DEPARTMENT OF LANGUAGES, LITERATURES & CULTURES

UNDERGRADUATE FOREIGN LANGUAGE TEACHER CERTIFICATION PROGRAM and MAT in FOREIGN LANGUAGES HANDBOOK

UNIVERSITY OF SOUTHCAROLINA

Please read very carefully the contents of this Handbook.

Discuss with your advisor any questions you might have.

When you are certain that you understand the information provided, meet with your advisor, who will ask you to sign a form indicating that you have read this information and understand it. This form is kept in your advisee folder.

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

TABLE OF CONTENTS

What Is the Undergraduate Foreign Language Teacher Certification Program?

The Undergraduate Foreign Language Teacher Certification Program prepares students to teach Latin, French, German, or Spanish in the secondary classroom or in Foreign Language in the Elementary School (FLES) programs. The degree is composed of a major in the foreign language and a minor in education with two semesters of internships: Internship A, Observation and Internship B, 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 College Core, you will complete a Major in the language in which you seek certification and a Minor in Foreign Language Education.

The Foreign Language Education Minor for Teacher Certification consists of the following education and foreign language education methodology classes:

			Credit Hours
EDPY (Educational Psychology)			
♦	EDPY 401	Learners & Diversity	(3)
♦	EDPY 401P	Learners & Diversity Practicum	(1)
EDFN (Education – Foundations of Education)			
♦	EDFN 300	Schools & Communities (best to take with or before EDTE 400)	(3)
EDEX (Education - Exceptional Children)			
♦	EDEX 491	Intro. to Inclusion of Students w/Mild Disabilities (this course is currently offered only in the Spring)	(2)
EDTE (Education – Instruction and Teaching)			
♦	EDTE 400	Learning/Community Service	(1)
EDSE (Education – Secondary)			
♦	EDSE 584	Middle School/High School Internship Seminar (this course is taken with FORL 474, Internship B)	(3)
FORL, Foreign Language Methodology Courses:			
♦	FORL 472 technology in FL education		(3)
	Introduction to technology in language teaching and the connection between language education and the implementation of Internet and multimedia technology.		

FORL, Foreign Language Methodology Courses (cont'd)   <u>Credit Hours</u>

- ♦ 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**

- ♦ FORL 510 Teaching Second Languages to Young Children   (3)
  (Prereq: 210 level of a foreign language or its equivalent) 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.

- ♦ FORL 448 Internship A, Observation, Fall Senior year   (3)
  Application of effective teaching techniques and organization
  of instructional settings in foreign languages for K-12.

- ♦ FORL 474 Internship B, Student teaching, Spring Senior year   (12)
  Students apply methods of curriculum and assessment,
  professionalism, effective teaching and organization of instructional
  settings during internship in foreign language classroom.

The courses required for the Major in the language in which you seek certification are detailed on the
following pages by language:

Spanish Major for Teacher Certification Candidates

Required courses:

Prerequisites Span 209 and 210 or by placement exam

- ♦ SPAN 300 Cultural Readings for Conversation (or SPAN elective)
- ♦ SPAN 309 Advanced Spanish Language I
- ♦ SPAN 310 Advanced Spanish Language II
- ♦ SPAN 312 Introduction to Literature
- ♦ SPAN 400 or 500 Peninsular Culture courses
- ♦ SPAN 401 or 501 Spanish American Culture courses
- ♦ SPAN 404 or 405 or other literature course
- ♦ SPAN 409 Introduction to Stylistics in Spanish (or SPAN elective)
- ♦ SPAN 515 Introduction to Spanish Linguistics

*Typically 401 and 405 are offered Fall semester, 400 and 404 in the Spring.

GENERAL EDUCATION REQUIREMENTS / SPANISH TEACHER CERTIFICATION PROGRAM WORKSHEET

COLLEGE CORE

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

II. FOREIGN LANGUAGES

III. HISTORY   9 hours
a. HIST 101 or 102   3 hrs   _____
b. HIST 111, 112   3 hrs   _____
c. HIST 104, 105, 106, 107, 109, 347,
      352, 354, or 421   3 hrs   _____

IV. MATHEMATICS/ANALYTICAL REASONING
(MATH 100, 101, 102 do not count, MATH 221 and 222 are not options)

Option 1:
MATH 122 or 141 and   3 hrs   _____
3 hrs from: MATH at next higher level,

PHIL 110, PHIL 111, Statistics,
or Computer Science   3 hrs   _____

OR

Option 2:
Two courses from one of the following fields:

Computer Science   CSCE 3 hrs   _____
                   and   CSCE 3 hrs   _____

Philosophy   PHIL 110 3 hrs   _____
                and   PHIL 111 3 hrs   _____

Statistics   STAT 3 hrs   _____
            and STAT   3 hrs   _____

V. PHILOSOPHICAL REASONING
(excluding PHIL 110, 111)   3 hrs _____

VI. LABORATORY SCIENCES
             8 hrs   _____   _____

DISTRIBUTION REQUIREMENTS

HUMANITIES

a.   Fine Arts   3 hrs. _____
b.   Literature   3 hrs. _____
c.   Additional courses in humanities:
        BA Degree   6 hrs. _____ _____
        (209 and 210 can fill these slots)

SOCIAL SCIENCES
        9 hrs _____ _____ _____

**CULTURAL AWARENESS REQUIREMENTS
(MUST BE THREE SEPARATE COURSES)**

a.   Course in culture of student's
 foreign language
 (Use 400 or 500)   3 hrs   _____

b.   Course in North American studies,
 excluding HIST 110, 111, 112,
 201, 202   3 hrs   _____

c.   Course in culture other than
 American or Western European 3 hrs   _____
 (Use 401 or 501)

TOTAL: minimum 120 applicable hours

SPANISH MAJOR (27 hours minimum)
Prereq: 209 & 210 or 211 or by placement exam

SPAN courses
300 (or elec)   ____
309   ____
310   ____
312   ____
400/500 ____
401/501 ____
404, 405 or
other literature ____
409   ____
515   ____

ED / FORL courses
EDPY 401   ____
EDPY 401P   ____
EDFN 300   ____
EDEX 491   ____
EDTE 400   ____
FORL 511   ____
FORL 510   ____
FORL 472   ____
FORL 448   ____

FORL 474   ____
EDSE 584   ____

Sample schedule for Spanish certification program

SEMESTER 1	SEMESTER 2
SPAN 122 (3) ENGL 101 (3) fine arts (3) social science (3) Elective, e.g. UNIV 101 (education section) (3) *semester total:* (15)	SPAN 211 (6) for general humanities ENGL 102 (3) HIST 101 or 102 (3) lab science (4) *semester total:* (16)
SEMESTER 3	**SEMESTER 4**
SPAN 309 (3) SPAN 300 (3) (or 300+ elective) EDPY 401 (3) EDPY 401P (1) lab science (4) CSCE 101 (3) (or Math requirement) *semester total*: (17)	SPAN 310 (3) SPAN 312 (3) HIST 111 or 112 (3) EDFN 300 (3) CSCE 102 (3) (or Math requirement) EDTE 400 (1) *semester total:* (16)
Summer School - study abroad recommended (6 credits)	
SEMESTER 5	**SEMESTER 6**
SPAN 409 (3) non-American/non-European history (3) EDEX 491 (2) philosophical reasoning (3) social science (3) *semester total*: (14)	SPAN 400 (3) FORL 511 (3) social science (3) FORL 472 (3) general literature (3) *semester total*: (15)
SEMESTER 7	**SEMESTER 8**
SPAN 401 (3) SPAN 405 (3) SPAN 515 [linguistics] (3) FORL 510 (3) Practicum FORL 448 "Internship A" (3) *semester totals*: (15)	student teaching and seminar: "Internship B" EDSE 584 (3) FORL 474 (12) *semester totals:* (15)
Cumulative Totals: 123	

Notes: Summer study abroad can be substituted for EITHER Spanish OR Latin American civ. course plus Span. elective.
This is just a SAMPLE schedule and may need to be altered or adjusted depending on course scheduling and availability.

French Major for Teacher Certification Candidates

Required courses:

- FREN 309 Reading French Texts
- FREN 310 Advanced Oral Communication
- FREN 311 French Composition and Grammar
- FREN 400 French Cultural History
- FREN 451 French Literature and Culture Before 1800
- FREN 452 French Literature and Culture Since 1800
- FREN 453 Francophone Literatures and Cultures
- FREN 517 Linguistics
- FREN elective 300+
- FREN elective 300+

GENERAL EDUCATION REQUIREMENTS / FRENCH TEACHER CERTIFICATION PROGRAM WORKSHEET

COLLEGE CORE

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

II. FOREIGN LANGUAGES

III. HISTORY   9 hours
a. HIST 101 or 102   3 hrs   _____
b. HIST 111, 112   3 hrs   _____
c. HIST 104, 105, 106, 107, 109, 347,
      352, 354, or 421   3 hrs   _____

IV. MATHEMATICS/ANALYTICAL REASONING
(MATH 100, 101, 102 do not count, MATH 221 and 222 are not options)

Option 1:
MATH 122 or 141 and   3 hrs   _____
3 hrs from: MATH at next higher level,

PHIL 110, PHIL 111, Statistics,
or Computer Science   3 hrs   _____

OR

Option 2:
Two courses from one of the following fields:

Computer Science   CSCE 3 hrs   _____
                     and   CSCE 3 hrs   _____

Philosophy   PHIL 110 3 hrs   _____
                  and   PHIL 111 3 hrs   _____

Statistics   STAT 3 hrs   _____
                   and STAT   3 hrs   _____

V. PHILOSOPHICAL REASONING
(excluding PHIL 110, 111)   3 hrs _____

VI. LABORATORY SCIENCES
            8 hrs   _____   _____

DISTRIBUTION REQUIREMENTS

HUMANITIES
a.   Fine Arts   3 hrs. _____
b.   Literature   3 hrs. _____
c.   Additional courses in humanities:
      BA Degree   6 hrs. _____   _____
      (209 and 210 can fill these slots)

SOCIAL SCIENCES
      9 hrs _____   _____   _____

CULTURAL AWARENESS REQUIREMENTS
(MUST BE THREE SEPARATE COURSES)

a.   Course in culture of student's
  foreign language
(Use 400 or 500)   3 hrs   _____

b.   Course in North American studies,
  excluding HIST 110, 111, 112,
201, 202   3 hrs   _____

c.   Course in culture other than
American or Western European 3 hrs   _____
  (Use 401 or 501)

TOTAL: minimum 120 applicable hours

FREN courses
 309____
 310____
 311____
 400____
 451____
 452____
 453____
 517____
 FREN elective ____
 FREN elective ____

ED / FORL courses

EDPY 401	____	FORL 511	____
EDPY 401P	____	FORL 510	____
EDFN 300	____	FORL 472	____
EDEX 491	____	FORL 448	____
EDTE 400	____	FORL 474	____
FORL 472	____	EDSE 584	____

Sample schedule for French certification program

SEMESTER 1	SEMESTER 2
FREN 122 (3) ENGL 101 (3) fine arts (3) social science (3) elective, e.g. UNIV 101 (3) *semester total:* (15)	FREN 209 (3) for general humanities ENGL 102 (3) HIST 101 or 102 (3) CSCE 101 (or Math requirement) (3) lab science (4) *semester total :* (16)
SEMESTER 3	**SEMESTER 4**
FREN 210 (3) for general humanities EDPY 401 (3) EDPY 401P (1) general literature (3) lab science (4) CSCE 102 (or Math requirement) (3) *semester total*: (17)	FREN 310/311 (3) philosophical reasoning (3) HIST 111 or 112 (3) EDFN 300 (3) social science (3) EDTE 400 (1) *semester total:* (16)
Summer School FREN 350 Study in France (6)	
SEMESTER 5	**SEMESTER 6**
FREN 309 (3) FREN 310/311 (3) FREN 451-level lit (3) non-American/European history (3) EDEX 491 (2) *semester total*: (14)	FREN 452 (3) FREN elective 300 or above (3) FORL 511 (3) social science (3) FORL 472 technology in FL education (3) *semester total*: (15)
SEMESTER 7	**SEMESTER 8**
FREN 453 (3) FREN 400 (3) FORL 510 (3) FREN 517 [linguistics] (3) Practicum FORL 448 "Internship A" (3) *semester totals*: (15)	Student teaching and seminar "Internship B" FORL 474 (12) EDSE 584 (3) *semester totals:* (15)
Cumulative Totals: 123	

Notes: This is just a SAMPLE schedule and may need to be altered or adjusted depending on course scheduling and availability.
If student does not study abroad, one more FREN elective must be picked up on campus.

