker for 30 minutes at a time. The conversation will follow a pattern similar to the one used in the OPI. Contact your advisor for more information on setting up a [TalkAbroad](#) account and accessing the assigned conversations.
 - ◆ **Participation in Study Abroad Programs.** It's not too early to start thinking about participating in one or more of our study abroad programs. It is strongly recommended that you study abroad to help you attain the desired proficiency and develop a first-hand experience with the cultures of the language you intend to teach. Prospective employers will want to know about the types of experiences you have had abroad. For more information on available study abroad programs, click [here](#).
- **Professional Development.** You should think about ways in which you will become involved in your professional development outside of your course work. During your internships, you will keep track of your professional activities on a “Professional Development Log” (see Appendix A).
- **Internship Placements.** While you may indicate your preferences, the College of Education selects the school in which you will be placed. They work with certain schools where they have highly qualified coaching teachers. Therefore, you must not call school districts on your own. Furthermore, there are other restrictions on where you can be placed: for example, you cannot return to the school from which you graduated or in which a relative is employed.
- **The Portfolio.** Throughout your years at UofSC, you will compile a portfolio in order to document your growth as a teacher and your effectiveness on student learning. This will be discussed in more detail during FORL 511. You will be working closely with your professors in making selections of your work for inclusion in the portfolio.
- **Your Advisor.** You must meet with your designated academic advisor at least one time each semester, during the advising period prior to registration for the following semester. It is important that you communicate with your advisor throughout the semester to express any concerns you might have.

I have read the Handbook for the Undergraduate World Languages Teacher Certification Program and M.A.T. in World Languages, and I understand my responsibilities as a student in this program.

Name _____

Date _____

The OPI Contract

Welcome to the Teacher Certification Program in the Department of Languages, Literatures & Cultures at the University of South Carolina! We are proud to offer the opportunity for students to become state-licensed (K-12) world languages teachers at the undergraduate (B.A.) and graduate (M.A.T.) levels. We have maintained a 100% job placement rate among our graduates since the program's inception over a decade ago. We credit such success with the outstanding reputation of our programs within the South Carolina teaching community and our requirements for ensuring that we prepare our students to be leaders in the profession. One of those requirements is referred to as the OPI. The purpose of this document is to make you aware of this important requirement, its origin in the profession, and to help you formulate realistic expectations regarding your success in our certification program.

What is the OPI?

The OPI stands for "oral proficiency interview" and it represents the culmination of many years of research and teaching experience used to measure an individual's level of oral proficiency in a foreign language. Created by the American Council of Teaching Foreign Languages (ACTFL), the OPI is one of the most widely accepted methods of measuring oral proficiency in the world, and it is used by corporations, universities, colleges, and government licensing agencies throughout the United States to determine the level of one's ability to use the language.

The OPI is not a test; one cannot "pass" or "fail" the interview. It is simply an evaluation of proficiency (i.e., novice, intermediate, advanced, or superior), and within each level, it indicates if one is "low", "mid", or "high". If a person takes an OPI and is rated as an "intermediate-high" speaker, for example, he/she can take it again at a later date and be rated as "advanced-low", after his/her oral proficiency has further developed.

Who is the interviewer in the OPI and how do I register for it?

An official OPI involves an interviewer, who has received extensive and rigorous training, and/or two other (anonymous) evaluators, who have also received extensive training. To take the OPI-c, you would visit this website to register: <https://tms.languagetesting.com/IndividualSite/Getstarted.aspx#nbb>

What is the role of ACTFL in becoming a world languages teacher?

In the United States, physicians need to have a level of education and training approved by the American Medical Association. Similarly, world language teachers who desire a professional license, and the programs that offer them, need to abide by the standards of ACTFL and CAEP (Council for the Accreditation of Educator Preparation), formerly known as the National Council of Accreditation of Teacher Education (NCATE). In the year 2002 ACTFL and NCATE articulated a set of standardized requirements for successful teacher training titled, *Program Standards for the Preparation of Foreign Language Teachers*. Among those requirements was the need for teachers to have an oral proficiency rating of **advanced-low**. In order to be accredited by CAEP, therefore, the World Languages Teacher Certification Program at the University of South Carolina requires you to demonstrate a level of advanced-low oral proficiency on the OPI in order to receive your teaching license.

Who successfully reaches the advanced-low level on time?

Becoming an advanced-low speaker is an ambitious goal for an undergraduate student who has no previous experience with his/her respective language (Rifkin 2003). In fact, most language majors rate at the intermediate-high / advanced-low border upon graduation. A study in 2003 revealed that out of 501 OPI ratings of undergraduate majors, 47% rated beyond the advanced-level border and 53% rated below (Swender 2003). In other words, just less than half of those students would have received a teaching license under our current requirements. The individuals who tend to be successful in reaching the advanced-low requirement, therefore, tend to be those who already have experience learning and speaking their language before beginning their undergraduate studies.

How do I prepare to become an advanced-low speaker?

There is no secret recipe for becoming an advanced-level speaker. What is most obvious is that to become a proficient speaker, one has to practice, practice, and practice speaking. In that regard, there are several ways one can maximize their potential, such as the participation in study abroad programs, being immersed in the host language and culture, and actively using the language. It is also recommended that one use the language as much as possible in class and with friends outside of the classroom, seeking out opportunities wherever possible, such as through tutors, conversation partner programs, or local language communities.

Oral proficiency refers to a speaker’s ability to, “use the language effectively and appropriately in real-life situations” (Swender 1999). It does not necessarily correlate with one’s GPA, ability to write, ability to read, or their knowledge of grammar. In fact, it is possible to be a 4.0 GPA student, and still not be an advanced-level speaker. Individual learning styles and traits may also contribute to one’s oral proficiency. Gregarious and extroverted individuals may be more at ease in spontaneous oral communication than those who are more introverted and/or shy, for example. In any case, the ability to use the language in real-life situations is a unique skill, and therefore requires a unique method of evaluation.

When do I have to demonstrate advanced-low speaking ability?

Students in our undergraduate and M.A.T. programs are required to receive an official rating of advanced-low by ACTFL before they are allowed to student teach in their final semester. It is recommended that all students take their first (and possibly final) OPI well before their final year of study, so that they allow sufficient time to retake it again if necessary. Furthermore, we recommend that students complete an OPI immediately upon return from a study abroad program, for example, so that they may provide a sample of their language when it is still “fresh”. You will need to schedule the OPI through [Language Testing International](#).

What will happen if I am unable to achieve advanced-low status on time?

If a student is unable to achieve an advanced-low rating on the OPI before it is time to student teach, then he/she will not be eligible to graduate from the program‡. The student may write an appeal to the director and advisor of the program. The purpose of the Diagnostic OPI (see p. 18) is to avoid this situation. If the rating is not high enough then or the student is in danger of not progressing to the necessary level, there is still time to implement strategies to help the student achieve an advanced-low score. If you have any other questions regarding the OPI or would like to further discuss its format, please speak to your advisor. ***We are here to help you with your progress and are committed to your successful completion of our program.***

I, the undersigned, have read the above description of the OPI and the explanation of the requirement, and I understand that I must receive a rating of advanced-low by ACTFL before I can student teach in my final year of study.

(Please print name)

(Signed)

(Date)

‡ Undergraduate students may have the opportunity to complete a B.A. in their language with a minor in Foreign Language Education, but without teacher certification.

Appendix A: Professional Development Log

Professional Development Log

Brief Description of the Assessment. The purpose of this assessment is to verify that Education candidates are taking responsibility for their learning outside of class and are becoming involved in the larger foreign language profession. Candidates are given a Professional Involvement Log template (in electronic form), which they use to document their involvement in these areas:

1. efforts to improve language outside of class (e.g., club activities, conversational partners, language house, tutoring, etc.);
2. attendance at professional development events such as conferences and workshops;
3. creation of artifacts to broaden professional outlook such as Advocacy Project, Teaching Philosophy, etc.;
4. advancement of knowledge of profession through readings from Professional Journals;
5. membership and involvement in professional organizations. In addition to documenting the name and date of each activity on the log, candidates describe their experiences in each activity and they reflect on what they learned as a result.

