

Program Outcomes Assessment

BA in Language Studies (Tchg)

**Created on: 04/14/2010 07:43:00 AM CST
Last Modified: 09/09/2015 09:40:37 AM CST**



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General Information (Program Outcomes Assessment)

Standing Requirements

❖ Mission Statement

Programs offered by the department prepare students for active global citizenship by providing them with skills in world languages and the disciplinary tools of linguistic, cultural, and literary analysis. The department's programs foster the cultural knowledge and sensitivity necessary for effective engagement with diverse populations in Indiana and throughout the world.

❖ Outcomes Library

BA in Language Studies (Tchg) Outcome Set

1. Language, Linguistics, Comparisons

Outcome	Mapping
<p>1.1 Proficient in target language</p> <p>Candidates demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency.</p>	<p>Foundational Studies: 10. Express themselves effectively, professionally, and persuasively both orally and in writing.</p>
<p>1.2 Know linguistic elements of the target language</p> <p>Candidates know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own.</p>	No Mapping
<p>1.3 Know similarities and differences between the target language and other languages</p> <p>Candidates know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.</p>	No Mapping

2. Cultures, Literatures, Cross-Disciplinary Concepts

Outcome	Mapping
<p>2.1 Understand connections among perspectives of a culture and its practices</p> <p>Candidates demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices.</p>	No Mapping
<p>2.2 Recognize the value of literary and cultural texts</p> <p>Candidates recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time.</p>	No Mapping
<p>2.3 Integrate knowledge of other disciplines into</p>	No Mapping

instruction

Candidates integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.

3. Language Acquisition Theories and Instructional Practices

Outcome	Mapping
<p>3.1 Understand language acquisition in development</p> <p>Candidates demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction.</p>	No Mapping
<p>3.2 Develop a variety of instructional practices</p> <p>Candidates develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.</p>	No Mapping

4. Integration of Standards into Curriculum and Instruction

Outcome	Mapping
<p>4.1 Understand goal areas and standards</p> <p>Candidates demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning.</p>	No Mapping
<p>4.2 Integrate standards into instruction</p> <p>Candidates integrate the Standards for Foreign Language learning and their state standards into language instruction.</p>	No Mapping
<p>4.3 Use standards and goals to evaluate resources</p> <p>Candidates use standards and curricular goals to evaluate, select, design, and adapt instructional resources.</p>	No Mapping

5. Assessment of Language and Cultures

Outcome	Mapping
<p>5.1 Demonstrate knowledge of multiple ways of assessment</p> <p>Candidates believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level- appropriate by implementing purposeful measures.</p>	No Mapping
<p>5.2 Analyze and use the results of assessments</p> <p>Candidates reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction.</p>	Foundational Studies: IIIa. Quantitative Literacy
<p>5.3 Interpret and report student performance</p> <p>Candidates interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.</p>	No Mapping

6. Professionalism

Outcome	Mapping
<p>6.1 Engage in professional development</p> <p>Candidates engage in professional development opportunities</p>	No Mapping

that strengthen their own linguistic and cultural competence and promote reflection on practice.

6.2 Know the value of foreign language learning

No Mapping

Candidates know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.

 **Curriculum Map**

There are no curriculum maps

 **Communication of Outcomes**

Student learning outcomes are posted on the department's web site under Academic Programs.

Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)

Archive

File Attachments:

1. **BA in Language Studies - SPA Report September 2011.pdf** (See appendix)
-

2010-2011 Assessment Cycle

Assessment Plan

Outcomes and Measures

Assessment Findings

Finding per Measure

Overall Recommendations

No text specified

Overall Reflection

No text specified

2012-2013 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

 **Action Plan**

 **Status Report**

2013-2014 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA in Language Studies (Tchg) Outcome Set

1. Language, Linguistics, Comparisons

1.1 Proficient in target language

Candidates demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades on presentations in content courses and course grade in 321 Conversation

Target:

Implementation Plan (timeline): 201,202,301,321, 404 or 415 in the corresponding FL (there is uniformity of course numbers in the dept.)