German Major for Teacher Certification Candidates

Possible courses:

- GERM 310 German Conversation
- GERM 311 German Conversation and Composition
- GERM 340 Readings in German Literature
- GERM 333 Study of German Abroad
- GERM 401 Teaching German to Young Children
- GERM 401P Practicum in Teaching German to Young Children
- GERM 400+ Literature Course
- GERM 410 Advanced German Grammar
- GERM 500 Survey of German Culture
- GERM 515 Introduction to German Linguistics (required for teacher certification students)

A minimum grade of C is required in all major courses.

General Option (27 Hours)

- Select 1 course from GERM 270 or above
- Select 8 courses from GERM 300 or above

Only three GERM courses taught in English (270, 280, 295, 398, 580) 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.

GENERAL EDUCATION REQUIREMENTS / GERMAN TEACHER CERTIFICATION PROGRAM WORKSHEET

COLLEGE CORE

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

II. FOREIGN LANGUAGES

III. HISTORY   9 hours
a. HIST 101 or 102   3 hrs   _____
b. HIST 111, 112   3 hrs   _____
c. HIST 104, 105, 106, 107, 109, 347,
     352, 354, or 421   3 hrs   _____

IV. MATHEMATICS/ANALYTICAL REASONING
(MATH 100, 101, 102 do not count, MATH 221 and 222
are not options)

Option 1:
MATH 122 or 141 and   3 hrs   _____
3 hrs from: MATH at next higher level,

PHIL 110, PHIL 111, Statistics,
or Computer Science   3 hrs   _____

OR

Option 2:
Two courses from one of the following fields:

Computer Science   CSCE 3 hrs   _____
                       and CSCE 3 hrs   _____

Philosophy   PHIL 110 3 hrs   _____
                  and PHIL 111 3 hrs   _____

Statistics   STAT 3 hrs   _____
                 and STAT   3 hrs   _____

V. PHILOSOPHICAL REASONING
(excluding PHIL 110, 111)   3 hrs _____

VI. LABORATORY SCIENCES
              8 hrs   _____   _____

DISTRIBUTION REQUIREMENTS

HUMANITIES
a.   Fine Arts   3 hrs. _____
b.   Literature   3 hrs. _____
c.   Additional courses in humanities:
      BA Degree   6 hrs. _____   _____
      (209 and 210 can fill these slots)

SOCIAL SCIENCES
      9 hrs _____   _____   _____

CULTURAL AWARENESS REQUIREMENTS
(MUST BE THREE SEPARATE COURSES)

a.   Course in culture of student's
  foreign language
(Use 400 or 500)   3 hrs   _____

b.   Course in North American studies,
  excluding HIST 110, 111, 112,
201, 202   3 hrs   _____

Course in culture other than
American or Western European 3 hrs   _____
  (Use 401 or 501)

TOTAL: minimum 120 applicable hours

GERMAN MAJOR (27 hours from the following:)
Select 1 course from GERM 270 or above.
Select 8 courses from GERM 300 or above.
Only three GERM courses taught in English (270, 280, 295, 398, 580) may apply to the major.

GERM Courses
310____
311____
340____
333____
401P____
400+lit____
410____
500____
515____

ED / FORL courses

EDPY 401	____	FORL 511	____
EDPY 401P	____	FORL 510	____
EDFN 300	____	FORL 472	____
EDEX 491	____	FORL 448	____
EDTE 400	____	FORL 474	____
FORL 472	____	EDSE 584	____

Sample schedule for German certification program

SEMESTER 1	SEMESTER 2
GERM 122 (3) ENGL 101 (3) fine arts (3) social science (3) Elective, e.g. UNIV 101 (education section) (3) *semester total:* (15)	GERM 210 (3) for general humanities ENGL 102 (3) HIST 101 or 102 (3) CSCE 101 (3) lab science (4) *semester total:* (16)
SEMESTER 3	**SEMESTER 4**
GERM 211 (3) for general humanities EDPY 401 (3) EDPY 401P (1) general literature (3) lab science (4) CSCE 102 (3) *semester total*: (17)	GERM 310/311 (3) philosophical reasoning (3) HIST 111 or 112 (3) EDFN 300 (3) social science (3) EDTE 400 (1) *semester total:* (16)
Summer School GERM 333 Study in Germany (6 recommended)	
SEMESTER 5	**SEMESTER 6**
GERM 340 (3) GERM 310/311 (3) GERM 401 (2) GERM 401P (1) non-American/European history (3) EDEX 491 (2) *semester total*: (14)	GERM 398 (3) GERM 400-level lit (3) FORL 511 (3) social science (3) FORL 472 (3) *semester total*: (15)
SEMESTER 7	**SEMESTER 8**
GERM 410 (3) GERM 500 (3) GERM 515 [linguistics] (3) FORL 510 (3) Practicum FORL 448 "Internship A" (3) *semester totals*: (15)	student teaching and seminar: "Internship B" EDSE 584 (3) FORL 474 (12) *semester totals:* (15)
Cumulative Totals: 123	

Notes: This is just a SAMPLE schedule and may need to be altered or adjusted depending on course scheduling and availability.

Latin Major for Teacher Certification Candidates

Required courses:

- ♦ LATN 301 Advanced Readings in Latin Literature (counts towards general humanities)
- ♦ LATN 321 Virgil, Readings from the Aeneid (counts towards general humanities)
- ♦ LATN 300+
- ♦ LATN 300+
- ♦ LATN 300+
- ♦ LATN 300+
- ♦ LATN 300+
- ♦ LATN 580 (=EDSE 580) or LATN elective 300+
- ♦ GREK 300+
- ♦ GREK 300+

LATN courses:
322 Latin Literature of the Golden Age. (3)
342 Latin Composition. (3)
399 Independent Study. (3-6)
501 Latin Drama. (3)
502 Cicero. (3)
504 Horace. (3)
508 Ovid. (3)
513 Tacitus. (3)
514 Livy. (3)
525 Roman Satire. (3)
530 Latin Erotic Poetry. (3)
537 Lucretius. (3)
551 History of Latin Literature from the Origins to the Golden Age. (3)
552 History of Latin Literature in the Silver Age. (3)
575 Teaching Latin in Secondary Schools (= EDSE 577) (3)

GREK courses:
305 The Greek New Testament. (3) (Prereq: GREK 121, 122)
321 Plato. (3) (Prereq: GREK 121, 122)
322 Homer. (3) (Prereq: GREK 121, 122)
342 Greek Composition. (3)
399 Independent Study. (3-6)
501 Herodotus. (3)
502 Thucydides. (3)
533 Sophocles. (3)
534 Euripides. (3)
543 Hesiod and the Homeric Hymns. (3)

GENERAL EDUCATION REQUIREMENTS / LATIN TEACHER CERTIFICATION PROGRAM WORKSHEET

COLLEGE CORE

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

II. FOREIGN LANGUAGES

III. HISTORY   9 hours
a. HIST 101 or 102   3 hrs _____
b. HIST 111, 112   3 hrs_____
c. HIST 104, 105, 106, 107, 109, 347,
   352, 354, or 421   3 hrs   _____

IV. MATHEMATICS/ANALYTICAL REASONING
(MATH 100, 101, 102 do not count, MATH 221 and 222 are not options)

Option 1:
MATH 122 or 141 and   3 hrs   _____
3 hrs from: MATH at next higher level,

PHIL 110, PHIL 111, Statistics,
or Computer Science   3 hrs   _____

OR

Option 2:
Two courses from one of the following fields:

Computer Science   CSCE 3 hrs _____
   and   CSCE 3 hrs _____

Philosophy   PHIL 110 3 hrs_____
   and   PHIL 111 3 hrs   _____

Statistics   STAT 3 hrs _____
   and STAT   3 hrs _____

V. PHILOSOPHICAL REASONING
(excluding PHIL 110, 111)   3 hrs _____

VI. LABORATORY SCIENCES
   8 hrs   _____   _____

DISTRIBUTION REQUIREMENTS

HUMANITIES

a.   Fine Arts   3 hrs. _____
b.   Literature   3 hrs. _____
c.   Additional courses in humanities:
     BA Degree   6 hrs. _____   _____
     (209 and 210 can fill these slots)

SOCIAL SCIENCES
   9 hrs _____   _____ _____

**CULTURAL AWARENESS REQUIREMENTS
(MUST BE THREE SEPARATE COURSES)**

a.   Course in culture of student's
     foreign language
     (Use 400 or 500)   3 hrs   _____

b.   Course in North American studies,
     excluding HIST 110, 111, 112,
     201, 202   3 hrs   _____

f.   Course in culture other than
     American or Western European 3 hrs   _____
     (Use 401 or 501)

TOTAL: minimum 120 applicable hours

LATIN MAJOR (24 hours)

LATN courses		GREK courses	
301	____	300+	____
321	____	300+	____
300+	____		
300+	____		
300+	____		
300+	____		
500+	____		
500+	____		

ED / FORL courses

EDPY 401	____	FORL 511	____
EDPY 401P	____	FORL 510	____
EDFN 300	____	FORL 472	____
EDEX 491	____	FORL 448	____
EDTE 400	____	FORL 474	____
EDSE 584	____		

Sample schedule for Latin certification program

SEMESTER 1	SEMESTER 2
LATN 122 (3) ENGL 101 (3) fine arts ARTH 313 (3) social science (3) elective, e.g. UNIV 101 (Education section) (3) *semester total:* (15)	LATN 301 (3) for general humanities ENGL 102 (3) HIST 101 or 102 (3) CSCE 101 (3) lab science (4) *semester total :* (16)
SEMESTER 3	SEMESTER 4
LATN 321 (3) for general humanities CLAS 586 (3) EDPY 401 (3) EDPY 401P (1) lab science (4) CSCE 102 (3) *semester total*: (17)	LATN 300+ (3) philosophical reasoning (3) HIST 111 or 112 (3) EDFN 300 (3) social science (3) *semester total:* (15)
Summer school (6 credits) Humanities Literature requirement (3), GREK 300+ (3)	
SEMESTER 5	SEMESTER 6
LATN 300+ (3) GREK 121 (3) non-American/European history (3) EDEX 491 (2) EDTE 400 (1) LATN 300+ (3) *semester total*: (15)	LATN 300+ (3) GREK 122 (3) FORL 511 (3) social science (3) FORL 472 technology in FL education (3) *semester total*: (15)
SEMESTER 7	SEMESTER 8
LATN 500+ (3) GREK 300+ (3) FORL 510 (3) Practicum FORL 448 "Internship A" elective (3) EDSE 577 (=LATN 575) or elective* (3) *semester totals*: (15)	Student teaching and seminar "Internship B" FORL 474 (12) EDSE 584 (3) *semester totals:* (15)
Cumulative Totals: 123	

Notes: This is just a SAMPLE schedule and may need to be altered or adjusted depending on course scheduling and availability.
18 hours of Latin at the 300 level or above, 6 hours of Greek at the 300 level or above.
One of the following is **required**: ARTH 313; CLAS 340; HIST 503; HIST 504.

What Is the Masters in Teaching Program?

The MAT Program prepares graduate students to teach French, German, or Spanish in the secondary classroom or in Foreign Language in the Elementary School (FLES) programs. The degree is composed of an MA in the foreign language that includes education classes with two semesters of internships: Internship A, Observation and Internship B, 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 are required to take foreign language methods courses and courses offered by the College of Education.

The Foreign Language Education Minor for Teacher Certification consists of the following education and foreign language education methodology classes:

	Credit Hours

EDPY (Educational Psychology)
- EDPY 705 or 707   Human Growth and Development   (3)

EDFN (Education – Foundations of Education)
- EDFN 749   School in Modern Society   (3)

EDRD (Education – Teaching Reading)
- EDRD 518, 600, or 730   Teaching Reading in Content Area   (3)

EDSE (Education – Secondary)
- EDSE 584   Middle School/High School Internship Seminar   (3)
  (this course is taken with FORL 774B, Internship B)

FORL, Foreign Language Methodology Courses:
- FORL 772   Technology in FL education   (3)
  Introduction to technology in language teaching and the connection between language education and the implementation of Internet and multimedia technology.