The log is formally assessed at the end of Student Teaching using the corresponding rubric.

Professional Development Log
To Be Completed at Mid-Program Review & after Student Teaching

Use this chart to keep track of your professional involvement throughout your time in the Certification Program (undergraduate or MAT) at USC.

	Nature/Name of Activity	Dates	Experiences or Responsibilities during Activity	Learning that Resulted from Activity
	Efforts to Improve Language Outside of Class (e.g., club activities, conversational partners, language house, tutoring, etc.)			
	Attendance at Professional Development Events (e.g., conferences, workshops; speakers, etc.)			
	Creation of artifacts to broaden professional outlook (Advocacy Project, Teaching Philosophy, etc.)			

Advancement of knowledge of profession through readings from Professional Journals, following professionals on social media, etc.				
Membership & Involvement in Professional Organizations				

***What do you plan to do in the future to become an active participant in the foreign language profession?**

**Professional Development Log
SCORING RUBRIC**

	Target 4	Acceptable Strong - 3	Acceptable Weak - 2	Unacceptable 1
Efforts to Improve Language Outside of Class (e.g., club activities, conversational partners, language house, tutoring, study abroad, etc.)	Has developed a systematic approach to improving language proficiency outside of coursework.	Has taken some steps to improve language proficiency outside of coursework. Is actively pursuing other ways to improve language	Has taken some steps to improve language proficiency outside of coursework.	Has done little to nothing to improve language proficiency outside of coursework.
Attendance at Professional Development Events (e.g., conferences, workshops; speakers, etc.)	Has attended over 3 professional development events.	Has attended 2-3 professional development events	Has attended 1-2 professional development events.	Has not attended any professional development events.
Creation of artifacts to broaden professional outlook and knowledge base (Advocacy Letter, Advocacy Newsletter, Teaching Philosophy, Professional Development Agenda, etc.)	Has created at least 3 artifacts that have helped to broaden the professional outlook and knowledge base.	Has created at least 2 artifacts that have helped to broaden the professional outlook and knowledge base.	Has created at least 1 artifact that has helped to broaden the professional outlook and knowledge base.	Has not created any artifacts.
Advancement of knowledge of profession through readings from Professional Journals, following professionals on social media, etc.	Has read at least 5 professional journal articles and gave 2 class presentations that have engaged peers in discussion.	Has read at least 3-4 professional journal articles and gave 2 class presentations that have engaged peers in discussion.	Has read at least 2-3 professional journal articles and gave 2 class presentations that have engaged peers in discussion.	Has read one or no professional journal articles.

Membership & Involvement in Professional Organizations	Has joined at least one professional organization and become involved in more than one organization. Has presented at the State FL Teacher conference.	Has joined at least one professional organization and become involved in more than one organization.	Has joined and become involved in at least one professional organization.	Has not joined or become involved in any professional organization.
Future Plans for Professional Involvement	Has a clear vision of his/her role as an active participant in the profession.	Has several ideas for ways to become involved actively in the profession.	Has a couple of ideas for ways to become involved actively in the profession	Has no immediate plans for becoming involved in the profession.

Rubric formula: $((\text{Total points} \times 52) / 24) + 48 = \underline{\hspace{2cm}}$ % Grade:

- 0-11 = 1
- 12-17 = 2
- 18-24 = 3

Appendix B: Unit Plan

FORL 511 COMPREHENSIVE UNIT PLAN

Your comprehensive unit plan for 511 will bring together all the theories and classroom applications that you have learned about throughout the course. It will be assessed based on the rubric below which will be located in [Chalk and Wire](#).

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.

Your plans, like any draft, are subject to change. When you teach this unit in the future, you should reflect on your instruction, identify modifications you made during the lessons, or will make in the future, and note those thoughts on your lesson plan.

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 (A typical day in ____; Our favorite leisure activities; Planning a trip!; etc.).
2. Identify the age group and level of instruction/particular class of students targeted for your unit. Make sure you identify for which ACTFL level and sub-level you will be creating your individual lesson plans and the entire unit plan. (<https://www.actfl.org/sites/default/files/guidelines/OralProficiencyWorkplacePoster.pdf>)
3. Your unit plan must address the standards from the South Carolina College- and Career-Ready Standard For World Language Proficiency (2019) document. Use this document: <https://ed.sc.gov/index.cfm?LinkServID=B8AC450D-A4FC-F1FE-B849764B7BCFB347>
4. Each lesson plan should include at least 2 of the standards goal areas. Be sure to use the SC Department of Education template for your lesson plans.
5. Design 4 complete daily lesson plans for the unit (the first day of the unit, three plans mid-way through the unit, and a plan near the end of the unit), and an IPA, which we will discuss in class. Follow the guidelines below for the types of lessons you should design and the format of the lesson. These lesson plans must be fully developed and have all materials developed (include authentic reading and/or audio/video segment). Technology must be included somewhere in at least one of the plans. Each lesson plan should address at least 2 standards.
6. Each student will teach a 5-10 minute lesson to his/her peers 2 times during the semester. Be sure to practice your lesson before presenting it so that you do not exceed the 10-minute time limit.

Each written lesson plan must include:

1. **Clearly-stated desired outcomes (follow [SC Dept of Ed template provided by instructor](#)).** Mention the proficiency level of the class/students.
2. Outcomes for the day. Formulate your objectives by using the SC Standard for World Language Proficiency (see point 3 above) or ACTFL's proficiency benchmarks for Novice and Intermediate: [NCSSFL-ACTFL proficiency benchmarks, performance indicators and examples](#). Consult Bloom's Taxonomy for verbs that facilitate the formulation of outcomes or use Can-Do statements.
BAD EXAMPLE: *"I will go over a worksheet and complete the accompanying activities."*
GOOD EXAMPLE: *"**Students will be able to** introduce themselves to their partners by using practiced or memorized words and phrases, with the help of gestures or visuals."* Or *"I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals."*
3. Any materials you will need for the lesson; include a link of where your reader can find them if they are not part of your lesson plan. Explain how you will adapt them, if necessary, to meet the Standards.
4. National and State Standards your lesson addresses
5. The learning styles your lesson addresses and how
6. Titles of your activities
7. Time on task for each activity
8. What the students should do for each activity, including opportunities for meaningful interactions between students
9. Your role during each activity

Lesson Types:

- I. Integrating speaking (Interpersonal mode of communication) (*G&D, Chapter 2)
 - i. Design and demonstrate an information-gap activity integrating speaking.
- II. Authentic written text or taped segment lesson (Interpretive) (G&D, Chapter 3)
 - i. Design a listening or reading activity that uses the interactive model presented in Chapter 3. Select an authentic taped segment or written text.
 - ii. Peer-teach (micro-lesson) the pre-reading/listening (cannot be longer than 10 minutes).
 - iii. For this lesson, you will also need to include a reading/listening comprehension assessment in the form of a quiz. Turn the quiz in as part of your portfolio.
- III. Story-based language lesson - PACE (G&D, Chapter 3)
 - i. Choose a single linguistic function from a textbook of the appropriate difficulty level.
 - ii. Design a lesson following the guidelines for PACE discussed in Chapter 3.
 - iii. Peer-teach (micro-lesson) the first two steps (P & A segments) (no longer than 10 minutes).

IV. Culture-Based Lesson (G&D, Chapter 5)

- i. Think of a culturally appropriate topic that you would like to introduce and find an artifact (product, practice, or perspective) associated with that topic.
- ii. Design a homework assignment to engage students in this topic so that they can explore the Ps on their own (after you have provided them with one P). Be sure to include a grading rubric as well. This lesson lends itself well to the use of technology.
- iii. Allow the class to complete the homework assignment you designed and then discuss with the class the 3 Ps associated with that artifact. Do this in an engaging manner that activates their critical thinking skills (10 min).