Responsible Individual(s):

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** PRAXIS II
Direct - Exam

Details/Description:

Target:

Implementation Plan (timeline): Post-student teaching

Responsible Individual(s):

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Unit report
Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

▼ **Measure:** Unit report with pre-test/post-test analysis
Direct - Student Artifact

Details/Description: Unit lesson plans with report that include pretest/post-test analysis of student learning

Target:

Implementation Plan (timeline): CIMT 400 or or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

1.2 Know linguistic elements of the target language

Candidates know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades on presentations in content courses and course grade in 321 Conversation

Target:

Implementation Plan (timeline): 201,202,301,321, 404 or 415 in the corresponding FL (there is uniformity of course numbers in the dept.)

Responsible Individual(s):

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** PRAXIS II
Direct - Exam

Details/Description:

Target:

Implementation Plan (timeline): Post-student teaching

Responsible Individual(s):

▼ **Measure:** Unit lesson plan
Direct - Student Artifact



Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Unit report
Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

▼ **Measure:** Unit report with pre-test/post-test analysis
Direct - Student Artifact

Details/Description: Unit lesson plans with report that include pretest/post-test analysis of student learning

Target:

Implementation Plan (timeline): CIMT 400 or or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

1.3 Know similarities and differences between the target language and other languages

Candidates know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades on presentations in content courses and course grade in 321 Conversation

Target:

Implementation Plan (timeline): 201,202,301,321, 404 or 415 in the corresponding FL (there is uniformity of course numbers in the dept.)

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▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** PRAXIS II
Direct - Exam

Details/Description:

Target:

Implementation Plan (timeline): Post-student teaching

Responsible Individual(s):

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Unit report
Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

▼ **Measure:** Unit report with pre-test/post-test analysis
Direct - Student Artifact

Details/Description: Unit lesson plans with report that include pretest/post-test analysis of student learning

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

2. Cultures, Literatures, Cross-Disciplinary Concepts

2.1 Understand connections among perspectives of a culture and it's practices

Candidates demonstrate that they understand the connections among the perspectives of a culture and it's practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices.

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** PRAXIS II
Direct - Exam

Details/Description:

Target:

Implementation Plan (timeline): Post-student teaching

Responsible Individual(s):

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Unit report
Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

2.2 Recognize the value of literary and cultural texts

Candidates recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time.

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** PRAXIS II
Direct - Exam

Details/Description:

Target:

Implementation Plan (timeline): Post-student teaching

Responsible Individual(s):

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Unit report
Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a

reflective
practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

2.3 Integrate knowledge of other disciplines into instruction

Candidates integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** PRAXIS II
Direct - Exam

Details/Description:

Target:

Implementation Plan (timeline): Post-student teaching

Responsible Individual(s):

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Unit report
Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

3. Language Acquisition Theories and Instructional Practices

3.1 Understand language acquisition in development

Candidates demonstrate

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction.

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Unit report
Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

▼ **Measure:** Unit report with pre-test/post-test analysis
Direct - Student Artifact

Details/Description: Unit lesson plans with report that include pretest/post-test analysis of student learning

Target:

Implementation Plan (timeline): CIMT 400 or or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

3.2 Develop a variety of instructional practices

Candidates develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Unit report
Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

▼ **Measure:** Unit report with pre-test/post-test analysis
Direct - Student Artifact

Details/Description: Unit lesson plans with report that include pretest/post-test analysis of student learning

Target:

Implementation Plan (timeline): CIMT 400 or or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

4. Integration of Standards into Curriculum and Instruction

4.1 Understand goal areas and standards

Candidates demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning.

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Professional conference attendance and membership
Direct - Other

Details/Description: Professional conference attendance and membership in the Indiana Foreign Language Teachers Association (IFLTA)

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Unit report
Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

▼ **Measure:** Unit report with pre-test/post-test analysis
Direct - Student Artifact

Details/Description: Unit lesson plans with report that include pretest/post-test analysis of student learning

Target:

Implementation Plan (timeline): CIMT 400 or or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

4.2 Integrate standards into instruction

Candidates integrate the Standards for Foreign Language learning and their state standards into language instruction.