FORL, Foreign Language Methodology Courses (cont'd)   <u>Credit Hours</u>

- ♦ 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***

- ♦ 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.*

- ♦ FORL 730 Advanced Study of the Teaching of Foreign Languages   (3)

- ♦ FORL 774A Internship A, Observation, Fall second year   (3)
  Application of effective teaching techniques and organization
  of instructional settings in foreign languages for K-12.

- ♦ FORL 774B Internship B, Student teaching, Spring second year   (12)
  Students apply methods of curriculum and assessment,
  professionalism, effective teaching and organization of instructional
  settings during internship in foreign language classroom.

*Undergraduate students who take FORL 510 or FORL 511 and who are considering getting an MAT degree should take those courses with senior privilege so that they receive graduate credit for the course.

What Are the Other Program Requirements?

You will go through four steps as you progress through the Undergraduate Foreign Language Teacher Certification Program or MAT degree. These steps are summarized below. (See appendix for cost of specific examinations.)

Step 1: **Completion of Praxis I –Pre-Professional Skills Tests (PPST)**
or the computerized version (C-PPST) (only for UG program):

You 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 I must be submitted to the College of Education, Office of Student Affairs (Wardlaw 113). NOTE: Students who have achieved an 1100 or better on the combined Verbal/Math sections of the old, two-part SAT (taken prior to March 2005), a combined score of 1650 or better on the new, three-part SAT (taken after March 2005), or a 24 or better on the ACT are EXEMPT from the Praxis I requirement.

Step 2: **Mid-point OPI** (not required for Latin track)

This should be scheduled for the end of your second year or the beginning of your third year for UG students and spring of your first year for MAT students. You should score at least Intermediate-Mid on your mid-point OPI. See pages 22-23 for more information.

Step 3: **Application to the Professional Program**

Admission to the Professional Program in Education is required of all undergraduate and graduate students completing a baccalaureate or MAT program leading to teacher certification in the area of Foreign Language Education. Applicants must be fully admitted to the Professional Program prior to beginning FORL 448/FORL 774A – Internship A and the deadline for the application is March 15.

This application should be completed during the Spring semester of your Junior year or first year in the MAT program (The application will be discussed in FORL 511).

Requirements for Admission to the Professional Program:

   I. Completion of Praxis I – Pre-Professional Skills Tests (PPST) or the computerized version (C-PPST):
        - See Step 1 above (for UG students).

   II. Completion of the Professional Program Application:
        - **Application for UG students** available online at
         http://www.ed.sc.edu/sa/docs/UPP%20Foreign%20Lang.pdf
        - **Application for MAT students** (Professional Program in Education and Internship Application)
          available online at: http://www.ed.sc.edu/sa/docs/SecIntAp.pdf and
           information about the application is available at: http://www.ed.sc.edu/sa/docs/SecIntIn.pdf
        - Signed **Health Statement** and **Statement regarding criminal record**
        - **Waiver of Liability and Release Form**

   III. Letters of Recommendation for UG students:
        - **Foreign Language Recommendation** should be completed by a faculty member in
        the Department of Languages, Literatures and Cultures
        - **College of Education Recommendation** to be completed by a faculty member in the
        College of Education (must be student's instructor for EDPY 401, EDFN 300, or EDEX 491).

   IV. A passing score on the EEDA (Education and Economic Development Act) assessment modules,

State mandated EEDA Requirement – "In accordance with new State law, all students applying for and admitted to the Professional Program in Education for the Spring 2010 term and after will be required to have successfully completed the Education and Economic Development Act (EEDA) assessment.] You access the assessment modules via Blackboard, under "My Organizations". For additional information about this state-mandated requirement for all students in a teacher certification program, you may wish to visit the SC Department of Education's site at http://ed.sc.gov/agency/Accountability/Regional-Services/EEDAHomePage.html

Letters of Recommendation for MAT students:
- Methods Recommendation should be completed by a faculty member in the Department of Languages, Literatures and cultures who teaches one of the required methods courses.

V. Grade Point Average and Minimum Credit Hours:
- Collegiate summary **Grade Point Average** of at least **2.50 for UG students** and **3.0 for MAT students**
- Minimum 60 credit hours completed for UG students and a minimum of 12 hours in education and 24 hours in the teaching area for MAT students

VI. Course Requirements:
- Completion of the following courses with a grade of C or better for UG students:
ENGL 101, ENGL 102, FORL 511, EDPY 401, EDPY 401P, EDFN 300, EDTE 400

Step 4:   Official, Double-rated OPI (not required for Latin track)

You must score Advanced-Low before you will be allowed to student teach. See pages 22-23 for more information.

Step 5:   Undergraduate Internship Application

This form must be completed and submitted to the College of Education, Office of Student Affairs (Wardlaw 113) by March 15 the semester prior to Internship A (FORL 448). Failure to present a complete application by March 15 will result in a delay of your directed teaching by at least one semester.

Requirements:

I. Submission of completed application packet to the Office of Student Affairs (Wardlaw 113)
- **Application**, available online at http://www.ed.sc.edu/SA/docs/UForeignInternApp.pdf

II. Submission of an Application for Certification
- See **Step 6** below

III. Full admittance to the Professional Program one semester prior
- See **Step 3** above

*If you will need housing over Spring Break while you are student teaching during the Spring, you must get in

touch with the Housing Office immediately to discuss options for housing.
*Each student is responsible for providing individual transportation arrangements.

Step 6:   Application for Certification

This form must be completed and submitted, along with a fingerprint card, to the College of Education, Office of Student Affairs (Wardlaw 113) by April 15 the semester prior to Internship A (FORL 448/FORL 774A). Certification applications should be obtained from the Office of Student Affairs (Wardlaw 113). Students who are studying abroad during the spring semester the certification applications are due should plan to turn in their application immediately after returning from abroad.

Step 7:   Praxis II

This test should be taken early during your last semester, Internship B (FORL 474/FORL 774B). For more information on which tests are required for your language track, visit http://www.scteachers.org/Cert/exam.cfm and http://www.scteachers.org/cert/Certpdf/required_examinations.pdf

All two areas are required to pass three separate Praxis II examinations – one specialty exam (subject area) and one pedagogy (Principles of Learning and Teaching or PLT) exam.

PLT – All K-12 certification students may choose one of the following:
        -0522 – Grades K-6
        -0523 – Grades 5-9
        -0524 – Grades 7-12
The minimum required score on the PLT is 165.

Specialty exams:
Praxis World Languages: French (0174)
Praxis World Languages: German (0183)
Praxis World Languages: Spanish (0195)

The minimum required scores are:
French - 162
German - 163
Spanish - 168

Comprehensive Exams for MAT students
Exam date: early January (normally the Thursday and Friday before classes begin)

A. The final evaluation for the M.A.T. in FL consists of a four-hour written and a one-hour oral examination. Each student's committee will consist of 3 faculty members: 2 from the student's program and 1 from foreign

language education.

B. The purpose of the written examination is twofold. First, the student is expected to synthesize various components of the programs in literature and culture, language and linguistics, and pedagogy and education so that they constitute an integral plan of study rather than separate components or courses. Second, the student is to specify how his/her program may have practical implications for foreign language teaching. The examination is based upon a M.A.T. Reading List.

C. The format of the written examination is as follows: Area A. General Education/Foreign Language Education, Theory & Pedagogy (120 minutes) Area B. Culture & Literature (90 minutes). Area B must be answered in the foreign language. Area C. Language/Linguistics or an additional Literary Area (90 minutes) The exam will be held over two consecutive days.

D. If the candidate passes his/her written exam in all categories, there is no need for an oral exam. Candidates with a weak pass or fail on any component of the written exam, must also take an oral exam. The oral examination will follow within a two or three-week period of the original date of the written exam. Failure to show mastery of either the written language or the overall content tested could be cause for failure of the written examination. At least two areas of the written examination must receive a PASS in order to proceed to the oral examination. Students must receive a PASS on all three areas during the oral examination in order to successfully pass the exam. The written examination will be graded in one of the following ways:

Pass. No oral examination.
Weak pass or fail on one or more components. Oral examination.
Fail all sections. No oral examination will be offered. The student must retake the written exam in April.
In the event of a FAIL at the oral exam, the committee will offer the student the opportunity to retake either the oral or the entire exam in April, for instance in the case of a marginal pass of the written in January.

E. When necessary, the one-hour oral examination will be administered after the candidate's three-member committee has had an opportunity to read the written portion and has evaluated it. Questions will be asked 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 foreign language.

F. Results of the written and the oral examination will be reported to the M.A.T. Advisor by the Chair of the exam committee.

G**.** 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.

H**.** Reading Lists are language specific for Areas B & C.
Area A – The reading list for the General Education/Foreign Language Education, Theory & Pedagogy can be found on the MAT website.

Area B:
Language specific lists for each language can be found on the French, German, and Spanish MA websites.

What Do I Need to Know As a Student?

- **Your Oral Proficiency*.** Your ability to use your language in oral communication is very important! Your oral proficiency will be assessed a minimum of two times. Everyone in the Spanish, German, and French language tracks will need to do a mid-point Oral Proficiency Interview (OPI) as well as an official, double-rated OPI. The mid-point OPI is typically done at the end of the Spring semester of your sophomore year or early during the Fall semester of your junior year (preferably after study abroad). The mid-point OPI will let you know how you are progressing towards the goal of Advanced-Low on the scale developed by the American Council on the Teaching of Foreign Languages (ACTFL). You should score at least Intermediate-Mid on your mid-point OPI. However, if you score Advanced-Low on your mid-point OPI, it is strongly recommended that you take your official, double-rated OPI immediately thereafter. You must score at least Advanced-Low on the ACTFL scale on your official, double-rated OPI in order to do your student teaching, Internship B. For more information on the ACTFL scale, see: http://www.actfl.org/files/public/Guidelines.pdf. Receiving Advanced Low on the OPI is required by the National Council for Accreditation of Teacher Education (NCATE) and by the South Carolina State Department of Education for teacher certification.

  Mid-point OPI: This OPI is an "advisory OPI." You should schedule this OPI for the end of your sophomore year (late in the Spring semester) or the beginning of your junior year for UG students and during the spring semester of your first year for MAT students. This OPI will let you know how you are progressing towards your goal of Advanced-Low. You should score at least Intermediate-Mid on your mid-point OPI. If not, you will need to discuss with your advisor your plan for improving your oral proficiency. If you score Advanced-Low on your mid-point OPI, you should proceed with your official, double-rated OPI as soon as possible.

  Official, Double-Rated OPI: This OPI is an "Academic Institutional Upgrade" that is sent to Language Testing International for an official double rating. Depending on your language track, the test may be done in-house with an ACTFL certified interviewer or it may be done via telephone. In either case, there is a fee for the test. You will receive an Official ACTFL Oral Proficiency Certificate that states your proficiency level. This is a very meaningful credential for you to have as you seek employment as a foreign language teacher. **If you do not attain Advanced-Low, YOU ARE NOT PERMITTED TO STUDENT TEACH. A certificate showing that you have achieved the advanced low (or higher) rating must be submitted by December 1 to the College of Education and to your advisor. (You should plan to take the OPI by mid-October to make sure that your receive your score by Dec. 1).** Your advisor will work with you to develop a plan for acquiring the skills necessary to reach the level. You may still take courses in your foreign language and may take another OPI the following semester.

  Proctored, Phone OPIs: If you need to do the OPI via telephone, it will need to be scheduled through Kim Chong, HuOf 813, chongk@mailbox.sc.edu. Phone OPIs should be scheduled for the last week in July, the first week in August, or the third or fourth week of September, Monday

through Thursday, prior to 4:00 pm. Once you have scheduled your OPI with Ms. Chong, you will need to reserve the 8th floor conference room with Dee Dee Cronise, HuOf 815, deedee@mailbox.sc.edu. Ms. Chong will proctor the telephone OPI. E-mail her the date and time of your interview once you have scheduled it and she will confirm with you via e-mail. You are responsible for filling out all of the necessary forms which you will need to request from ACTFL or obtain from their website (http://www.languagetesting.com/academic.cfm). You will also need to provide Ms. Chong with the Proctor's Responsibilities Form. You will need to fax in this form along with the other necessary forms once you have completed your OPI. Ms. Chong will establish the connection with your interviewer, verify your identity, and stay to make sure things are underway correctly. However, Ms. Chong is not responsible for notifying you of your results.