*Textbook used as guide for the lesson plans is:

Glisan, E. W., & Donato, R. (2017). *Enacting the work of language instruction. Higher-level teaching practices*. Alexandria, VA: The American Council on the Teaching of Foreign Languages.

Student Learning Objectives (SLO) Rubric

Criteria	Criteria-Levels
<p>Section 1- Contextual Factors and Student Characteristics</p> <ol style="list-style-type: none"> 1. The contextual characteristics impacting the design of the SLO are identified and discussed including student learning demographic information (including academic supports such as extended time and resource time for students with exceptionalities) 2. Classroom demographics including the class size, gender, racial and SES background of students is also discussed <p><i>(CAEP 1.2, SCTS Domain: Instruction; SCTS Domain: Environment)</i></p>	<p>_____ Exemplary: Contextual characteristics and classroom demographics that impact the delivery of the unit are clearly identified and discussed.</p> <p>_____ Proficient: Contextual characteristics and classroom demographics are identified, and the quality and/or depth of discussion needs minor improvement.</p> <p>_____ Approaching Proficient: Contextual characteristics and classroom demographics are partially identified, and the quality and/or depth of discussion is missing criteria or requires major revision.</p> <p>_____ Emerging: Contextual characteristics and classroom demographics are minimally identified, and the quality and/or depth of discussion is missing criteria and requires major revision</p>
<p>Section 2- Unit Plan</p> <ol style="list-style-type: none"> 1. All learning objectives and state college- and career-ready content standards are explicitly communicated 2. Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) clear, demanding, and high. 3. Equipment and resources needed for the unit support lesson objectives 4. Implements a variety of subject-specific instructional strategies to enhance student learning 5. Integrates technology to work effectively with students to support learning 6. Formal and informal assessment strategies that will be used during the unit are aligned to learning objectives and state college- and career-ready content standards <p><i>(CAEP 1.4; SCTS Domain: Instruction; SCTS</i></p>	<p>_____ Exemplary: Unit plan contains all 6 elements listed to the left; unit plan is well written, logical and contains appropriate progressions and assessments given the objectives and age of the students</p> <p>_____ Proficient: Unit plan contains the elements listed to the left; clarity of plan needs improvement relative to progressions and/or assessment given the objectives and age of the students</p> <p>_____ Approaching Proficient: One or more of the elements listed to the left are omitted from the plan and/or progressions or assessments are not logical given the objectives.</p> <p>_____ Emerging: Most of the elements listed to the left are omitted from the plan and/or progressions or assessments are not logical given the objectives.</p>

<p><i>Domain: Planning; SCTS Domain: Environment)</i></p> <p>Section 3- Pre-Assessment and Analysis of Results</p> <ol style="list-style-type: none"> 1. Pre-assessment instrument is included 2. Pre-assessment and baseline data are presented 3. Growth targets are set based on baseline and pre-assessment data 4. Pre-assessment/baseline data are analyzed and discussed to develop measurable and explicit goals aligned to state college- and career-ready content standards 5. Technology is used to develop graphs, charts, and/or tables to display student performance data. <p><i>(CAEP 1.2, SCTS Domain: Planning)</i></p>	<p>_____ Exemplary: Pre-assessment and baseline data are presented and analyzed; there is an informed discussion of the impact of the pre-assessment and baseline data on the direction of the unit relative to goals aligned to state college- and career-ready content standards; growth targets are set based on these data; graphs, charts and/or tables are used to present data.</p> <p>_____ Proficient: Each of the following areas is included but one area could be improved in terms of presentation or depth of analysis—pre-assessment data are presented and analyzed; there is an informed discussion of the impact of the pre-assessment data on the direction of the unit relative to goals aligned to state college- and career-ready content standards; growth targets are set based on these data; graphs, charts and/or tables are used to present data.</p> <p>_____ Approaching Proficient: More than one of the following areas is omitted or extremely lacking in presentation and/or depth of analysis—pre-assessment data are presented and analyzed; there is an informed discussion of the impact of the pre-assessment data on the direction of the unit relative to goals aligned to state college- and career-ready content standards; growth targets are set based on these data; graphs, charts and/or tables are used to present data.</p> <p>_____ Emerging: Most of the following areas is omitted or extremely lacking in presentation and/or depth of analysis—pre-assessment data are presented and analyzed; there is an informed discussion of the impact of the pre-assessment data on the direction of the unit relative to goals aligned to state college- and career-ready content standards; growth targets are set based on these data; graphs, charts and/or tables are used to present data.</p>
<p>Section 4 – Implementation of Instructional Unit</p> <ol style="list-style-type: none"> 1. Entire instructional unit/SLO is implemented. 2. Adjustments are made to the overall unit plan/SLO as necessary. 3. Appropriate progress monitoring is included and implemented throughout the unit. 4. Adjustments are made to daily instruction as needed based on student performance, progress monitoring, and mid-unit conference. <p><i>(CAEP 1.2, SCTS Domain: Planning, SCTS Domain: Instruction)</i></p>	<p>_____ Exemplary: The entire instructional unit/SLO is implemented; adjustments are made to the overall unit plan/SLO as necessary appropriate progress monitoring is included and implemented throughout the unit; adjustments are made to daily instruction as needed based on student performance, progress monitoring, and mid-unit conference.</p> <p>_____ Proficient: Each of the following areas is included but one area could be improved in terms of presentation or depth of analysis— the entire instructional unit/SLO is implemented; adjustments are made to the overall unit plan/SLO as necessary appropriate progress monitoring is included and implemented throughout the unit; adjustments are made to daily instruction as needed based on student performance, progress monitoring, and mid-unit conference.</p> <p>_____ Approaching Proficient: More than one of the following areas is omitted or extremely lacking in presentation and/or depth of analysis— the entire instructional unit/SLO is implemented; adjustments are made to the overall unit plan/SLO as necessary appropriate progress monitoring is included and implemented throughout the unit; adjustments are made to daily instruction as needed based on student performance, progress monitoring, and mid-unit conference.</p> <p>_____ Emerging: Most of the following areas is omitted or extremely lacking in presentation and/or depth of analysis— The entire instructional unit/SLO is implemented; adjustments are made to the overall unit plan/SLO as necessary appropriate progress monitoring is included and implemented throughout the unit; adjustments are made to daily instruction as needed based on student performance, progress monitoring, and mid-unit conference.</p>
<p>Section 5- Post-assessments, Analysis and Summary</p>	<p>_____ Exemplary: Post-assessment data are presented and analyzed; there is an informed discussion of the impact of the post-assessment</p>