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Professional conference attendance and membership
Direct - Other

Details/Description: Professional conference attendance and membership in the Indiana Foreign Language Teachers Association (IFLTA)

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Unit report
Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

▼ **Measure:** Unit report with pre-test/post-test analysis
Direct - Student Artifact

Details/Description: Unit lesson plans with report that include pretest/post-test analysis of student learning

Target:

Implementation Plan (timeline): CIMT 400 or or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

4.3 Use standards and goals to evaluate resources

Candidates use standards and curricular goals to evaluate, select, design, and adapt instructional resources.

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Professional conference attendance and membership
Direct - Other

Details/Description: Professional conference attendance and membership in the Indiana Foreign Language Teachers Association (IFLTA)

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Unit report
Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

▼ **Measure:** Unit report with pre-test/post-test analysis
Direct - Student Artifact

Details/Description: Unit lesson plans with report that include pretest/post-test analysis of student learning

Target:

Implementation Plan (timeline): CIMT 400 or or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

5. Assessment of Language and Cultures

5.1 Demonstrate knowledge of multiple ways of assessment

Candidates believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level- appropriate by implementing purposeful measures.

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Unit report
Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

▼ **Measure:** Unit report with pre-test/post-test analysis
Direct - Student Artifact

Details/Description: Unit lesson plans with report that include pretest/post-test analysis of student learning

Target:

Implementation Plan (timeline): CIMT 400 or or LLL402 during CIMT 401 Student teaching
Responsible Individual(s):

5.2 Analyze and use the results of assessments

Candidates reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction.

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Unit report
Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

▼ **Measure:** Unit report with pre-test/post-test analysis
Direct - Student Artifact

Details/Description: Unit lesson plans with report that include pretest/post-test analysis of student learning

Target:

Implementation Plan (timeline): CIMT 400 or or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

5.3 Interpret and report student performance

Candidates interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Unit report
Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

▼ **Measure:** Unit report with pre-test/post-test analysis
Direct - Student Artifact

Details/Description: Unit lesson plans with report that include pretest/post-test analysis of student learning

Target:

Implementation Plan (timeline): CIMT 400 or or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

6. Professionalism

6.1 Engage in professional development

Candidates engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice.

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Professional conference attendance and membership
Direct - Other

Details/Description: Professional conference attendance and membership in the Indiana Foreign Language Teachers Association (IFLTA)

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

6.2 Know the value of foreign language learning

Candidates know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Professional conference attendance and membership
Direct - Other

Details/Description: Professional conference attendance and membership in the Indiana Foreign Language Teachers Association (IFLTA)

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Assessment Findings

Finding per Measure

BA in Language Studies (Tchg) Outcome Set

1. Language, Linguistics, Comparisons

1.1 Proficient in target language

Candidates demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades on presentations in content courses and course grade in 321 Conversation

Target:

Implementation Plan (timeline): 201,202,301,321, 404 or 415 in the corresponding FL (there is uniformity of course numbers in the dept.)

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Philosophy of Teaching a Foreign Language

No Findings Added

▼ **Measure:** PRAXIS II
Direct - Exam

Details/Description:

Target:

Implementation Plan (timeline): Post-student teaching

Responsible Individual(s):

Findings for PRAXIS II

No Findings Added

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Unit lesson plan

No Findings Added

▼ **Measure:** Unit report
Direct - Student Artifact



Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

Findings for Unit report

No Findings Added

▼ **Measure:** Unit report with pre-test/post-test analysis

Direct - Student Artifact

Details/Description: Unit lesson plans with report that include pretest/post-test analysis of student learning

Target:

Implementation Plan (timeline): CIMT 400 or or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

Findings for Unit report with pre-test/post-test analysis

No Findings Added

1.2 Know linguistic elements of the target language

Candidates know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own.