OPIc (Computer): For students taking the OPIc, you should plan to take your OPIc in the Foreign Language Learning Center. In order to schedule your Interview, you first need to fill out the form called ACTFL Application for the University of South Carolina Columbia and the Test Taker Agreement. Your proctor will be Bill Fairchild and he has already filled out the form so you do not need to have that form filled out again. Within 10 days after you fill out the form and send or fax it to Language Testing International, we will receive a password for you. Once we have received the password, you have 14 days to take the OPIc in the Language Lab. Please schedule with Mr. Fairchild in the language lab when you would like to take your OPIc once you have sent/faxed your form to LTI so that he can arrange for a computer to be available for you in the lab. He will establish the connection with your interviewer, verify your identity, and stay to make sure things are underway. The lab staff is not responsible for notifying you of your results. The necessary forms for the OPIc can be found on the MAT in Foreign Languages and the Undergraduate Foreign Language Teaching Certification website.

* Does not apply to the Latin language track

NOTE:
Improving one's proficiency level requires time and a great deal of effort devoted to speaking the foreign language outside of the classroom. It is highly unlikely that one's OPI rating could change within one semester. If you do not attain the required level of proficiency, you will be asked to develop a plan with your advisor, in which you outline how you will acquire the skills necessary for reaching the level.

In order 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. You may also 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.

- **Your 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 to attain the desired proficiency goal and to 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. Your advisor will give you detailed information about these programs and will discuss with you how the credits earned abroad will fit into your program requirements.

- **Your Professional Involvement.** You will want to begin thinking about ways in which you will become involved in your professional development outside of your course work. Throughout your time in our program, you will keep track of your professional activities by means of the "Professional Involvement Log" that appears in Appendix A. You will present this log at two points in the program: the Mid-Program Review and the end of Student Teaching. Ways in which you develop professionally include:
  - o your efforts to improve your foreign language outside of class through activities such as involvement in clubs and interactions with conversational partners;
  - o your attendance at professional development events such as conferences;
  - o your membership in and involvement with professional organizations such as the American Council on the Teaching of Foreign Languages (ACTFL), the Southern Conference on Language Teaching (SCOLT), and the South Carolina Foreign Language Teachers' Association (SCFLTA), to name just a few.

- **Your Field Experiences in Foreign Language Classrooms.** You will have two opportunities to develop your teaching expertise by teaching in public school classrooms:
  - o **Internship A, Observation (FORL 448/FORL 774A)**, involves the application of effective teaching techniques and organization of instructional settings in foreign languages for pre-K through 12. This internship will take place the Fall semester of your senior year. You will observe in two different schools during this internship, preferably at different grade levels.

  - o **Internship B, Student Teaching (FORL 474/FORL 774B),** students will apply methods of curriculum and assessment, professionalism, effective teaching, and organization of instructional settings in a foreign language classroom. This internship will take place in the Spring semester of your senior year. You will teach in the same school and work with the same cooperating teacher throughout the semester.

How do we determine where you are placed for each field experience? 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 cooperating 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.

- Important prerequisites for Student Teaching. Given the many variables which must be taken into consideration when arranging for both Internships A and B, the following are important

prerequisites
- o It is expected that you have your own transportation, preferably your own car for all field experiences.
- o Because of the demands on your time during Internship B (a 12 credit hour course), the only other course you should take this last semester is EDSE 584, Middle School/High School Seminar Student Teaching (a 3 credit hour course).
- o Student Teaching is a FULL-TIME endeavor and you must often stay after school and come to school in the evenings for events.
- o An Application for Certification must be submitted to the College of Education on or before April 15 during the Spring semester of your junior year, prior to student teaching. Part of the application requires that you be fingerprinted so a full background check can be performed.

Knowing this information at this early stage will help you to prepare for your field experiences, particularly Student Teaching.

- Your portfolio: Documenting your professional growth. Throughout your years at USC, 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. The appendices include all of the example rubrics that you will need to include in your 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, to plan your language, education and methodology courses as well as discuss with you your Internships, OPIs, portfolio, professional involvement, exams, etc. MAT students meet only with the MAT advisor.

SUCCESSFUL STUDENTS KEEP IN CLOSE CONTACT WITH THEIR ADVISORS!

I have read the UNDERGRADUATE FOREIGN LANGUAGE TEACHER CERTIFICATION PROGRAM and MAT in FOREIGN LANGUAGES HANDBOOK and understand what my responsibilities are in this program.

Name _____ Date _____

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. During their first semester in the program, candidates are given a Professional Involvement Log template (in both hard copy and electronic form), which they use to document their involvement in three 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 checked during the Mid-Program Review and candidates are given feedback on their involvement and suggestions for continued professional growth. The log is formally assessed at the end of Student Teaching using the corresponding rubric.

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

Use the following chart to keep track of your professional involvement throughout your time in the Certification Program (undergrad 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			
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 Involvement 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	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: (Total points x 52)/24) + 48 = _____% Grade: __

Appendix B: USC Initial Certification Candidate Dispositions

**USC Initial Certification
Candidate Dispositions**

Candidate name _____ Program _____ Date
_____

Course # _____ School _____ Grade/Age Level
_____

Rater Name _____ Role (candidate, instructor, CT, supervisor)
_____

Check the appropriate column for each item.

Focus Area of USC Dispositions	Seldom or never meets	Is making significant positive progress	Usually meets	Consistently Meets ALL
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				

Focus Area of USC Dispositions	Seldom or never meets	Is making significant positive progress	Usually meets	**Consistently** Meets 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)				

*All four dispositions (integrity, intellectual spirit, justice, and stewardship) are reflected to some degree in all focus behaviors. Focus behaviors are listed under their "primary" disposition.

REQUIRED:

EXPLAIN ANY RATING OTHER THAN USUALLY OR CONSISTENTLY MEETS. ATTACH ADDITIONAL SHEETS AS NEEDED. IDENTIFY AND ADDRESS EACH OF THESE RATINGS SEPARATELY.

USC Initial Certification
Candidate Dispositions

Candidate name _____ Program _____ Date

_____

Experience (course #, student teaching, etc.) _____School/Grade

_____

Rater Name _____ Role (self, instructor, CT, supervisor)

_____

Rater Name _____ Role (self, instructor, CT, supervisor)

_____

Provide a rating for each focus by awarding points in the appropriate column.

Focus Area/ Primary Disposition*	Examples of behaviors that do not meet expectations	Examples of behaviors that meet expectations	Seldom or never meets 0-3	Is making significant positive progress 4-5	Usually meets 6	Consis- tently Meets ALL 7

Focus Area/ Primary Disposition*	Examples of behaviors that do <u>not</u> meet expectations	Examples of behaviors that meet expectations	Seldom or never meets 0-3	Is making significant positive progress 4-5	Usually meets 6	Consis-tently Meets ALL 7
1.Professionalism: Punctuality, Attendance, and Appearance Primary Disposition: Integrity	• Arrives late and/or leaves early. • Does not attend every scheduled day and has no documentation of extenuating circumstance (emergency or illness). • In case of an emergency or illness, fails to notify the school and supervisors in advance. Breaks agreements for make-up sessions. Dresses inappropriately.	• Arrives on time and does not leave early. • Attends every scheduled day or makes up time for **excused** absences. • In case of an emergency or significant illness, reports any absence in advance and provides documentation. Dresses appropriately.				
3.Professionalism: Ethical Behavior Primary Disposition: Integrity	• Fails to demonstrate ethical behavior (e.g., violates confidentiality; misrepresents time spent in the clinical setting, plagiarizes or is otherwise dishonest). • Frequently allows personal circumstances or concerns to impact prof. behavior. • Imposes personal religious or political beliefs on others.	• Demonstrates ethical behavior: Maintains confidentiality, demonstrates honesty in all regards • Appropriately separates personal circumstances and professional responsibilities. • Does not impose personal religious or political beliefs				

Focus Area/ Primary Disposition*	Examples of behaviors that do not meet expectations	Examples of behaviors that meet expectations	Seldom or never meets 0-3	Is making significant positive progress 4-5	Usually meets 6	Consis-tently Meets ALL 7
3. Interactions with Children and Families Primary Disposition: Integrity	• Uses destructive criticism, derogatory remarks, threats, physical coercion, or other inappropriate language or behavior with students or family members. • Is overly controlling • Fails to obtain appropriate permission for interactions with families.	• Communicates with students (and families when appropriate) using appropriate tone, voice, and response, and demonstrates respect. • Provides opportunities for children to take responsibility. • Has approval from the coaching teacher for communications with families.				-
4. Classroom Participation Primary Disposition: Intellectual Spirit	• Fails to take advantage of opportunities to work with children or is continually consumed with paperwork or other non-interactive tasks. • Uses facial expressions and voice tone which communicate lack of enthusiasm. • Disrupts classroom routines or undermines classroom rules.	• Regularly uses opportunities to engage in classroom activities and learn. • Works in an enthusiastic manner that shows a commitment to the children and profession. • Assists individual children and supports classroom rules and routines appropriate to his/her level of experience.				

Focus Area/ Primary Disposition*	Examples of behaviors that do not meet expectations	Examples of behaviors that meet expectations	Seldom or never meets 0-3	Is making significant positive progress 4-5	Usually meets 6	Consis- tently Meets ALL 7
6. Preparation Primary Disposition: Intellectual Spirit	• Lesson plans are not submitted in advance • Final plans are minimal and do not reflect a good faith attempt to be prepared • Fails to obtain materials or prepare them in advance and lessons are not taught as scheduled • Lesson implementation reflects a lack of familiarity with the plans	• Submits plans prior to lessons as stipulated • Plans are thorough and well thought-out • Prepares materials in advance and teaches lessons as scheduled. • Lesson implementation reflects familiarity with the content and procedures of the lesson plan.				
6. Self-assessment/ Reflection Primary Disposition: Intellectual Spirit	• Contributes little to conversations regarding his/her performance. • Rejects suggestions for improvement, offers excuses, assigns blames to others, or otherwise acts defensively. • Does not attempt to implement suggestions.	• Actively engages in conversations with the classroom teacher to discuss own strengths and weaknesses. • Makes suggestions for improvements to personal teaching or other behaviors (as appropriate) and is open to and positive about constructive criticism. • Works to implement suggestions.				

Focus Area/ Primary Disposition*	Examples of behaviors that do not meet expectations	Examples of behaviors that meet expectations	Seldom or never meets 0-3	Is making significant positive progress 4-5	Usually meets 6	Consis-tently Meets ALL 7
7. Appreciation of Diversity Primary Disposition: Justice	• Behaves in a manner that is discriminatory, intolerant, or close-minded. Resists working with some groups or individuals or makes derogatory remarks based on gender, exceptionalities, race, culture, religion, or socioeconomic background. • Selects materials, designs activities, or interacts in ways that promotes stereotypes or demeans others.	• Models respect for all people. • Lessons, written work, and other expressions reflect appreciation of diversity (race, gender, culture, language, exceptionalities.)				
8. Provision of Learning Exper-iences for *All* Primary Disposition: Justice	• Gives preferential treatment or excludes some students from learning experiences. • Does not take appropriate initiative to understand and identify student needs and/or provide learning experiences that meet the needs of all students.	• Actions are consistent with a concern for equity. • Interacts with children in ways that consider individual differences and life experiences. Takes care to provide appropriate experiences for *all* children.				

Focus Area/ Primary Disposition*	Examples of behaviors that do **not** meet expectations	Examples of behaviors that meet expectations	Seldom or never meets 0-3	Is making significant positive progress 4-5	Usually meets 6	Consistently Meets ALL 7
9. Collaboration with Other Professionals Primary Disposition: Stewardship	• Fails to communicate clearly with coaching teacher, supervisor, and others as appropriate. • Openly criticizes or demeans the work of others, does not reasonably allow others to express ideas • Focuses primarily on his/her own interests.	• Communicates regularly and effectively with coaching teacher and supervisor and with others as appropriate to level of responsibility. • Is courteous, fair, kind, and of good humor in interactions with other professionals. • Demonstrates flexibility in working with others to meet the needs of children and other adults.				
10. Initiative and resourcefulness Primary Disposition: Stewardship	• Does not adequately manage resources to meet requirements and contribute to the classroom. • Behaves in ways which reflect a belief that others are responsible or should provide what is needed. • Does not ask appropriate questions or take initiative.	• Takes initiative in seeking, obtaining, and organizing resources (e.g., time, materials, activities) to meet requirements and contribute to the classroom. • Anticipates needs and assists others. • Asks appropriate questions and takes appropriate actions.				