<ol style="list-style-type: none"> 1. Post-assessment instrument is included 2. Post-assessment data are presented 3. Post-assessment data are analyzed and discussed relative to whether or not students achieved goals aligned to state college- and career-ready content standards 4. Technology is used to develop graphs, charts, and/or tables to display student performance data <p><i>(CAEP 1.2, SCTS Domain: Planning)</i></p>	<p>data on whether or not students achieved goals aligned to state college- and career-ready content standards; graphs, charts and/or tables are used to present data.</p> <p>_____ Proficient: Each of the following areas is included but one area could be improved in terms of presentation or depth of analysis—post-assessment data are presented and analyzed; there is an informed discussion of the impact of the post-assessment data on whether or not students achieved goals aligned to state college- and career-ready content standards; graphs, charts and/or tables are used to present data.</p> <p>_____ Approaching Proficient: More than one of the following areas is omitted or extremely lacking in presentation and/or depth of analysis—post-assessment data are presented and analyzed; there is an informed discussion of the impact of the post-assessment data on whether or not students achieved goals aligned to state college- and career-ready content standards; graphs, charts and/or tables are used to present data.</p> <p>_____ Emerging: Most of the following areas is omitted or extremely lacking in presentation and/or depth of analysis—post-assessment data are presented and analyzed; there is an informed discussion of the impact of the post-assessment data on whether or not students achieved goals aligned to state college- and career-ready content standards; graphs, charts and/or tables are used to present data.</p>
<p>Section 6- Reflection and Evaluation of Completed Unit</p> <ol style="list-style-type: none"> 1. There is a discussion with evidence of how the information gathered over the SLO/unit will impact future planning of additional units or the re-teaching of the same unit 2. There is a discussion with evidence of whether objectives/goals were appropriately challenging or should be changed to improve student learning outcomes 3. There is a discussion with evidence of whether assessments were aligned to lesson objectives/goals 4. There is a discussion with evidence of whether student growth targets were met <p><i>(CAEP 1.2, SCTS Domain: Instruction; SCTS Domain: Professional)</i></p>	<p>_____ Exemplary: There is a discussion with in-depth evidence of how the information gathered over the unit will impact future planning of additional units or the re-teaching of the same unit, whether objectives/goals were appropriately challenging or should be changed to improve student learning outcomes, and whether assessments were aligned to lesson objectives/goals.</p> <p>_____ Proficient: There is a discussion with adequate evidence of how the information gathered over the unit will impact future planning of additional units or the re-teaching of the same unit, whether objectives/goals were appropriately challenging or should be changed to improve student learning outcomes, and whether assessments were aligned to lesson objectives/goals.</p> <p>_____ Approaching Proficient: There is a discussion with limited evidence of how the information gathered over the unit will impact future planning of additional units or the re-teaching of the same unit, whether objectives/goals were appropriately challenging or should be changed to improve student learning outcomes, and whether assessments were aligned to lesson objectives/goals.</p> <p>_____ Emerging: There is a discussion with inadequate or a lack of evidence of how the information gathered over the unit will impact future planning of additional units or the re-teaching of the same unit, whether objectives/goals were appropriately challenging or should be changed to improve student learning outcomes, and whether assessments were aligned to lesson objectives/goals.</p>

4. A K-12 student survey of student teacher effectiveness (on forms developed by you, with an analysis of the results). Done at the conclusion of the unit. See below for ideas you might use in your survey.

E. Assessment of Student Learning Provide evidence of formal and informal assessment of your students' performance to show that they have learned by including in your work sample:

1. A **pre-test** activity or survey to discover what students already know prior to your unit. Aggregate (compile results and display them in chart form) and discuss the data/results. Since you will be comparing performance on the pre-test with performance on the post-test, you will need to keep your unit objectives in mind as you design the pre-test. You do not want to administer the exact unit test that will be given at the end, nor do you want to use the entire class period for the pre-test. However, it is recommended that you design a few tasks that illustrate whether or not students already have the knowledge and skills that are part of the unit—i.e., whether they already have met the objectives. See below of this document for a sample pre-test.
2. At least **two formative assessments** conducted during the unit, with any modifications you made to your teaching based on the assessments. Describe any modifications of your assessments for special needs students.
3. **One summative oral assessment.** Include a copy of the assignment given to students, the rubric used to assess their performance, and an analysis of the data with grade breakdowns for all students. Provide 3 actual samples of your students' work: one that exceeded expectations, one that met expectations, and one that did not meet expectations. **Note:** Be sure to follow all school district guidelines to gain permission to share written samples of your students' work to your University Supervisor (delete names of students).
4. **A post-test instrument** (typically the "unit test") to discover what students know and can do at the end of the unit. Compile the data and analyze the results. Compare the results of the post-test to the results of the pre-test and document the differences.

F. Reflection on Teaching Effectiveness and Plans for Modifications to Teaching Reflect on the effectiveness of your instruction and plan to modify future instruction to better meet students' needs. In your reflection:

1. Identify the most successful classroom activity and the most unsuccessful activity. Give possible reasons for their success or lack thereof.
2. What would you do to improve student performance in this unit if you were to teach it again? Describe at least 2 ways.
3. Discuss your most significant insight about language learning from teaching this unit. Link this insight to theories you have learned about second language acquisition.
4. Reflect on your teacher preparation thus far and identify what professional knowledge, skills, and/or dispositions would improve your performance in the future. Use the ADEPT Performance Standards four domains in your reflection. Discuss your developmental needs as a foreign language teacher and set several specific goals for improvement.

Your work sample project will be evaluated using the rubric below.

**Ideas for K-12 Student Survey of Student Teacher Effectiveness
(To be completed at the conclusion of the unit)**

This survey is a questionnaire created by the student teacher to elicit feedback from K-12 students regarding the effectiveness of the unit and of instruction during the unit. The questionnaire, which should not take more than 10-15 minutes of class time to complete, could include:

A series of agree/disagree statements (8-10); Examples:

Strongly Agree=SA Agree=A Disagree=D Strongly Disagree=SD

- | | | |
|---|-----------------|--|
| 1 | SA A D SD | The unit on _____ was interesting and made me want to learn more. |
| 2 | SA A D SD | I have a better understanding of _____ now than at the beginning of this unit. |
| 3 | SA A D SD | I was offered ample opportunities to speak the target language during the regular class period throughout this unit, even though I may have chosen not to do so. |
| 4 | SA A D SD | The activities completed in class throughout the unit that involved speaking helped me to feel less anxious about speaking the target language. |

A few open-ended statements (no more than 5):

What activity or presentation was the most helpful in gaining an understanding of . . . ?

One thing I learned by the conclusion of this unit that I didn't know before . . .

The information acquired in this unit has caused me to want to explore . . .

What are one or two suggestions you would like to offer for a future unit on the same topic?

These are just some suggestions. Feel free to be creative!

**Sample Pre-Test
(Should not take longer than 20 minutes)
Unit: Travel in Foreign Country**

1. **Describing future activities:** Imagine that you plan to take a trip to a city in the target country you are studying during the summer. List five things that you will do to prepare for your trip (e.g., buy necessary clothing, get your passport). Use the future tense in the target language in your responses.
2. **Getting lodging:** What would you need to say in the target language in order to get a hotel room? Pretend that you are talking to the hotel clerk at the front desk. Express your desire to get a hotel room and ask 3 questions to find out about the accommodations (e.g., air conditioning, bathroom, television, room service).
3. **Target Culture: Answer in either English or target language.**
 - A. List 2 important sites in the target country with which you are familiar.
 - B. What information do you know about everyday culture in the target culture to enable you to get the most out of your trip (e.g., their mealtimes, how they travel around the city/town, climate)?