▼ **Measure:** Grades

Direct - Other

Details/Description: Grades on presentations in content courses and course grade in 321 Conversation

Target:

Implementation Plan (timeline): 201,202,301,321, 404 or 415 in the corresponding FL (there is uniformity of course numbers in the dept.)

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Philosophy of Teaching a Foreign Language

Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Philosophy of Teaching a Foreign Language

No Findings Added

▼ **Measure:** PRAXIS II
Direct - Exam

Details/Description:

Target:

Implementation Plan (timeline): Post-student teaching

Responsible Individual(s):

Findings for PRAXIS II

No Findings Added

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Unit lesson plan

No Findings Added

▼ **Measure:** Unit report
Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

Findings for Unit report

No Findings Added

▼ **Measure:** Unit report with pre-test/post-test analysis
Direct - Student Artifact

Details/Description: Unit lesson plans with report that include pretest/post-test analysis of student learning

Target:

Implementation Plan (timeline): CIMT 400 or or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

Findings for Unit report with pre-test/post-test analysis

No Findings Added

1.3 Know similarities and differences between the target language and other languages

Candidates know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades on presentations in content courses and course grade in 321 Conversation

Target:

Implementation Plan (timeline): 201,202,301,321, 404 or 415 in the corresponding FL (there is uniformity of course numbers in the dept.)

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Philosophy of Teaching a Foreign Language

No Findings Added

▼ **Measure:** PRAXIS II
Direct - Exam

Details/Description:

Target:

Implementation Plan (timeline): Post-student teaching

Responsible Individual(s):

Findings for PRAXIS II

No Findings Added

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Unit lesson plan

No Findings Added

▼ **Measure:** Unit report

Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

Findings for Unit report

No Findings Added

▼ **Measure:** Unit report with pre-test/post-test analysis

Direct - Student Artifact

Details/Description: Unit lesson plans with report that include pretest/post-test analysis of student learning

Target:

Implementation Plan (timeline): CIMT 400 or or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

Findings for Unit report with pre-test/post-test analysis

No Findings Added

2. Cultures, Literatures, Cross-Disciplinary Concepts

2.1 Understand connections among perspectives of a culture and it's practices

Candidates demonstrate that they understand the connections among the perspectives of a culture and it's practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices.

▼ **Measure:** Philosophy of Teaching a Foreign Language

Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Philosophy of Teaching a Foreign Language

No Findings Added

▼ **Measure:** PRAXIS II
Direct - Exam

Details/Description:

Target:

Implementation Plan (timeline): Post-student teaching

Responsible Individual(s):

Findings for PRAXIS II

No Findings Added

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Unit lesson plan

No Findings Added

▼ **Measure:** Unit report
Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

Findings for Unit report

No Findings Added

2.2 Recognize the value of literary and cultural texts

Candidates recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time.

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Philosophy of Teaching a Foreign Language

No Findings Added

▼ **Measure:** PRAXIS II
Direct - Exam

Details/Description:

Target:

Implementation Plan (timeline): Post-student teaching

Responsible Individual(s):

Findings for PRAXIS II

No Findings Added

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Unit lesson plan

No Findings Added

▼ **Measure:** Unit report
Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

Findings for Unit report

No Findings Added

2.3 Integrate knowledge of other disciplines into instruction

Candidates integrate knowledge of other disciplines into foreign language instruction and

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

identify distinctive viewpoints accessible only through the target language.

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Philosophy of Teaching a Foreign Language

No Findings Added

▼ **Measure:** PRAXIS II

Direct - Exam

Details/Description:

Target:

Implementation Plan (timeline): Post-student teaching

Responsible Individual(s):

Findings for PRAXIS II

No Findings Added

▼ **Measure:** Unit lesson plan

Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Unit lesson plan

No Findings Added

▼ **Measure:** Unit report

Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

Findings for Unit report

No Findings Added

3. Language Acquisition Theories and Instructional Practices

3.1 Understand language acquisition in development

Candidates demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction.