*All four dispositions (integrity, intellectual spirit, justice, and stewardship) are reflected to some degree in all focus behaviors. Only the primary disposition related to each focus area is listed.

Total points awarded   _____/70

A: 65-70; B+: 62-64; B: 60-61; C+: 57-59; C: 54-56; D+: 52-53; D: 49-51; F: 48 or less.

Early childhood interns may earn one C in either 342P <u>or</u> 443 and progress in the program, but an action plan is required for any grade of C or C+. Early Childhood interns who earn C or C+ in EDEC 342P <u>AND</u> Internship I do not meet the dispositions requirement for admission to Internship II.

REQUIRED:
EXPLAIN ANY RATING OF 0-5. ATTACH ADDITIONAL SHEETS AS NEEDED. IDENTIFY AND ADDRESS <u>EACH</u> 0-5 RATING SEPARATELY.

Appendix C: Unit Plan

<div align="center">

FORL 511
COMPREHENSIVE UNIT PLAN

</div>

Your comprehensive unit plan for 511 will bring together all of the theories and classroom applications that you have learned about throughout the course.

Purpose: Preparing for good teaching begins with unit and lesson plans. Your plans represent a set of initial ideas for learning experiences that are appropriate for your curricular goals, relevant to your learners, and based upon principles of effective instruction. For this culminating project, you will present a cohesive set of lessons organized around an engaging topic or theme. You will provide the plans for your unit through a set of lessons. You will also write a commentary in which you highlight the content, the instructional materials, the activities, the ways you plan to accommodate the range of ways students learn, the ways you develop learners' language proficiency, and the ways in which you assess learning, citing specific examples as necessary from your lesson plans and linking your approach to relevant theories of second language acquisition explored throughout the methods course.

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 (see pp. 107-108 of Teacher's Handbook for some ideas).
2.   Identify the level of instruction/particular class of students targeted for your unit. The level should be either Level 1 or Level 2.
3.   Engage in brainstorming to develop the topic/theme into meaningful categories, using the thematic planning web.
4.   Prepare a thematic unit plan that follows the sample on pp. 452-454 of your methods textbook. Your unit plan must address all 5 of the standards goal areas. Decide how long your unit will take (it must take 12-15 instructional days).
5.   Map out the unit by designing the "CONTENT" (Part I.A.-D.) section of the daily lesson plan for each plan in the unit (see pp. 86-87 of your methods textbook for the daily lesson plan format). 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.
6. 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 goal areas.

Lesson Plans
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 lesson plan must include clearly stated desired outcomes**. Each peer-teaching lesson should include the following:

Outcomes for the day. Formulate your objectives so that you describe the types of behaviors your students should be able to exhibit after completion of the lesson. For example:

BAD EXAMPLE: *"I will go over a worksheet and complete the accompanying activities"*

GOOD EXAMPLE*: "Students will be able to identify the main ideas in a reading passage. Or Students will be able to order a meal in a restaurant in Barcelona."*

2.   What materials you will need for the lesson, where you will find them, and how you will adapt them, if necessary, to meet the Standards

Which National and State Standards your lesson addresses

Which learning styles your lesson addresses and how

Titles of your activities

Time on task for each activity

What the students should do for each activity, including opportunities for meaningful interactions between students. Mention also the level of the class/students.

Your role during each activity

You may select two of the following lessons to present in class (peer teaching and lesson plans). Please select an additional two lesson plans to turn in (lesson plans only) on the due dates indicated in the syllabus.

Culture-Based Lesson (chapter 5)
- Think of a culturally appropriate topic that you would like to introduce and find an artifact (product, practice, or perspective) associated with that topic
- 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. You can consult the guidelines on pp. 155-158 and 170 for assistance.
- Allow the class to complete the homework assignment you designed and then discuss with the class in an engaging manner that activates their critical thinking skills the 3 Ps associated with that artifact. (10 min)

Authentic written text or taped segment lesson (Interpretive) (chapter 6)
- Design a listening or reading activity that uses the interactive model presented in Chapter 6. Select an authentic taped segment or written text and follow the guidelines presented on p. 203, 206, and 207.
- Peer teach the pre-reading/listening segment. (no more than 10 minutes)
- At the end of the semester, after chapter 11, you should write a quiz assessing the students comprehension based on the authentic text presented in this lesson. Turn the quiz in as part of your portfolio.

Story-based language lesson (chapter 7)
- Choose a single linguistic function from your text
- Design a lesson following the guidelines discussed in class (PACE pp. 223-229)
- Peer-teach the first two steps (P & A) (no longer than 10 minutes)

Integrating speaking (Interpersonal) (chapter 8)
- Design and demonstrate an information-gap activity integrating speaking as a follow up to the listening or reading activity you presented. Follow the guidelines on pp. 269-275 (no more than 10 minutes).

FORL 511
COMPREHENSIVE UNIT PLAN
GRADING RUBRIC

	TARGET 4	ACCEPTABLE HIGH 3 LOW 2		UNACCEPTABLE 1
Topic & Thematic Web [ACTFL 3b, 4c]	Topic is appropriate, interesting, and challenging, includes a wealth of details. *Topic shows that student consistently used information about their prospective students' backgrounds, levels, learning styles, and interests as they plan for instruction.*	Topic is appropriate and interesting. Thematic web includes many details. *Topic shows that students are aware of the importance of knowing about their prospective students' backgrounds, levels, learning styles, and interests as they plan for instruction.*	Topic is either appropriate or interesting, but not both. Some parts of thematic web may not be detailed enough. *Topic shows that students are minimally aware of the importance of knowing about their prospective students' backgrounds, levels, learning styles, and interests as they plan for instruction.*	Topic is neither appropriate nor interesting. Thematic web is not sufficiently developed. *Topic shows that student recognizes that their students have a wide range of levels, learning styles, and interests as they plan for instruction.*
Planning for Instruction: Thematic Unit Plan [ACTFL 3b, 4a]	Unit plan is thematic and follows required format. Unit plan addresses 5 goal areas. Culture and/or interdisciplinary connections are the focus of much of the unit. Critical thinking plays a key role in the unit. Technology may also play a central role.	Unit plan is thematic and follows required format. The unit plan addresses 5 goal areas. Culture, interdisciplinary connections, and critical thinking are all addressed in unit. Integration of technology evident.	Unit plan is thematic but may be missing some elements of required format. Unit may address 4 goal areas. Culture or interdisciplinary connections or critical thinking are addressed in the unit. Technology may play a role.	Unit plan is not thematic and/or does not follow required format. Unit plan may address fewer than 4 goal areas. Cultural content and interdisciplinary connections addressed are minimal. Critical thinking skills may not be addressed. Technology may play a minor role.
Planning for Instruction: Selected Lesson Plans [ACTFL 4a, 4c]	Lesson plans reflect all required elements and include additional elements. Lesson plans follow required format and may address more than 2 goal areas effectively. All lesson objectives are functional. Higher-level thinking skills are fully integrated. All lesson activities address objectives, promote language	Lesson plans reflect all required elements. Lesson plans follow required format and address 2 goal areas. All lesson objectives are functional. 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	Lesson plans reflect all required elements. Lesson plans follow required format and address 2 goal areas. Some lesson objectives may not be functional. There may be some attention to higher-level thinking skills. Some lesson activities may not address objectives, may be teacher-	Lesson plans may not reflect all required elements. Lesson plans do not follow required format and may address fewer than 2 goal areas. The majority of lesson objectives are not functional. Higher-level thinking skills not addressed. Many lesson activities may not address objectives, may be teacher-centered and/or not effective in promoting language acquisition. Instructional materials

	acquisition and address individual learner progress. The majority of materials are self-created, other than authentic texts used.	design evident.	centered and/or not effective in promoting language acquisition. Evidence of some creativity in material design.	consist mainly of textbook and/or other commercially prepared materials and may be inadequate to meet needs.
Unit Assessment [ACTFL 3a]	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.	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.	Assessments effectively assess the majority, but not all, of targeted objectives. Some assessments are not contextualized, meaningful, and/or do not elicit functional student performance. Some evidence of integration of culture and/or interdisciplinary content. Grading system and/or rubrics generally satisfactory, but may have a few specific problems.	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 may be unsatisfactory.
Written Commentary [ACTFL 3a]	Commentary fully addresses all required components and includes additional comments.. Commentary addresses SLA theories and how they relate to and inform classroom practice. Detailed description of changes made to earlier lessons and teaching materials. Detailed description of what was learned in this project.	Commentary adequately addresses all required components. Commentary addresses SLA theories and how they relate to and inform classroom practice. Discussion of changes made to earlier lessons and teaching materials. Discussion of what was learned in this project.	Commentary addresses majority of required components or addresses all components but not fully. Commentary addresses SLA theories but discussion of how they relate to and inform classroom practice is weak. Mention of changes made to earlier lessons and teaching materials, but may lack details. Discussion of what was learned in this project, but may lack details.	Commentary does not address all required components or addresses all components but in a general and/or inaccurate manner. Commentary does not relate SLA theories accurately to classroom practice. Either no discussion of changes made to earlier lessons and teaching materials or discussion is superficial. Either no discussion of what was learned in this project or discussion is superficial.

SCORING:

_____pts. Topic & Thematic Web
_____pts. Planning for Instruction: Thematic Unit Plan
_____pts. Planning for Instruction: Selected Lesson Plans
_____pts. Unit Assessment
_____pts. Written Commentary

TOTAL RUBRIC SCORE _____pts.

Apply Rubric Formula: ((Total Points x 52)/20)+ 48 = _____% Grade: _____

Comments:

Appendix D: Student Work Sample

STUDENT TEACHING
Work Sample

Verifying Positive Impact on K-12 Student Learning: Student Teaching
Work Sample

Overview of Project: During student teaching, you will prepare a "work sample" in order to provide verification that your students have learned; i.e., that you have had a positive impact on their learning. This comprehensive work sample will provide evidence of your ability to:

1   engage in thorough and effective standards-based planning;
2   use best practices that provide opportunities for student success;
        use appropriate assessment strategies to foster and document the ongoing development of your students' knowledge and skills; and
3   analyze student assessment results, reflect on them, and adapt instruction accordingly.

Required Components of the Work Sample:
A. Title Page
        Student Teaching Work Sample
         Your name
        Semester _____ Year _____
         School site _____
        Grade/Level and Subject _____

B. Description of the Learning Environment
    1   Describe the school in one paragraph (name of district, demographic information, key information about student body).
    2   Describe the students in the class(es) included in your work sample: gender, ethnicity, developmental characteristics (cognitive, social, physical), language learning background, academic performance, etc. (Do not use actual names of students in this report.) Write one to two paragraphs.

C. Planning for Instruction
    1   Write a detailed unit plan, including title of unit and length/duration of unit. Follow the unit plan template given to you in the methods class.
    2   Describe how the unit addresses the *Standards for Foreign Language Learning in the 21*st *Century* (at least 3 of the 5 goal areas must be addressed).
    3   Include an explanation of the critical thinking skills to be addressed (refer to Bloom's Taxonomy in the methods text).
    4   Be sure to address culture and interdisciplinary connections and to integrate technology.
    5   Include at least 3 complete daily lesson plans from the unit, with accompanying materials and completed self-reflections. Select one plan from the beginning of the unit, one

at mid-point in the unit, and one at the end of the unit. On your lesson plans, be sure to describe any adaptations to instruction and/or assessment for diverse learners (e.g., special needs students). Each daily lesson plan must address at least 2 of the 5 goal areas.