Clinical Practice Student Work Sample - Scoring Rubric

	Exceeds - 4	Meets Strong - 3	Meets Weak - 2	Unacceptable - 1
Description of Learning Environment	Description consists of a full, detailed description of the school site and student body.	Description includes relevant information about the school site and students.	Description includes most relevant information about school site and students. One or two missing details.	Description is incomplete and/or missing key information.
Planning for Instruction: Unit Plan	Unit plan is thematic & follows required format. Unit plan may address more than 3 goal areas. Culture &/or interdisciplinary connections are the focus of much of the unit. Critical thinking and technology play a central role.	Unit plan is thematic & follows required format. The unit plan addresses 3 goal areas. Culture, interdisciplinary connections, and critical thinking are all addressed in unit. Integration of technology evident.	Unit plan is thematic & follows required format. The unit plan addresses 3 goal areas. Culture, interdisciplinary connections, and critical thinking are all addressed in unit. Integration of technology does not play a major role.	Unit plan is not thematic &/or does not follow required format. Unit plan may address fewer than 3 goal areas. Cultural content, interdisciplinary connections, and critical thinking skills addressed are minimal. Technology may play a minor role.
Planning for Instruction: Selected Lesson Plans	Lesson plans follow required format and may address more than 2 goal areas effectively. All lesson objectives are functional. Higher-level thinking skills are integrated. All lesson activities address objectives, promote language acquisition and address individual learner progress. The majority of materials are self-created.	Lesson plans follow required format and address 2 goal areas. All lesson objectives are functional. Some attention to higher-level thinking skills. All lesson activities address objectives. Majority of lesson activities are learner-centered and promote language acquisition. Creativity in material design evident.	Lesson plans follow required format and address 2 goal areas. All lesson objectives are functional. Some attention to higher-level thinking skills. All lesson activities address objectives. Majority of lesson activities are learner-centered and promote language acquisition. Some creativity in material design evident. Some commercially prepared materials are used.	Lesson plans don't follow required format & address fewer than 2 goal areas. Some lesson objectives aren't functional. Higher-level thinking skills not addressed. Some lesson activities may not address objectives, may be teacher-centered &/or not effective in promoting language acquisition. Instructional materials consist mainly of textbook &/or other commercially prepared materials & may be inadequate to meet needs.
Implementing Instruction: Evaluation by supervisors	Observations of mentors indicate that the lesson exceeded student teaching expectations (see evaluation form).	Observations of mentors indicate that the lesson addresses the majority of the student teaching expectations (see evaluation form).	Observations of mentors indicate that the lesson addresses some of the student teaching expectations (see evaluation form).	Observations of mentors indicate that the lesson fails to address several key student teaching expectations (see evaluation form).
Implementing Instruction: Self-Evaluations on Lesson Plans	Self-evaluations present a thorough analysis of the lesson, link SLA theories to practice, and offer a systematic approach to improvement.	Self-evaluations are reflective, analyze positive and negative aspects of lesson, and include ideas for improvement.	Self-evaluations are reflective but could provide more depth. They do a minimal job of analyzing positive and negative aspects of lesson, & include a few ideas for improvement.	Self-evaluations lack depth and detail. They are superficial and may attribute lesson results to factors such as those perceived to be caused by students and/or coaching teacher.

	Exceeds - 4	Meets Strong - 3	Meets Weak - 2	Unacceptable - 1
Implementing Instruction: Student Survey	Student surveys indicate a high level of student learning and satisfaction with instruction.	Student surveys indicate a satisfactory level of student learning and general satisfaction with instruction.	Student surveys indicate a satisfactory level of student learning and minimal satisfaction with instruction.	Student surveys indicate a low level of student learning and/or dissatisfaction with instruction.
Assessment of Student Learning: Pre- and Post Tests & Analysis of Data	Highly effective design of pre- and post-tests. Thorough, detailed analysis of data. Comparison of pre- and post-unit performance is detailed and reflection on student performance is thorough and insightful.	Design of pre- and post-tests is satisfactory. Analysis of data is complete & effectively presented. Compares performances & offers rationale for quality of student performance.	Design of pre- & post-tests is minimal. Analysis of data is complete but could be presented in a more compelling way. A simple comparison of performances is done and a rationale for the quality of student performance is offered.	Ineffective design of pre- and/or post-test. Analysis of data may lack details &/or may not be effectively presented. Comparison of performances may be incomplete. Reflection may fail to justify the quality of student performance.
Assessment of Student Learning: Formative and Summative Assessments	Assessments are standards-based and effectively assess targeted objectives. All assessments are contextualized, meaningful, and elicit functional student performance. Culture and/or interdisciplinary content play a key role. Highly effective grading system and design of rubrics. Samples of student work are included.	Assessments effectively assess targeted objectives. Assessments are mostly contextualized, meaningful, and elicit functional student performance. Culture and/or interdisciplinary content are integrated. Grading system satisfactory and rubrics are effective. Samples of student work are included.	Assessments minimally assess targeted objectives. Assessments are somewhat contextualized, meaningful, and elicit functional student performance. Culture and/or interdisciplinary content are integrated most of the time. Grading system satisfactory and rubrics are effective. Samples of student work are included.	Assessments fail to assess targeted objectives and/or are not contextualized or meaningful. Much of the assessments are discrete-point and mechanical and do not elicit student performance. Little culture and/or interdisciplinary content integrated. Rubrics are either not included or are ineffective. Grading system unsatisfactory. May not include samples of student work.
Reflecting on Assessment: Teaching Effectiveness & Improvement of Student Performance	Detailed reflection on teaching effectiveness with insightful connections to ADEPT framework. Commentary is based on theoretical principles and how they relate to and inform classroom practice. Proposes a systematic, effective plan for improving student performance based on results of this project.	Critically reflects upon teaching effectiveness according to ADEPT framework. Commentary reflects ability to link theory to practice. Offers several effective ideas for improving student performance based on results of this project.	Critically reflects most of the time upon teaching effectiveness according to ADEPT framework. Commentary reflects ability to link theory to practice. Offers a couple of ideas for improving student performance based on results of this project.	Reflection on teaching effectiveness is superficial and/or does not relate to ADEPT framework. Does not critically analyze teaching practices. Inability to link theory to practice. Ideas for improving student performance are inadequate and/or ineffective and may not be based on the results of the project.
Reflecting on Assessment: Planning for Professional Growth	Provides a comprehensive plan for professional growth and improvement in teaching.	Identifies several aspects of professional growth needed and sets several goals for improvement.	Identifies a couple of aspects of professional growth needed and sets a couple of goals for improvement.	Unable to plan effectively for future professional growth.

SCORING:

- _____pts. **Description of Learning Environment**
- _____pts. **Planning for Instruction: Unit Plan**
- _____pts. **Planning for Instruction: Selected Lesson Plans**
- _____pts. **Implementing Instruction: Evaluation by supervisors**
- _____pts. **Implementing Instruction: Self-Evaluations on Lesson Plans**
- _____pts. **Implementing Instruction: Student Survey**
- _____pts. **Assessment of Student Learning: Pre- and Post Tests Analysis of Data**
- _____pts. **Assessment of Student Learning: Formative and Summative Assessments**
- _____pts. **Reflecting on Assessment: Teaching Effectiveness & Improvement of Student Performance**
- _____pts. **Reflecting on Assessment: Planning for Professional Growth**

TOTAL RUBRIC SCORE _____pts.

Apply Rubric Formula: $((\text{Total Points} \times 52) / 30) + 48 =$ _____ % Grade: _____

Appendix D: ADEPT Description of Student Teaching

ADEPT DESCRIPTION OF STUDENT TEACHING Student Teaching Requirements

During student teaching, 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 **typed** lesson plan for each lesson you teach. Use the [lesson plan template](#) presented in FORL 511. Include your name, the date of the lesson, subject, and period number on each plan.

- **Lesson plans must be brought to school 24 hours in advance.** 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 coaching 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 coaching teacher to be sure that they are appropriate and free from errors.
- Changes to lesson plans may be made in pen/pencil. There is no need to retype a plan unless the whole plan is changed. Preparation of plans should not be busy work.
- Keep all lesson plans in an electronic portfolio that you share with your University Supervisor.
- Within 24 hours of teaching a lesson, you should complete a self-reflection on the lesson's effectiveness which will be included in your weekly reflection submitted via e-mail to your University Supervisor. In order for these reflections to be effective, they must be done each day.
- Many student teachers use the weekend to get prepared for the week. While it is always a good idea to engage in long-term planning, avoid the urge to prepare typewritten lesson plans that are etched in stone too far in advance. If you find a need to adapt instruction or changes occur to the school schedule, you may find yourself spending hours redoing lesson plans. Use your time to develop materials and activities, while sketching out tentative long-term plans.

Appendix E – SCTS 4.0 Rubric

[Click here for a full version of the rubric with all Domains.](#)

[Click here for a fillable pdf version](#) (without the Professionalism Domain).

Your Coaching Teacher and University Supervisor will conduct formal observations of you using this rubric to evaluate your teaching.

During Internship A/I, your Coaching Teachers will conduct a minimum of two formative and one summative observation (typically split between two Coaching Teachers). Your University Supervisor will conduct a minimum of one formative and one summative observation.

Teacher candidates must score a minimum score of 46 on the SCTS 4.0 rubric in order to be considered for Internship B/II.