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Philosophy of Teaching a Foreign Language

No Findings Added

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Unit lesson plan

No Findings Added

▼ **Measure:** Unit report
Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

Findings for Unit report

No Findings Added

▼ **Measure:** Unit report with pre-test/post-test analysis
Direct - Student Artifact

Details/Description: Unit lesson plans with report that include pretest/post-test analysis of student learning

Target:

Implementation Plan (timeline): CIMT 400 or or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

Findings for Unit report with pre-test/post-test analysis



No Findings Added

3.2 Develop a variety of instructional practices

Candidates develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Philosophy of Teaching a Foreign Language

No Findings Added

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Unit lesson plan

No Findings Added

▼ **Measure:** Unit report
Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

Findings for Unit report

No Findings Added

▼ **Measure:** Unit report with pre-test/post-test analysis
Direct - Student Artifact

Details/Description: Unit lesson plans with report that include pretest/post-test analysis of student learning

Target:

Implementation Plan (timeline): CIMT 400 or or LLL402 during CIMT 401 Student teaching
Responsible Individual(s):

Findings for Unit report with pre-test/post-test analysis

No Findings Added

4. Integration of Standards into Curriculum and Instruction

4.1 Understand goal areas and standards

Candidates demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning.

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Philosophy of Teaching a Foreign Language

No Findings Added

▼ **Measure:** Professional conference attendance and membership
Direct - Other

Details/Description: Professional conference attendance and membership in the Indiana Foreign Language Teachers Association (IFLTA)

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Professional conference attendance and membership

No Findings Added

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Unit lesson plan

No Findings Added

▼ **Measure:** Unit report
Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

Findings for Unit report

No Findings Added

▼ **Measure:** Unit report with pre-test/post-test analysis
Direct - Student Artifact

Details/Description: Unit lesson plans with report that include pretest/post-test analysis of student learning

Target:

Implementation Plan (timeline): CIMT 400 or or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

Findings for Unit report with pre-test/post-test analysis

No Findings Added

4.2 Integrate standards into instruction

Candidates integrate the Standards for Foreign Language learning and their state standards into language instruction.

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Philosophy of Teaching a Foreign Language

No Findings Added

▼ **Measure:** Professional conference attendance and membership
Direct - Other

Details/Description: Professional conference attendance and membership in the Indiana Foreign Language Teachers Association (IFLTA)

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Professional conference attendance and membership

No Findings Added

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Unit lesson plan

No Findings Added

▼ **Measure:** Unit report
Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

Findings for Unit report

No Findings Added

▼ **Measure:** Unit report with pre-test/post-test analysis
Direct - Student Artifact

Details/Description: Unit lesson plans with report that include pretest/post-test analysis of student learning

Target:

Implementation Plan (timeline): CIMT 400 or or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

Findings for Unit report with pre-test/post-test analysis

No Findings Added

4.3 Use standards and goals to evaluate resources

Candidates use standards and curricular goals to evaluate, select, design, and adapt instructional resources.

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Philosophy of Teaching a Foreign Language

No Findings Added

▼ **Measure:** Professional conference attendance and membership
Direct - Other

Details/Description: Professional conference attendance and membership in the Indiana Foreign Language Teachers Association (IFLTA)

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Professional conference attendance and membership

No Findings Added

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Unit lesson plan

No Findings Added

▼ **Measure:** Unit report
Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

Findings for Unit report

No Findings Added

▼ **Measure:** Unit report with pre-test/post-test analysis
Direct - Student Artifact

Details/Description: Unit lesson plans with report that include pretest/post-test analysis of student learning

Target:

Implementation Plan (timeline): CIMT 400 or or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

Findings for Unit report with pre-test/post-test analysis

No Findings Added

5. Assessment of Language and Cultures

5.1 Demonstrate knowledge of multiple ways of assessment

Candidates believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level- appropriate by implementing purposeful measures.