D. Implementing Instruction

Provide evidence of effective implementation of instruction by including the following items:

1   At least ONE observation evaluation by your cooperating teacher that verifies effective implementation of instruction;
2   ONE observation evaluation by your University Supervisor that verifies effective implementation of instruction;
3   Included on lesson plans: Self-evaluations of teaching effectiveness;
4   A K-12 student survey of student teacher effectiveness (on forms developed by you, with an analysis of the results). This should be done at the conclusion of the unit. See below for ideas that 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:

Use the ADEPT Performance Standards – the four domains (Planning, Instruction, Classroom

Environment, Professionalism) to evaluate the effectiveness of your unit. Be sure to identify the degree to which your unit plan and lesson plan objectives were achieved. If some objectives were not achieved, reflect on possible reasons for this.

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 rubrics that are below.

**This project was adapted from the Oklahoma State University's "Clinical Practice (Student Teaching) Work Sample" assignment and from Eileen Glisan at Indiana University of Pennsylvania.

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 the concept of _____ now than I did 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.
5   ………..

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

   1   What activity or presentation was the most helpful in gaining an understanding of......?
   2   One thing I learned by the conclusion of this unit that I didn't know before….
   3   This information acquired as a result of this unit or studied during this unit has caused me to want to explore…..
   4   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!

<div align="center">

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

</div>

I. 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.

II. 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).

III. 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)?

STUDENT TEACHING
Clinical Practice 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 the 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 and follows required format. Unit plan may address more than 3 goal areas. Culture and/or interdisciplinary connections are the focus of much of the unit. Critical thinking plays a key role in the unit. Technology may also play a central role.	Unit plan is thematic and 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 and 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 and/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 do not follow required format and may address fewer than 2 goal areas. Some lesson objectives may not be functional. Higher-level thinking skills not addressed. Some lesson activities may not address objectives, may be teacher-centered and/or not effective in promoting language acquisition. Instructional materials consist mainly of textbook and/or other commercially prepared materials and 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).

	Exceeds 4	**Meets Strong - 3**	**Meets Weak - 2**	**Unacceptable 1**
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 reflection could provide more depth. They do minimal job of analyzing positive and negative aspects of lesson, and they 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 cooperating teacher.
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. A 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 and effectively presented. Compares pre- and post-unit performance and offers a rationale for the quality of student performance.	Design of pre- and post-tests is minimal. Analysis of data is complete but could be presented in a more compelling way. A simple comparison of pre- and post-unit performance 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 and/or may not be effectively presented. Comparison of pre- and post-unit performance 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.

	Exceeds 4	**Meets Strong - 3**	**Meets Weak - 2**	**Unacceptable 1**
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: ((Total Points x 52)/30) + 48 = _____% Grade: _____

Appendix E: ADEPT description of student teaching

ADEPT DESCRIPTION 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 **typewritten** lesson plan for each lesson you teach. Use the lesson plan format that was given to you during the Methods class. Include your name, the date of the lesson, subject, and period number on each plan.

 Lesson plans must be 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 cooperating teacher may review your plan and suggest changes if necessary (this will give you time to make changes before the lesson is taught).

 Any handouts that you plan to distribute to students must be approved in advance by your cooperating teacher to be sure that they are appropriate and free from errors.

 Failure to bring in completed lesson plans 24 hours in advance will result in removal from Student Teaching.

 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 a 3-ring binder and keep the binder in the classroom at all times. Your University Supervisor will look at your plans during each visit.

 Within 24 hours of teaching a lesson, you should complete the self-reflection on the lesson's effectiveness (last section of the lesson plan). 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.

Alignment of the Assessment with the ACTFL/NCATE Standards. Both sets of competences used on the Student Teaching Evaluation instrument have been aligned with the *ACTFL/NCATE Program Standards.* The following chart illustrates alignment of the 10 ADEPT principles with the standards:

ADEPT Principles	ACTFL/NCATE PROGRAM STANDARDS					
	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
1. Long Range Planning			X	X		
2. Short Range Planning			X	X		
3. Planning Assessments and Using Data					X	
4. Establishing and Maintaining High Expectations for Learners			X			
5. Using Instructional Strategies to Facilitate Learning			X			
6. Providing Content for Learners		X				
7. Monitoring, Assessing, and Enhancing Learning					X	
8. Maintaining an Environment that Promotes Learning			X			
9. Managing the Classroom			X			
10. Fulfilling Professional Responsibilities						X

ADEPT and ACTFL/NCATE Standards Assessment Tool

ADEPT Principles	Target- 4	Acceptable high -3	Acceptable low-2	Unacceptable -1
1-2. Long and Short Range Planning [ACTFL Standards 3b, 4a]	Candidates consistently plan for instruction according to the physical, cognitive, emotional, and social developmental needs of K-12 students.	Candidates sometimes consider the physical, cognitive, emotional, and social developmental characteristics of K-12 students.	Candidates seldom consider some of the physical, cognitive, emotional, and social developmental characteristics of K-12 students.	Candidates recognize, but do not consider in their lesson plans, that K-12 students have different physical, cognitive, emotional, and social developmental characteristics. Or no evidence.
	Candidates consistently use information about their students' language levels, language backgrounds, and learning styles to plan for and implement a variety of instructional models and strategies that accommodate different ways of learning.	Candidates sometimes use information regarding their students' language levels, language backgrounds, and learning styles. They implement a variety of instructional models and techniques to address these student differences.	Candidates seldom use information regarding their students' language levels, language backgrounds, or learning styles. They implement some instructional models and techniques to address these student differences.	Candidates recognize that their students have a wide range of language levels, language backgrounds, and learning styles, but do not use this information when planning. They attempt to address these differences by using a limited variety of instructional strategies.
	Candidates consistently apply the goal areas and standards of *Standards for Foreign Language Learning* and their state standards to design curriculum, objectives, and unit/lesson plans.	Candidates sometimes apply the goal areas and standards of *Standards for Foreign Language Learning* and their state standards to design curriculum, objectives, and unit/lesson plans.	Candidates seldom apply the goal areas and standards of *Standards for Foreign Language Learning* and their state standards to design curriculum, objectives, and unit/lesson plans.	Candidates are aware of the goal areas and standards of *Standards for Foreign Language Learning* and state standards, but do not apply them to their lessons.
3. Planning Assessments and Using Data [ACTFL Standards 5a]	Candidates design standards based performance assessment including formative and summative assessments that continually measure overall development of	Candidates design standards based performance assessment including formative and summative assessments that frequently measure overall development of	Candidates design standards based performance assessment including formative and summative assessments that measure overall development of	Candidates recognize the purposes of formative and summative assessments as set forth in prepared testing materials.

	proficiency and at culminating points in the total program.	proficiency and at culminating points in the program.	proficiency only at culminating points in the program.	
	Candidates design assessment procedures that encourage students to engage in all 3 modes of communication and problem solving tasks applying the cultural framework to authentic documents (3 Ps). Many of these involve students' developing of self assessment skills to encourage independent interpretation.	Candidates design performance assessments that measure students' abilities to engage in the 3 modes of communication and apply the cultural framework to authentic documents (3 Ps). The assessments are not necessarily contextualized or connected and might not encourage critical thinking.	Candidates utilize performance assessments that measure students' abilities to engage in the 3 modes of communication and attempt to apply the cultural framework to authentic documents (3 Ps). The assessments are not contextualized or connected and do not encourage critical thinking.	Candidates use the 3 modes of communication in assessments found in instructional materials prepared by others and recognize that assessments can lead students from one mode of communication to another. Candidates assess isolated cultural facts.
4. Establishing and Maintaining High Expectations for Learners [ACTFL Standard 3b]	Candidates consistently implement activities that promote critical thinking, problem-solving skills, and taking risks using the target language.	Candidates sometimes implement activities that promote critical thinking, problem-solving skills, and taking risks using the target language.	Candidates seldom implement activities that promote critical thinking, problem-solving skills, or taking risks using the target language.	Candidates implement activities that have a limited number of answers and allow little room for critical thinking and/or problem-solving.
	The principal role of the candidate is as facilitator of learning in the language classroom. Candidates value opportunities to learn with their students.	Candidates often assume the role of facilitator in classroom activities. Some activities provide opportunities for them to learn with their students.	Candidates sometimes assume the role of facilitator in classroom activities. Occasionally, activities provide opportunities for them to learn with their students.	Candidates assume a traditional role of teacher director of learning.
	Candidates engage students in monitoring their own progress and in asking for assistance from the teacher. They engage students in tracking their own errors and their	Candidates sometimes engage students in monitoring their own progress and in asking for assistance from the teacher. They sometimes engage students in tracking their own errors and their progress and	Candidates seldom engage students in monitoring their own progress and in asking for assistance from the teacher. They seldom engage students in tracking their own errors and their progress and	The feedback that candidates offer students is primarily evaluative in nature and focuses on the accuracy of their language.

	progress and in providing feedback to their peers. Candidates provide feedback to students that focuses on meaning as well as linguistic accuracy.	in providing feedback to their peers. Candidates sometimes provide feedback to students that focuses on meaning as well as linguistic accuracy.	in providing feedback to their peers. Candidates seldom provide feedback to students that focuses on meaning as well as linguistic accuracy.	
5. Using Instructional Strategies to Facilitate Learning [ACTFL Standards 3a, 3b]	Candidates exhibit ease and flexibility in applying language acquisition theories to instructional practice and strategies to meet the linguistic needs of their K-12 students at various developmental levels.	Candidates are able to apply some language acquisition theories to instructional practice and strategies to meet the linguistic needs of their K-12 students at various developmental levels.	Candidates are able to apply few language acquisition theories to instructional practice and strategies to meet the linguistic needs of their K-12 students at various developmental levels.	Candidates exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels, but do not apply them.
	Target language use, negotiation of meaning, and meaningful communication are maximized at all levels of instruction to facilitate spontaneous interaction and to assist students in developing a repertoire of strategies for understanding oral and written input.	Target language use, negotiation of meaning, and meaningful communication are regularly utilized at most levels of instruction to facilitate spontaneous interaction and to assist students in developing a repertoire of strategies for understanding oral and written input.	Target language use, negotiation of meaning, and meaningful communication are considered at some levels of instruction to facilitate spontaneous interaction and to assist students in developing a repertoire of strategies for understanding oral and written input.	Candidates use the target language, negotiation of meaning, or meaningful communication for specific parts of classroom lessons at all levels of instruction, but avoid spontaneous interaction with students in the target language. They use some strategies to help students understand oral and written input.
	Candidates provide regular opportunities for students to work collaboratively in pairs and small-groups. They teach their students strategies for assuming roles, monitoring their progress in the task, and evaluating their	Candidates conduct some activities in which students work collaboratively in pairs and small groups. They define and model the task, give a time limit and expectations for follow-up, group students, assign students roles, monitor	Candidates conduct few activities in which students work collaboratively in pairs and small groups. They often model the task, give a time limit and expectations for follow-up, group students, assign students roles, monitor the	Candidates teach primarily with large-group instruction. Pair- and small group activities generally consist of students grouped together but working individually.

	performance at the end of the task.	the task, and conduct a follow up activity.	task, and conduct a follow up activity.	
6. Providing Content for Learners [ACTFL Standards 2a, b, c, 4b]	Candidates use a systematic approach for integrating culture, literary and cultural texts into instruction and/or they use culture as the content for language instruction. They give students the tools for analyzing ways in which cultural products, practices, and perspectives are connected in the target culture.	Candidates often integrate culture, literary and cultural texts into instruction and/or they use culture as the content for language instruction. They give students the tools for analyzing ways in which cultural products, practices, and perspectives are connected in the target culture.	Candidates sometimes integrate culture, literary and cultural texts into instruction and/or they use culture as the content for language instruction. They give students the tools for analyzing ways in which cultural products, practices, and perspectives are connected in the target culture.	Candidates integrate into instruction discrete pieces of cultural information, and literary or cultural texts either found in instructional materials or acquired through study and/or personal experiences. They expect students to learn discrete pieces of information about the target culture.
	Candidates consistently implement a content-based approach to language instruction that is based on the integration of language and subject-area content.	Candidates integrate concepts from other subject areas such as math, science, social studies, art, and music. They teach students strategies for learning this new content in the foreign language.	Candidates occasionally integrate concepts from other subject areas such as math, science, social studies, art, and music. They are aware of strategies for learning this new content in the foreign language.	Candidates integrate discrete pieces of information from other subject areas, usually as they appear in instructional materials.
7. Monitoring, Assessing, and Enhancing Learning [ACTFL Standards 5a, b]	Candidates consistently use assessment results as they work with students to help them identify the gaps in their knowledge and skills.	Candidates use insights gained from assessing student performances to adapt, change, and reinforce instruction.	Candidates attempt to use insights gained from assessing student performances to adapt, change, and reinforce instruction.	Candidates use assessment results to conduct whole group remediation or review.