During Internship B/II, both your Coaching Teacher and University Supervisor will conduct two formative and two summative observations each. One formative and summative will be completed by the mid-semester point with the second set of observations occurring after the mid-semester point.

Teacher candidates must score a minimum score of 50 on the SCTS 4.0 rubric in order to be recommended for certification.

Appendix F: Culture/Literature Analysis

[This key assessment is collected while students take FORL 472/772 (Technology in Foreign Language Education. They may adapt, tweak a paper they have written for a literature/culture class if it was written in the program language (Spanish, French, German, Latin). At the end of the paper, they will also need to address how the content of the paper could be taught with the aid of technology]

Brief Description of the Assessment. The purpose of this assessment is to engage candidates in investigating a topic through in-depth research dealing with cultural products, practices, and perspectives (the 3 Ps), as well as the reading of cultural texts in order to acquire new information. Candidates select a cultural topic that is related to what was studied in the course and investigate it by reading cultural texts in the target language and developing a cultural analysis based on products, practices, and perspectives. Candidates complete the investigation by writing a research paper on the topic in the target language This assignment synthesizes knowledge they have acquired in other courses and includes new knowledge gained through the reading of cultural texts.

Criteria	4=Target	ACCEPTABLE		1=Unacceptable
		Strong 3	weak 2	
Quality of thesis statement	Thesis clearly states the main point of the paper. Thesis is neither too general nor too obvious. Thesis is of appropriate scope for the length of the paper.	Thesis clearly states the main idea of the paper. Thesis is neither too general nor too obvious. BUT thesis is NOT of an appropriate scope for the length of the paper.	Thesis does not clearly state the main idea of the paper AND/OR is not of an appropriate scope for the length of the paper.	Thesis is too general or obvious.
Originality and quality of ideas	Ideas throughout the paper (from title through conclusion) show evidence of interpretation and synthesis of ideas and critical issues from literary and cultural texts that represent historical and/or contemporary works. Main ideas interpreted from multiple viewpoints. The	Most of the ideas in the paper show evidence of interpretation of literary texts that represent defining works in the target culture. Important cultural themes, authors, historical styles, and text types are identified. Most of the conclusions are sound.	Some of the ideas in the paper show evidence of interpretation of literary texts that represent defining works in the target culture. Important cultural themes, authors, historical styles, and text types are identified. Some of the conclusions are sound.	Very few of the ideas in the paper show evidence of original, creative, or critical thinking. Few of the conclusions are sound. Student is aware of major literary texts and has read excerpts, abridgements, or reviews of those works and authors.

	paper arrives at sound conclusions.			
Cultural analysis (3 Ps)	Thorough and accurate analysis of cultural products, practices, perspectives as they relate to one another.	Good discussion of products, practices, perspectives, but paper needs to relate the three to one another more closely.	Some discussion of products, practices, perspectives; may focus on only one of these areas.	Little discussion of cultural products, practices, perspectives, OR analysis is faulty.
Organization and expression of ideas	All ideas support the thesis statement. Ideas are consistently organized in a logical order. Paper avoids verbatim repetition or inappropriate copying of material.	Most ideas support the thesis statement. Ideas are mostly organized in a logical order. There is very little verbatim repetition or inappropriate copying.	Ideas often do not support the thesis statement. In several instances, the ideas are not logically organized, OR in several instances, there is verbatim repetition or inappropriate copying.	Very few of the ideas support the thesis statement. Ideas often are not organized in a logical order, OR paper relies too much on verbatim repetition or inappropriate copying.
Use of sources & appropriate format	Paper shows evidence of the students having considered appropriate types and numbers of sources. Student carefully distinguishes between his/her own ideas and those of others. Paper provides the target reader with appropriate amount of background and contextual information. Paper consistently adheres to formatting rules for page numbering, citations, footnotes/endnotes,	Paper shows evidence of the students having considered appropriate types and numbers of sources. Student carefully distinguishes between his/her own ideas and those of others, BUT paper provides in inappropriate amount of background and contextual information. Paper deviates in a few areas from the formatting rules for page numbering, citations,	Paper shows evidence of students having considered appropriate types and quantities of sources. Paper is inconsistent in distinguishing between student's ideas and those of others, OR is inconsistent in providing appropriate amounts of background information. Paper often deviates from formatting rules for page numbering, citations, footnotes/endnotes,	Paper shows NO evidence of students having considered appropriate types and quantities of sources, OR paper does not distinguish between student's ideas and those of others, OR paper gives too much or too little background information. Paper shows little evidence that student consulted formatting rules for writing of research papers.

	and bibliography/ list of works cited.	footnotes/endnotes, and/or bibliography/list of works cited.	and/or bibliography/list of works cited.	
Mechanics of the essay	Paper consistently uses correct grammatical structures and vocabulary, as well as correct spelling, capitalization, accentuation, underlining, and punctuation. Sentence structure is varied. Essay is fully comprehensible and easy to read.	Paper has a few errors in grammatical structures, vocabulary, spelling, capitalization, accentuation, underlining, and/or punctuation. Sentence structures is generally varied, and essay is mostly comprehensible and easy to read.	Paper has many errors in spelling, capitalization, underlining, accentuation, and/or punctuation. BUT paper has FEW errors in grammatical structures or vocabulary; sentence structure is generally varied, and essay is generally comprehensible.	Paper has many errors in grammatical structures and/or in vocabulary. Paper is often difficult to comprehend because of these errors. Paper also has many errors in spelling, capitalization, underlining, accentuation, and/or punctuation.
Suggestions for teaching topic	All of the suggested teaching points addressed in a detailed manner and clearly encourages critical thinking.	All of the suggested teaching points addressed, but lesson does not seem to flow well or does not encourage critical thinking.	One or two teaching point left out or unclear	More than two teaching points left out or unclear
Technology component of lesson	Technological too(s) included in the lesson with a clear justification of why those tools were chosen and how students should employ them to learn about the 3 Ps.	Technological too(s) included in the lesson, but justification of why those tools were chosen or how students should employ them to learn about the 3 Ps unclear.	Technological too(s) included in the lesson, but both justification of why those tools were chosen and how students should employ them to learn about the 3 Ps unclear.	Unclear if or how technological tools included in lesson.

SCORING AND CONVERSION:

Rubric Formula: $((\text{Total points} \times 52)/32 + 48 = \text{_____} \%)$

***Rubric adapted (with permission) from Eileen Glisan, IUP, 2007

Appendix G: Linguistics Analysis and Rubric

Linguistics: ASSESSMENT INSTRUMENT

Linguistic Analysis of a Speech Sample

Interview a native speaker informant in order to obtain a speech sample of approximately 20-30 minutes in length. Ask for permission to tape record the interview. Talk as little as possible and structure questions to elicit most of the sample from the interviewee so that you have a rich sample of speech to analyze. Asking the interviewee to discuss specific topics will result in a richer sample than if you were to ask a series of questions. You might ask your informant to talk about:

- his/her life as a child in _____ (country);
- the details of moving to the U.S.;
- what he/she recalls about coming to the U.S.;
- a description of his/her job/profession and interests;
- how often and where he/she speaks the native language;
- what they know about varieties of his/her native language (i.e., dialectal differences);
- their experiences learning English.

After the interview, write a paper that presents your analysis of the tape recorded speech sample. In your analysis you should:

1. Describe at least three dialect features of your native informant's speech which are not characteristic of the standard dialect.
- 2a. Identify two phonemes from the speech sample that have similar phonemic and allophonic distributions in English. For each, explain the rules for allophonic distribution and illustrate how they are similar to English.
- 2b. Identify two phonemes from the speech sample that have different phonemic and allophonic distributions in English. For each, explain the rules for allophonic distribution and illustrate how they are different from English.
3. Identify two morpho-syntactic patterns that are characteristic of your native informant's speech (e.g., question formation). Contrast with typical patterns in English.
4. Identify two lexical/semantic features of the speech sample that differ from the standard dialect. These examples could be characteristic of a specific dialect, social group, technical jargon, etc.
5. Select at least two additional features of the speech sample and analyze them.