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Philosophy of Teaching a Foreign Language

No Findings Added

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Unit lesson plan

No Findings Added

▼ **Measure:** Unit report
Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

Findings for Unit report

No Findings Added

▼ **Measure:** Unit report with pre-test/post-test analysis
Direct - Student Artifact

Details/Description: Unit lesson plans with report that include pretest/post-test analysis of student learning

Target:

Implementation Plan (timeline): CIMT 400 or or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

Findings for Unit report with pre-test/post-test analysis

No Findings Added

5.2 Analyze and use the results of assessments

Candidates reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction.

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Philosophy of Teaching a Foreign Language

No Findings Added

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Unit lesson plan

No Findings Added

▼ **Measure:** Unit report
Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching
Responsible Individual(s):

Findings for Unit report

No Findings Added

▼ **Measure:** Unit report with pre-test/post-test analysis
Direct - Student Artifact

Details/Description: Unit lesson plans with report that include pretest/post-test analysis of student learning

Target:

Implementation Plan (timeline): CIMT 400 or or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

Findings for Unit report with pre-test/post-test analysis

No Findings Added

5.3 Interpret and report student performance

Candidates interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Philosophy of Teaching a Foreign Language

No Findings Added

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Unit lesson plan

No Findings Added

▼ **Measure:** Unit report
Direct - Student Artifact

Details/Description: Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner

Target:

Implementation Plan (timeline): CIMT 400 or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

Findings for Unit report

No Findings Added

▼ **Measure:** Unit report with pre-test/post-test analysis

Direct - Student Artifact

Details/Description: Unit lesson plans with report that include pretest/post-test analysis of student learning

Target:

Implementation Plan (timeline): CIMT 400 or or LLL402 during CIMT 401 Student teaching

Responsible Individual(s):

Findings for Unit report with pre-test/post-test analysis

No Findings Added

6. Professionalism

6.1 Engage in professional development

Candidates engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice.

▼ **Measure:** Philosophy of Teaching a Foreign Language

Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Philosophy of Teaching a Foreign Language

No Findings Added

▼ **Measure:** Professional conference attendance and membership

Direct - Other

Details/Description: Professional conference attendance and membership in the Indiana Foreign Language Teachers Association (IFLTA)

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Professional conference attendance and membership

No Findings Added

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Unit lesson plan

No Findings Added

6.2 Know the value of foreign language learning

Candidates know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.

▼ **Measure:** Philosophy of Teaching a Foreign Language
Direct - Other

Details/Description: Long essay, short essay on final exam, oral expression in a mock job interview

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Philosophy of Teaching a Foreign Language

No Findings Added

▼ **Measure:** Professional conference attendance and membership
Direct - Other

Details/Description: Professional conference attendance and membership in the Indiana Foreign Language Teachers Association (IFLTA)

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Professional conference attendance and membership

No Findings Added

▼ **Measure:** Unit lesson plan
Direct - Student Artifact

Details/Description: 10-Day Unit lesson plans with a required technology component and formal assessments

Target:

Implementation Plan (timeline): LLL490 Language Methods

Responsible Individual(s):

Findings for Unit lesson plan

No Findings Added

Overall Recommendations

No text specified

Overall Reflection

No text specified

 **Action Plan**

 **Status Report**

2014-2015 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA in Language Studies (Tchg) Outcome Set

1. Language, Linguistics, Comparisons

1.1 Proficient in target language

Candidates demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency.

▼ **Measure:** grades in courses
Direct - Other

Details/Description: Look specifically at 404, Phonetics and study abroad. Is there statistical difference between students who have 1) taken a phonetics course, or 2) taken no phonetics course. Is there statistical difference based on amount of time spent in study abroad.

Target:

Implementation Plan (timeline): spring 2015

Responsible Individual(s): Lisa Calvin and assessment committee

Assessment Findings

Finding per Measure

BA in Language Studies (Tchg) Outcome Set

1. Language, Linguistics, Comparisons

1.1 Proficient in target language

Candidates demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency.