	Candidates consistently design assessments and use results to improve teaching and track student learning. These assessments drive planning and instruction.	Candidates sometimes design assessments and use results to improve teaching and track student learning. These assessments drive planning and instruction.	Candidates seldom design assessments and use results to improve teaching and track student learning. These assessments drive planning and instruction.	Candidates use assessments that can be scored quickly and mechanically (such as discrete point assessments). Assessment is viewed as an end in and of itself.
8. Maintaining an Environment that Promotes Learning [ACTFL Standard 3a]	Candidates utilize an approach in which personalized, creative language use is central to all activities. Risk taking is rewarded.	Candidates employ exercises and activities that require students to provide open-ended, personalized responses. Risk taking is encouraged.	Candidates employ exercises and activities that encourage students to provide open-ended, personalized responses. Risk taking neither encouraged or discouraged.	Candidates employ exercises and activities that require students to provide predictable and/or correct answers. Risk taking is discouraged

	The principal role of the candidate is as facilitator of learning in the language classroom. Candidates value opportunities to learn with their students.	Candidates often assume the role of facilitator in classroom activities. Some activities provide opportunities for them to learn with their students.	Candidates attempt to facilitate classroom activities. Some activities provide opportunities for them to learn with their students.	Candidates assume a traditional role of teacher as director of learning.
	Candidates consistently engage students in monitoring their own progress and in asking for assistance from the teacher. They engage students in tracking their own errors and their progress and in providing feedback to their peers.	Candidates sometimes engage students in monitoring their own progress and in asking for assistance from the teacher. They engage students in tracking their own errors and their progress and in providing feedback to their peers.	Candidates seldom engage students in monitoring their own progress and in asking for assistance from the teacher. They engage students in tracking their own errors and their progress and in providing feedback to their peers.	Students are not engaged in tracking their own errors and their progress and do not provide feedback to their peers.
9. Managing the Classroom [ACTFL Standard 3b]	Candidates consistently plan for and implement a variety of instructional models and strategies that accommodate different ways of learning.	Candidates sometimes plan for and implement a variety of instructional models and strategies that accommodate different ways of learning.	Candidates seldom plan for and implement a variety of instructional models and strategies that accommodate different ways of learning.	Candidates recognize that students approach language learning in a variety of ways. They identify how individual students learn.

	Candidates consistently identify special needs of their students, including cognitive, physical, linguistic, social, and emotional needs. They recognize that they may need to adapt instruction to meet these special needs. Candidates consistently implement a variety of instructional models and techniques that address specific special needs of their students.	Candidates sometimes identify special needs of their students, including cognitive, physical, linguistic, social, and emotional needs. They recognize that they may need to adapt instruction to meet these special needs. Candidates sometimes implement a variety of instructional models and techniques that address specific special needs of their students.	Candidates seldom identify special needs of their students, including cognitive, physical, linguistic, social, and emotional needs. They recognize that they may need to adapt instruction to meet these special needs. Candidates seldom implement a variety of instructional models and techniques that address specific special needs of their students.	Candidates are aware of the special needs of their students, including cognitive, physical, linguistic, social, and emotional needs, but do not adapt instruction to meet these special needs.
10. Fulfilling Professional Responsibilities [ACTFL Standard 6a]	Candidates systematically engage in a reflective process for analyzing student work and planning future instruction. They consistently identify possibilities of classroom-based research to inform practice.	Candidates sometimes engage in a reflective process for analyzing student work and planning future instruction. They consider possibilities of classroom-based research to inform practice.	Candidates seldom engage in a reflective process for analyzing student work and planning future instruction.	Candidates recognize the potential of reflection and research as essential tools for becoming an effective practitioner. They rely on others' questions to frame reflection.

SCORING:

_____**1. Long Range Planning & 2. Short Range Planning**
_____**3. Planning Assessments and Using Data**
_____**4. Establishing and Maintaining High Expectations for Learners**

_____5. Using Instructional Strategies to Facilitate Learning
_____6. Providing Content for Learners
_____7. Monitoring, Assessing, and Enhancing Learning
_____8. Maintaining an Environment that Promotes Learning
_____9. Managing the Classroom
_____10. Fulfilling Professional Responsibilities

TOTAL RUBRIC SCORE _____pts.
Apply Rubric Formula: ((Total Points x 52)/88) + 48 = _____% Grade:
_____

1-43 = 1
44-66 = 2
67-88 = 3

Appendix F: Culture/Literature Analysis

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, 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.

Students must choose a cultural/historical topic within the first month of class and develop it over the course of the semester within the framework of cultural perspectives (and relating the pertinent products and practices). A list of acceptable topics is distributed with the syllabus, and students are also encouraged to generate their own topics as well in consultation with the professor. Topics are cultural as well as historical.

After choosing their topic, students complete the following tasks (in order):
    1) review of the formatting
    2) investigation of secondary sources (sometimes primary, if they are working on a
        literary author)
    3) organization of notes into an outline
    4) compilation of an annotated bibliography
        *after steps 1-4, the progress is evaluated by the professor
    5) completion of a rough draft
    6) review of all components
    7) creation of a final paper, including all elements of grammar and style. The paper
        is evaluated according to the rubric. All papers must be a
        minimum of seven (7) pages in length.

Students must make the connections between their specific topic and the overall themes and content of the class, especially in terms of perspectives, practices, and products; i.e. if they chose an historical figure, what were his/her influences? How did s/he influence those that came after? What was his/her role? What was his/her overall impact on their society? If a student chose an artist, what were his/her artistic productions? What was his/her works and why were they significant? Students must demonstrate an ability to synthesize in their thinking; in order to successfully complete the task they must show the ability to draw generalizations and comparisons.

Grading Rubric for Culture/Literature Analysis

Criteria	4=Target	ACCEPTABLE		1=Unacceptable
		Strong 3	**weak** 2	
Quality of thesis statement **[ACTFL 1a]**	Thesis clearly states the main point of the paper. Thesis is neither too general nor too obvious. Thesis is of	Thesis clearly states the main idea of the paper. Thesis is neither too general nor too obvious. BUT thesis is	Thesis does not clearly state the main idea of the paper AND/OR is not of an appropriate scope for the length of	Thesis is too general or obvious.

	appropriate scope for the length of the paper.	NOT of an appropriate scope for the length of the paper.	the paper.	
Originality and quality of ideas **[ACTFL 1a]**	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 paper arrives at sound conclusions. .	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.
Cultural knowledge/cultural analysis (3 Ps) **[ACTFL 2a, 2b]**	Paper provides examples of the target culture as a system in which cultural perspectives are reflected through practices and products.	Paper provides examples of key cultural perspectives and show how those perspectives are linked to products and practices.	Paper provides examples of key cultural perspectives, but does not fully show how those perspectives are linked to products and practices.	Paper cites examples of cultural products, practices, and perspectives, but examples reflect a limited cultural knowledge base.
Organization and expression of ideas **[ACTFL 1a]**	All ideas support the thesis statement. Ideas are consistently organized in a logical order. Paper avoids verbatim repetition or inappropriate copying of material. Writing includes variety of cohesive devices in texts of several paragraphs in lengths.	Most ideas support the thesis statement. Ideas are mostly organized in a logical order. There is very little verbatim repetition or inappropriate copying. Incorporates limited number of cohesive devices.	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. Incorporates very limited number of cohesive devices.	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. Sentences are connected into paragraphs using a limited number of cohesive devices that are often repeated.
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	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	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	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

	adheres to formatting rules for page numbering, citations, footnotes/endnotes, and bibliography/ list of works cited.	areas from the formatting rules for page numbering, citations, footnotes/endnotes, and/or bibliography/list of works cited.	from formatting rules for page numbering, citations, footnotes/endnotes, and/or bibliography/list of works cited.	formatting rules for writing of research papers.
Mechanics of the essay **[ACTFL 1a]**	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. Demonstrates good control of most frequently used syntactic structures. Writing is understood readily by natives not used to writing of non natives.	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. Writing demonstrates control of simple target language sentence structures and partial control of more complex syntactic structures. Writing is understood by readers accustomed to the writing of second language learners.	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. Writing demonstrates partial control of simple target language sentence structures and little control of more complex syntactic structures. Writing is understood by readers accustomed to the writing of second language learners.	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. Simple descriptions and narrations are written in paragraph length. Writing is generally comprehensible to natives not used to the writing of non natives.

***Rubric adapted (with permission) from Eileen Glisan, IUP, 2007
SCORING AND CONVERSION TO NCATE CATEGORIES:
Rubric Formula: ((Total Points x 52)/24+ 48=_____ %

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

Appendix G: Linguistics Project

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., dialectical 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	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.

	they compare to the standard language.			
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 comparisons 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: ((Total points x 52)/21) + 48 = _____% Grade:

Explanation of Acronyms

AACC	American Association of Community Colleges	ILR	Interagency Language Roundtable
AATA	American Association of Teachers of Arabic	INTASC	Interstate New Teacher Assessment and Support Consortium
AATF	American Association of Teachers of French	JNCL/ NCLIS	Joint National Committee for Languages/ National Council for Languages and International Studies
AATG	American Association of Teachers of German	LTI	Language Testing International
AATI	American Association of Teachers of Italian	MOPI	Modified Oral Proficiency Interview
AATSP	American Association of Teachers of Spanish and Portuguese	NABE	National Association for Bilingual Education
AAUSC	American Association of University Supervisors and Coordinators	NADSFL	National Association of District Supervisors of Foreign Languages
ACL	American Classical League	NAEP	National Assessment of Educational Progress
ACTFL	American Council on the Teaching of Foreign Languages	NASSP	National Association of Secondary School Principals
ACTR	American Council on the Teaching of Russian	NCATE	National Council for Accreditation of Teacher Education
APLS	Association of Proprietary Language Schools	NCJLT	National Council of Japanese Language Teachers
CAL	Center for Applied Linguistics	NCSS	National Council for the Social Studies
CALICO	Computer Assisted Learning Instruction Consortium	NCSSFL	National Council of State Supervisors of Foreign Languages
CCNAA	(Chinese) Coordination Council for North American Affairs	NECTFL	Northeast Conference on the Teaching of Foreign Languages
CCSSO	Council of Chief State School Officers	NEH	National Endowment for the Humanities
CIA	Central Intelligence Agency	NFMLTA	National Federation of Modern Language Teachers Associations
CIEE	Council on International Education Exchange	NLRC	National Language Resource Centers
CLASS	Chinese Language Association of Secondary–Elementary Schools	NNELL	National Network for Early Language Learning
CLTA	Chinese Language Teachers Association	NMELRC	National Middle Eastern Language Resource Center
CSC	Central States Conference on the Teaching of Foreign Languages	OPI	Oral Proficiency Interview
DLI	Defense Language Institute	PAU	Performance Assessment Unit
DOD	Department of Defense	PNCFL	Pacific Northwest Council for Foreign Languages
ERIC	Educational Resources Information Center		
FBI	Federal Bureau of Investigation	PSMLA	Pennsylvania State Modern Language Association
FILR	Federal Interagency Language Roundtable		
FLAP	Foreign Language Assistance Program	SCOLT	Southern Conference on Language Teaching
FLNAEP	Foreign Language National Assessment of Educational Progress	SIG	Special Interest Group (ACTFL)
FLEA	Foreign Language Exhibitors Association	SLAC	Second/Foreign Language Acquisition By

FLES	Foreign Language in the Elementary Schools		Children
FLEX	Foreign Language Exploratory Programs	SWCOLT	Southwest Conference on Language Teaching
FSI	Foreign Service Institute	TESOL	Teachers of English to Speakers of Other Languages
IALLT	International Association of Language Learning Technology		

Source: ACTFL, 2004

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.aaal.org
National Council of State Supervisors of Foreign Languages (NCSSFL):
http://www.ncssfl.org
National Association of District Supervisors (NADSFL):
http://www.nadsfl.org