Your paper should be 4-6 pages in length. Be sure to use proper citations within the paper to document your sources and include a list of references at the end of the paper (follow a standard format).

Your paper will be evaluated using the rubric that appears below.

SCORING RUBRIC

	Target 4	Acceptable Strong - 3	Acceptable – Weak 2	Unacceptable 1
Description of dialect features	Provides a detailed description of three features of the dialect, how they operate within the dialect, and how they compare to the standard language.	Describes accurately with considerable detail at least three dialect features of the speech sample.	Describes in some detail at least three dialect features of the speech sample.	Description either lacks sufficient detail or is at least partly inaccurate. Or fewer than three features are described.
Description of phonemes/allophones	Gives the linguistic rules plus a detailed written explanation of the distribution of the phonemes, with supporting examples, and comparisons to the standard language and to English.	Analyzes accurately the four phonemes / allophones selected and makes appropriate comparisons to English.	Analyzes the four phonemes / allophones selected and makes some comparisons to English.	Analysis either lacks sufficient detail or is at least partly inaccurate. Or fewer than four phonemes are described.
Description of morpho-syntactic patterns	Provides a detailed analysis of the morpho-syntactic patterns, with examples, and comparisons to the standard language and to English.	Analyzes accurately the two morpho-syntactic patterns selected and makes appropriate comparisons to English.	Analyzes the two morpho-syntactic patterns selected and makes some comparisons to English.	Analysis either lacks sufficient detail or is at least partly inaccurate. Or only one pattern is described.
Description of lexical/semantic features	Provides a detailed analysis of the lexical/semantic features, with examples, and comparisons to the standard language and to English.	Analyzes accurately the two lexical/semantic features selected and makes appropriate comparisons to English.	Analyzes the two lexical/semantic features selected and makes some comparisons to English.	Analysis either lacks sufficient detail or is at least partly inaccurate. Or only one pattern is described.
Description of additional features	Provides a detailed analysis of the additional features with examples, and compares the standard dialect and to English.	Identifies and analyzes accurately two additional features of the speech sample.	Identifies and analyzes 1-2 additional features of the speech sample.	Analysis either lacks sufficient detail or is at least partly inaccurate. Or only one feature is described.
Language appropriateness – register, mechanics, grammar, spelling	May have a few minor errors.	May be some errors but no major patterns of errors to interfere with comprehensibility.	Some errors and there may be a few minor patterns of errors to interfere with comprehensibility.	Errors are so serious as to make paper difficult to follow.
Citations in the paper	Citations included and adhere to proper format.	Citations included and mostly follow proper format.	Citations included and mostly follow proper format.	And/or no citations and/or citations do not follow proper format.

Rubric formula: $((\text{Total points} \times 52) / 21) + 48 = \underline{\hspace{2cm}}$ % Grade:

Appendix H: Key Membership Organizations

American Council on the Teaching of Foreign Languages (ACTFL): <http://www.actfl.org>

Modern Language Association (MLA): <http://www.mla.org>

American Association of Teachers of Spanish and Portuguese (AATSP): <http://www.aatsp.org>

National Network for Early Language Learning (NNELL): <http://nnell.org>

American Association of Applied Linguistics (AAAL): <http://www.aal.org>

National Council of State Supervisors of Foreign Languages (NCSSFL): <http://www.ncssfl.org>

National Association of District Supervisors of Foreign Languages (NADSFL): <http://www.nadsfl.org>

Southern Conference on Language Teaching (SCOLT): <https://www.scolt.org/>

South Carolina Foreign Language Teachers' Association: <http://www.scflta.net/>

Organizations/Resources Offering Valuable Professional Support

Joint National Committee for Languages (JNCL): <http://www.languagepolicy.org>

Center for Applied Linguistics (CAL): <http://www.cal.org>

National Center for Education Statistics (NCES): <http://www.nces.ed.gov>

Expectations for Language Teachers: A Continuum of Teacher Standards

Teaching English to Speakers of Other Languages/Council for the Accreditation of Educator Preparation (TESOL/CAEP): <https://tinyurl.com/yb9lnxpv>

National Board for Professional Teaching Standards (NBPTS): http://www.nbpts.org/pdf/ecya_wloe.pdf

South Carolina College- and Career-Ready Standard for World Language Proficiency 2019:
<https://ed.sc.gov/index.cfm?LinkServID=B8AC450D-A4FC-F1FE-B849764B7BCFB347>

Appendix I: Time Sheet

The first semester, Internship A/I, of the year-long internship carries three credit hours and involves two six-week placements in an elementary, middle, and/or high school. The experience requires **a minimum of 72 classroom contact hours, 10 of which are actual teaching time** (including one-on-one, small group, and whole class instruction).

The teacher candidate should attend his/her assigned school **at least 7.5 hours per week**.

Use the time sheet below to log your hours during Internship A/I.

The second semester, Internship B/II, of the year-long internship carries fifteen credit hours (nine credit hours for FORL 774B). The experience requires **a minimum of 60 full days in the intern's placement** with a **minimum of 10 consecutive days of fulltime, independent teaching in which the intern handles all the duties of a teacher**.



Date	Time in	Time out	Total time	Intern (initial)	Coaching Teacher (initial)
Comments:					

Appendix J: Programs of Study for the M.A.T.

GRADUATE INTERDISCIPLINARY DEGREE PROGRAMS FOR TEACHERS Spanish Option

Name _____ S.S. No. _____ Teaching Field _____

Address _____

PROGRAM OF COURSES

In the spaces provided below, list all of the courses for which you request approval in your degree program.

TEACHING AREA COURSES

Dept.	Course No.	Abbreviated Title	Where Completed	Date Completed	Sem. Hr. Credits	Grade
FORL	510	Teaching Languages to Young Children	USC		3	
SPAN	500+	Approved by advisor	USC		3	
SPAN	500+	Approved by advisor	USC		3	
SPAN	515	Introduction to Spanish Linguistics	USC		3	
SPAN	700+	Spanish or Spanish-American Literature and /or culture	USC		3	
SPAN	700+ or 500+	Spanish or Spanish-American Literature and /or culture	USC		3	
FORL	776	The Teaching of Foreign Languages in College	USC		3	

PROFESSIONAL EDUCATION COURSES

Dept.	Course No.	Abbreviated Title	Where Completed	Date Completed	Sem. Hr. Credits	Grade
EDRD	500, 730, 732 or EDEX 581	A reading course	USC		3	
EDPY	705 or 707	A human growth and development course	USC		3	
FORL	511	Teaching Foreign Languages in K-12 Schools	USC		3	
FORL	772	Technology in Foreign Language Education	USC		3	

Other Graduate or Undergraduate Courses (List only those Education & content courses applicable to S.C. Certification)

Dept.	Course No.	Abbreviated Title	Where Completed	Date Completed	Sem. Hr. Credits	Grade
FORL	774A	Tchg. Internship Mid/HS	USC		3	
FORL	774B	Tchg. Internship Mid/HS	USC		9	

Approved _____
 Student Signature _____ Chairman of Committee _____ Advisory Committee Member _____
 Advisory Committee Member _____ Dean, Graduate School _____ Date _____

1. A minimum of 45 graduate semester hour credits are required for the M.A.T. program, with a minimum of 15 graduate hours of content area courses.
2. M.A.T. Theatre Education Advisors: Peter Duffy – Theatre faculty – duffyp@mailbox.sc.edu or 803.777.1277.
3. Graduate courses not completed at USC must be approved by advisors prior to enrolling. Consult the Graduate Studies Bulletin for information regarding transferring courses, as well as other Graduate School requirements, policies, and procedures (www.sc.edu/usc/future.html).
4. Additional undergraduate and/or graduate courses may be required.