▼ **Measure:** grades in courses
Direct - Other

Details/Description: Look specifically at 404, Phonetics and study abroad. Is there statistical difference between students who have 1) taken a phonetics course, or 2) taken no phonetics course. Is there statistical difference based on amount of time spent in study abroad.

Target:

Implementation Plan (timeline): spring 2015

Responsible Individual(s): Lisa Calvin and assessment committee

Findings for grades in courses

Summary of Findings: Because the majority of our students are taking their last credit hours abroad, the "n" was too small to make a determination as to whether or not 404 had a significant impact.

Results: Target Achievement: Not Met

Recommendations : Develop another plan for evaluating this outcome.

Reflections/Notes :

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

Status Report

2015-2016 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA in Language Studies (Tchg) Outcome Set

1. Language, Linguistics, Comparisons

1.1 Proficient in target language

Candidates demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency.

▼ **Measure:** Completion of CASA and OPI-C
Direct - Exam

Details/Description: Track data for students taking both the CASA and OPI-C

Target:

Implementation Plan (timeline): collect data from 2013-2014 and 2014-2105

Responsible Individual(s): Lisa Calvin and Melanie D'Amico

2. Cultures, Literatures, Cross-Disciplinary Concepts

2.1 Understand connections among perspectives of a culture and it's practices

Candidates demonstrate that they understand the connections among the perspectives of a culture and it's practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices.

▼ **Measure:** Research
Direct - Student Artifact

Details/Description: As of 2013, students in LST are now required to take LLL 400 in addition to LLL 200. The rubric for the research project will be revised to include ACTFL and TESOL standards related to cultural awareness. The artifacts of LST students will be evaluated.

Target: evaluate LST student artifacts from LLL 200 and LLL 400 for evidence of development and mastery.

Implementation Plan (timeline): Fall 2015 and spring 2016.

Responsible Individual(s): LLL 200 and LLL 400 instructors, Calvin and Sterling.

Assessment Findings

Finding per Measure

BA in Language Studies (Tchg) Outcome Set

1. Language, Linguistics, Comparisons

1.1 Proficient in target language

Candidates demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency.

▼ **Measure:** Completion of CASA and OPI-C
Direct - Exam

Details/Description: Track data for students taking both the CASA and OPI-C

Target:

Implementation Plan (timeline): collect data from 2013-2014 and 2014-2105

Responsible Individual(s): Lisa Calvin and Melanie D'Amico

Findings for Completion of CASA and OPI-C

No Findings Added

2. Cultures, Literatures, Cross-Disciplinary Concepts

2.1 Understand connections among perspectives of a culture and it's practices

Candidates demonstrate that they understand the connections among the perspectives of a culture and it's practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices.

▼ **Measure:** Research
Direct - Student Artifact

Details/Description: As of 2013, students in LST are now required to take LLL 400 in addition to LLL 200. The rubric for the research project will be revised to include ACTFL and TESOL standards related to cultural awareness. The artifacts of LST students will be evaluated.

Target: evaluate LST student artifacts from LLL 200 and LLL 400 for evidence of development and mastery.

Implementation Plan (timeline): Fall 2015 and spring 2016.

Responsible Individual(s): LLL 200 and LLL 400 instructors, Calvin and Sterling.

Findings for Research

No Findings Added

Overall Recommendations

No text specified

Overall Reflection

No text specified

 **Action Plan**

 **Status Report**

2016-2017 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

 **Action Plan**

 **Status Report**

2017-2018 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

 **Action Plan**

 **Status Report**

2018-2019 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

 **Action Plan**

 **Status Report**

2019-2020 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

 **Action Plan**

 **Status Report**

Appendix

A. **BA in Language Studies - SPA Report September 2011.pdf**
(Adobe Acrobat Document)

Program Report for the Preparation of Foreign Language Teachers American Council on the Teaching of Foreign Languages (ACTFL) Option A

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

Indiana State University

2. State

Indiana

3. Date submitted

MM DD YYYY

09 / 15 / 2011

4. Report Preparer's Information:

Name of Preparer:

Lisa M. Calvin, Ph.D.