Organizations/Resources Offering Valuable Professional Support

Joint National Committee for Languages (JNCL): http://www.languagepolicy.org/jncl.html
National Council on Languages and International Studies (NCLIS):
http://www.languagepolicy.org/nclis.html
Center for Applied Linguistics (CAL): http://www.cal.org
National Center for Educational Statistics (NCES): http://www.nces.ed.gov
Listserve FLTEACH: http://www.cortland.edu/flteach

Regional Language Conference

Northeast Conference on the Teaching of Foreign Languages (NECTFL): Connecticut,
Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York,
Pennsylvania, Rhode Island, Virgina, Vermont, Washington DC, West Virginia
http://www.nectfl.org

Expectations for Language Teachers: A Continuum of Teacher Standards

ACTFL/NCATE: http://www.actfl.org "Special Projects," "NCATE Standards"
TESOL/NCATE   http://www.tesol.org/pdfs/NCATEP12Standards.pdf
INTASC: http://www.ccsso.org/content/pdfs/ForeignLanguageStandards.pdf
NBPTS: http://www.nbpts.org/pdf/ecya_wloe.pdf

Appendix I: Cost sheet for required examinations (subject to change annually)

Exam / Interview	Format		Price	Comments
PRAXIS I: PPST	Reading Writing Math	Computer-based	$130 (for all three areas) $80 (for one area) $120 (for two areas)	Students may choose between computer-based and paper-based format
	Reading	Paper-based	$40	
	Math	Paper-based	$40	
	Writing	Paper-based	$40	
PRAXIS II	Principles of Learning and Teaching	Grades K-6	$90	Students must choose one of the areas
		Grades 5-9	$90	
		Grades 7-12	$90	
	French: Content Knowledge		$80	Students must test in content knowledge and language skills
	French: Productive Language Skills		$80	
	German: Content Knowledge		$80	
	German: Productive Language Skills		$80	
	Spanish: Content Knowledge		$80	
	Spanish: Productive Language Skills		$80	
Official OPI (may be used to meet program requirement)	Official ACTFL OPI	Face-to-face	$30	Available to Spanish students only
	Official ACTFL OPI	Telephonic	$134	Available to all students
	ACTFL Advanced Level Check	Telephonic	$85	May be used for final rating, but will not measure superior level proficiency
	Official ACTFL OPIc	Computer-based	$55	Available to Spanish students only
Diagnostic OPI (may be used at mid-point, but will not satisfy program requirement)	Diagnostic ACTFL OPI	Telephonic	$109	Available for mid-point diagnostic only
	Diagnostic ACTFL OPI	Computer-based	$50	Available for mid-point diagnostic only

TEST TAKER AGREEMENT

The ACTFL Oral Proficiency Interview (OPI)®, Writing Proficiency Test (WPT), Oral Proficiency Interview by computer (OPIc)®, and Advanced Level Checks are nationally recognized, standardized tests distributed by Language Testing International (LTI) for assessing oral or written proficiency according to the revised *ACTFL Proficiency Guidelines*. The test is administered/rated by a Certified ACTFL® Tester or Rater. A recording of the interview and/or copy of the writing test will be used for the purpose of allowing two Certified ACTFL Testers or Raters to independently rate the candidate's speaking or writing proficiency based on the descriptors of language proficiency in the *ACTFL Proficiency Guidelines.* You will not be rated on the factual accuracy of your opinions or suggestions.

I hereby acknowledge and agree that the purpose of this test is to evaluate my speaking and/or writing proficiency. I hereby give my consent to LTI to record and/or retain my spoken and/or written responses for this purpose and to release my rating(s) to the named party(s) on my application. I further acknowledge and consent that LTI, in its sole discretion, shall have the right to: (1) use the interview recording to respond to any questions I have about my rating;(2) require me to take a retest at LTI's expense if they determine that sufficient factors exist that call into question the accuracy of my test score; and (3) use the interview recording to conduct research on future modifications to the assessment or for academic studies, provided, that none of my personal information shall be disclosed to anyone outside of LTI who is not designated by me.

I understand and agree that the recording of my interview and/or completed writing test become the exclusive property of LTI and that LTI will maintain it as strictly confidential. The content of the test will not be released to me or any other party under any circumstance, as the test questions and protocols are copyrighted materials and their release would compromise the validity of the test. I acknowledge that LTI will provide me with a published, standard ACTFL description of my rating from the Guidelines as part of the standard procedure and cost of testing. I also acknowledge that I have the option of purchasing a detailed, individual written report of my test results, developed by a certified ACTFL proficiency expert for an additional fee. If I have any questions about my rating, including any retest determined by LTI to be required, I agree to abide by LTI's rating review process and/or my employer or school's disclosure policy.

I agree that any use of my rating on this proficiency assessment shall be completely within the purview of my employer or any other party I have authorized to receive my rating. Accordingly, I shall have no legal rights against LTI for any decision made by my current employer, school or any other party I have authorized to receive my rating. I agree to hold LTI harmless against any claims of damages because of any such decisions made by others, whether based on my rating alone or in combination with any other factors.

PRINTED NAME: _____ DATE: _____

SIGNATURE:
_____

LAST FOUR DIGITS OF YOUR SOCIAL SECURITY NUMBER:
_____ACTFL OPI Application

Complete and return this application with <u>a signed Test Taker Agreement form and a completed Proctor Responsibilities and Agreement form </u>by mail or fax to the address listed above.

LAST NAME: _____ FIRST: _____

HOME ADDRESS:
_____

CITY: _____ STATE: _____ ZIP: _____

LAST 4 DIGITS OF SOCIAL SECURITY
#_____

PHONE: (DAY): _____ (EVENING): _____

 E-MAIL ADDRESS: (REQUIRED)
_____

1. **RETEST:** Is this your first time taking an ACTFL assessment in this language? (Circle one) **YES or NO**

2. **CIRCLE LANGUAGE TO BE TESTED**: (**PLEASE SUBMIT ONE FORM PER LANGUAGE**)

    Arabic English French German Italian Japanese Mandarin Portuguese Spanish Other: _____

3. **WHERE WILL YOU TAKE YOUR TEST?**

    ☐ **At a K-12 School or School District** (**A PROCTOR RESPONSIBILITIES AND AGREEMENT FORM WITH YOUR APPLICATION IS REQUIRED**) A proctor at a K-12 school or school district may **only** be a Principal, Assistant Principal, Dean, Administrative Assistant to the Principal or Dean, School District HR personnel, or Academic Chair. No other administrators or staff may act as proctors.

    ☐ **At a College or University** (**A PROCTOR RESPONSIBILITIES AND AGREEMENT FORM WITH YOUR APPLICATION IS REQUIRED**) A proctor at a college may be a Professor, Department Chair, Department Administrative Assistant or Department Coordinator, or Registrar and University Assessment Personnel. No other administrators or staff may act as proctors.

NAME OF PROCTOR: _____

TITLE:_____

NAME OF SCHOOL:

_____

NAME OF SCHOOL DISTRICT (IF
APPLICABLE):_____

_____
_____

PROCTOR EMAIL: _____ PROCTOR TELEPHONE:
_____

4. <u>PLEASE INDICATE WHEN YOU ARE AVAILABLE TO TEST:</u>

Please provide a RANGE of availability (dates & times) that you and your proctor can do the test. Allow at least 10 business days from the date of your request submission, if you are submitting completed proctor forms with this application.

DATES: _____ TIME: From _____To
_____

DATES: _____TIME: From _____To
_____

5. <u>CONFIRMATION OF TEST DAY, TEST STATUS AND RESULTS:</u>

Once your application has been processed, you and your proctor will be sent separate e-mails with your test date, time and other test instructions. This e-mail will provide a unique ID and PASSWORD to access your test information and status on the LTI Test Candidate Website (www.languagetesting.com/individual). <u>Please retain this important e-mail and website information for your records</u> as you will use this website and secure password to verify the date and time of your test and check the status of your test result. You will also have the option to print your final rating certificate from the website. Please allow UP TO 4 WEEKS from the date of your test to receive your final rating.

6. <u>OTHER IMPORTANT TEST INSTRUCTIONS:</u>

➢ **The Proctor Responsibilities and Agreement form(s) must be completed by your proctor and submitted with your application. <u>Your application will not be processed without a completed Proctor Responsibilities and Agreement form. If your application is received without proctor forms, you may be asked by e-mail to supply new dates once proctor forms are received and approved</u>.**

- A signed Test Taker Agreement form must be submitted with your application.

- Be sure to arrive at the test site 15 minutes prior to the above test time. Please bring two forms of picture identification with you.

- In the event that an appointment needs to be rescheduled, contact the LTI Test Coordinator immediately (processing@languagetesting.com). There is no charge for appointments that are rescheduled prior to one day before the scheduled appointment.

- For missed appointments or for appointments that a notice for rescheduling is not delivered to LTI with at least 24 hours advance notice, there is a $55 rescheduling fee. In the event you miss your scheduled test appointment, please contact processing@languagetesting.com to reschedule your appointment.

- For a test that is cancelled and not rescheduled, there is a $55 cancellation fee that will be deducted from your refund. To cancel an application and receive your refund or to check the status of your refund, please e-mail your request to processing@languagetesting.com.

7. **PAYMENT & FEE(S):**

ORAL PROFICIENCY INTERVIEW (OPI) TEST FEE: $134.00

- OTHER **OPTIONAL** LTI SERVICES & FEES:

  ☐ EXPRESS SERVICE FEE: $50 (final rating will be posted within two weeks)

  ☐ ACE TRANSCRIPT & COLLEGE CREDIT SERVICES: $75

  ACE Credit is optional.

  TOTAL CHECK/CHARGE INCLUDING TEST FEE(S): $_____. 00

  METHOD OF PAYMENT:

  ☐ A CHECK FOR THE TEST FEE(S) PAYABLE TO: **LTI, Inc.**

  ☐ PLEASE CHARGE THE TEST FEE(S) TO A CREDIT CARD (COMPLETE SECTION BELOW)

  MASTERCARD/VISA/DISCOVER (circle one) Card #:_____

  EXPIRATION DATE: _____SIGNATURE: _____

  Note: All charges require the card holder's signature

PROCTOR RESPONSIBILITIES AND AGREEMENT FORM FOR AN ORAL PROFICIENCY INTERVIEW by COMPUTER (OPIc®)

_____ has applied to take an online ACTFL® OPIc from a computer at your school. On the application forms he/she has identified you as the proctor for this test. Please read the responsibilities of a proctor detailed below.

PROCTORING AN OPIc TEST FROM A K-12 SCHOOL OR COLLEGE:

If you agree to proctor this test, you must keep the login and password you receive as confidential information that is not to be shared with anyone. To proctor this test:

1) You must use a computer that is located in a private setting with high speed internet access. Please see the OPIc Minimum Specification's sheet to verify that your computer is sufficient to run the OPIc.
2) You must also have a headset and microphone connected to the computer.
3) The proctor will check and copy a photo ID of the candidate before the test start time to verify the candidate's identification.
4) The proctor will ensure that the candidate does not bring any resources into the test room such as papers, pens, notes, dictionaries, lap-tops, etc.
5) The proctor will ensure that the candidate does not bring a cell phone, camera, palm recorder, pager, or recording device of any kind into the test room.
6) The proctor or any other party shall not make a copy – by hand or machine – of any test materials or prompts.
7) When ready to begin, the proctor is to enter the candidate's unique login and password.
8) The test is a timed test that allows the candidate a maximum of 30 minutes to complete the test.
9) The proctor must remain in the room with the candidate during the entire 30 minutes to ensure that the candidate does not use any resources (dictionaries, grammar texts, notes) or call upon the assistance of other individuals to assist him/her with answering the test prompts.
10) Should the computer freeze-up or the program close, the proctor will need to re-boot the computer and simply sign the candidate back into the OPIc. If this fails the proctor should call Language Testing International, the ACTFL Testing Office, for assistance.

By signing this document you are agreeing to accept the responsibility to strictly and faithfully abide by the stipulations and procedures outlined above. Please fax this completed form to LTI, the ACTFL Testing Office, at 914-963-7113.

Signature:

_____Date:_____

Full Name: _____

School:

_____Position:_____

Address: _____

Work Phone: _____ Work Fax: _____

Work E-mail: _____