**GRADUATE INTERDISCIPLINARY DEGREE PROGRAMS FOR TEACHERS
French Option**

Name _____ S.S. No. _____ Teaching Field _____
Address _____

PROGRAM OF COURSES

In the spaces provided below, list all of the courses for which you request approval in your degree program.

TEACHING AREA COURSES

Dept.	Course No.	Abbreviated Title	Where Completed	Date Completed	Sem. Hr. Credits	Grade
FORL	510	Teaching Languages to Young Children	USC		3	
FREN	500+	Approved by advisor	USC		3	
FREN	500+	Approved by advisor	USC		3	
FREN	517	Introduction to French Linguistics	USC		3	
FREN	700+	Approved by advisor	USC		3	
FREN	700+ or 500+	Approved by advisor	USC		3	
FORL	776	The Teaching of Foreign Languages in College	USC		3	

*FREN 700 is not an approved course.

PROFESSIONAL EDUCATION COURSES

Dept.	Course No.	Abbreviated Title	Where Completed	Date Completed	Sem. Hr. Credits	Grade
EDRD	500, 730, 732 or EDEX 581	A reading course	USC		3	
EDPY	705 or 707	A human growth and development course	USC		3	
FORL	511	Teaching Foreign Languages in K-12 Schools	USC		3	
FORL	772	Technology in Foreign Language Education	USC		3	

Other Graduate or Undergraduate Courses (List only those Education & content courses applicable to S.C. Certification)

Dept.	Course No.	Abbreviated Title	Where Completed	Date Completed	Sem. Hr. Credits	Grade
FORL	774A	Tchg. Internship Mid/HS	USC		3	
FORL	774B	Tchg. Internship Mid/HS	USC		9	

Student Signature

Approved _____
Chairman of Committee

Advisory Committee Member

Advisory Committee Member

Dean, Graduate School

Date

1. A minimum of 45 graduate semester hour credits are required for the M.A.T. program, with a minimum of 15 graduate hours of content area courses.
2. M.A.T. Theatre Education Advisors: Peter Duffy – Theatre faculty – duffyp@mailbox.sc.edu or 803.777.1277.
3. Graduate courses not completed at USC must be approved by advisors prior to enrolling. Consult the Graduate Studies Bulletin for information regarding transferring courses, as well as other Graduate School requirements, policies, and procedures (www.sc.edu/usc/future.html).
4. Additional undergraduate and/or graduate courses may be required.

**GRADUATE INTERDISCIPLINARY DEGREE PROGRAMS FOR TEACHERS
German Option**

Name _____ S.S. No. _____ Teaching Field _____
Address _____

PROGRAM OF COURSES

In the spaces provided below, list all of the courses for which you request approval in your degree program.

TEACHING AREA COURSES

Dept.	Course No.	Abbreviated Title	Where Completed	Date Completed	Sem. Hr. Credits	Grade
FORL	510	Teaching Languages to Young Children	USC		3	
GERM	500+	Approved by advisor	USC		3	
GERM	500+	Approved by advisor	USC		3	
GERM	515	Introduction to German Linguistics	USC		3	
GERM	700+	Approved by advisor	USC		3	
GERM	700+ or 500+	Approved by advisor	USC		3	
FORL	776	The Teaching of Foreign Languages in College	USC		3	

PROFESSIONAL EDUCATION COURSES

Dept.	Course No.	Abbreviated Title	Where Completed	Date Completed	Sem. Hr. Credits	Grade
EDRD	500, 730, 732 or EDEX 581	A reading course	USC		3	
EDPY	705 or 707	A human growth and development course	USC		3	
FORL	511	Teaching Foreign Languages in K-12 Schools	USC		3	
FORL	772	Technology in Foreign Language Education	USC		3	

Other Graduate or Undergraduate Courses (List only those Education & content courses applicable to S.C. Certification)

Dept.	Course No.	Abbreviated Title	Where Completed	Date Completed	Sem. Hr. Credits	Grade
FORL	774A	Tchg. Internship Mid/HS	USC		3	
FORL	774B	Tchg. Internship Mid/HS	USC		9	

Student Signature

Approved _____
Chairman of Committee

Advisory Committee Member

Advisory Committee Member

Dean, Graduate School

Date

1. A minimum of 45 graduate semester hour credits are required for the M.A.T. program, with a minimum of 15 graduate hours of content area courses.
2. M.A.T. Theatre Education Advisors: Peter Duffy – Theatre faculty – duffyp@mailbox.sc.edu or 803.777.1277.
3. Graduate courses not completed at USC must be approved by advisors prior to enrolling. Consult the Graduate Studies Bulletin for information regarding transferring courses, as well as other Graduate School requirements, policies, and procedures (www.sc.edu/usc/future.html).
4. Additional undergraduate and/or graduate courses may be required.

Appendix K: Dispositions Consensus Form

USC Initial Certification Candidate Dispositions Data Consensus Form

___ Mid-Semester

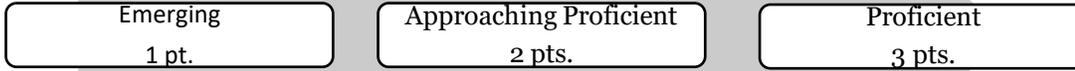
___ Final

Candidate Name: _____ Program: _____ Date: _____

Experience (course #, student teaching, etc.): _____ School/Grade: _____

**Prior to completing this form, each rater (CT and US) should have used the Professional Dispositions Rubric Descriptors to assign points based on patterns of professional behavior exhibited by the intern. Points should be assigned based on the following ratings:*

Please record the individual raters' scores AND the consensus scores below.



Focus Area of USC Dispositions		Coaching Teacher Scores	University Supervisor Scores	Consensus Scores
Integrity	1. Professionalism: Punctuality, Attendance, and Appearance			
	2. Professionalism: Ethical Behavior (e.g., honesty, confidentiality)			
	3. Interactions with Children and Families (e.g., communicates positively)			
Intellectual Spirit	4. Classroom Participation (e.g., engaged and enthusiastic)			
	5. Preparation (e.g., carefully prepares lesson plans/materials in timely way)			
	6. Self-assessment/Reflection (e.g., makes suggestions for self-improvement, positively responds to suggestions from others)			
Justice	7. Appreciation of Diversity (e.g., communicates respect for all)			
	8. Provision of Learning Experiences for All (e.g., takes initiative to understand all children and meet their individual needs)			
Stewardship	9. Collaboration with Other Professionals (e.g., regular communication with coaching teacher and others [as needed], positive and flexible)			
	10. Initiative and Resourcefulness (e.g., takes initiative in obtaining resources, readily assists, anticipates needs)			
Total Dispositions Scores				

REQUIRED: Explain any rating other than “proficient” or “approaching proficient.” Identify and address each of these ratings separately. Attach additional sheets as needed.

By my signature, I verify that this completed data consensus form was shared with me.

Signature of Teacher Candidate: _____ Date: _____

Signature of Coaching Teacher: _____ Date: _____

Signature of University Supervisor: _____ Date: _____

Appendix L: Emergency Contact Form

Complete the following Emergency Contact Form and submit a copy to your University Supervisor, your Coaching Teacher(s), and the school nurse at the schools where you are completing your internships.

EMERGENCY CONTACT INFORMATION
UofSC Teacher Candidate

Teacher Candidate's Name _____ Email _____

Local Address _____

Phone Number(s) Cell _____ Home _____

**In the event a family member needs to be contacted due
to an emergency, list in the order of contact preference.**

1. Name _____ Relationship _____

Phone number(s) Cell _____ Home _____

2. Name _____ Relationship _____

Phone number(s): Cell _____ Home _____

Current medical information

1. Allergies _____

2. Medical Conditions _____

3. Current medications _____

4. Date of Birth _____

USC Supervisor _____ **Contact #** _____

** This is a confidential document and should be kept in the Health Room **