Phone: Ext.

(812) 237-2363

E-mail:

Lisa.Calvin@indstate.edu

5. NCATE Coordinator's Information:

Name:

Denise Collins

Phone: Ext.

(812) 237-2918

E-mail:

denise.collins@indstate.edu

6. Name of institution's program

Language Studies-Teaching

7. NCATE Category

Foreign Language Education (multiple)

8. Grade levels⁽¹⁾ for which candidates are being prepared

6-12 (Middle school and high school)

(1) e.g. K-6, K-12

9. Program Type

- Advanced Teaching
- First Teaching License
- Other School Personnel
- Unspecified

10. Degree or award level

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. Is this program offered at more than one site?

- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required or Recognition with Probation
- Response to National Recognition With Conditions

15. Is your unit seeking

- NCATE accreditation for the first time (initial accreditation)
- Continuing NCATE accreditation

16. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

- Yes
- No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of ACTFL standards. (Response limited to 4,000 characters)

•Overview. The Language Studies Teaching (LST) program at Indiana State University (ISU) is a recognized unit within the College of Arts and Sciences (CAS). A LST coordinator oversees the administration of the program and reports to the Academic Development Committee (ADC) within the Department of Languages, Literatures and Linguistics (LLL). Five languages (French, German, Japanese, Latin, and Spanish) are approved for teacher licensure at ISU by the Indiana Department of Education (IDOE). LLL offers instruction in the content area: knowledge and skills in the target language (TL), culture and civilization, linguistics, literature, as well as language methods and language acquisition. The College of Education (COE), particularly Curriculum, Instruction and Media Technology (CIMT), provides instruction in pedagogy, philosophy and history of education, psychology, teaching to a diverse population, and assessment. ISU is a mid-sized university known for teacher education. •The ADC helped revise the curriculum effective in 2008 (which had also approved by the entire department). At the beginning of this evaluation period candidates were advised by faculty in their respective language. Two years ago Dr. Calvin began to advise all LST candidates, but the other professors continue to provide informal advising about course sequencing to strengthen the 4 skills. LLL strives to develop equally all four skills with culture, in keeping with the Praxis II used during this evaluation period. Teaching majors take required classes in the TL, (201/202-Intermediate, 301-Advanced Grammar), a survey of literature (312; numbers vary in Latin), a conversation class (321 F/G/Sp/J), a culture class (311-Spanish and Spanish American; German; French; Roman; study abroad courses in Japan), phonetics/linguistics (404 F/G/S/J) or a 400-level culture class. Latin too offers a required course in conversation (394). Classes are sequenced at a beginning (100), intermediate (200), upper intermediate (300), with 400-level courses designed more for content than skills building. Classes from the 200-level are conducted in the TL and all include a presentational component to allow on-going assessment of developing oral skills. LST candidates (and other language majors/minors) provide connected-discourse length production of the target language and “speak in paragraphs, narrate and describe in major time frames” (ACTFL, 1999). Candidates experience technology-integrated instruction at all levels. •The IDOE World Languages Standards in effect for this evaluation are closely aligned with ACTFL’s, Standards. The LST curriculum at ISU has been mapped to state standards in the categories of Performance, Knowledge and Disposition. ACTFL’s Standard 1 (Content Knowledge) is subdivided into three standards in Indiana: Language Structures (IN 2, ACTFL 1b and c), Interpretive Communication Skills (IN 3; ACTFL 1a), Presentational and Interpersonal Communicative skills (IN 4; ACTFL 1a). The single most important distinction that influences the application of ACTFL Standards in IN is that Interpretive, Presentational and Interpersonal Communicative skills must be demonstrated in “at least Intermediate-High level” for all languages.

Standards for Modern European and East Asian Languages and Classical Languages are listed separately within the same Standard, varying slightly in content and wording. IN Standard 4, Language Structure, highlights the importance of knowledge about phonology, morphology, syntax, semantics, and pragmatics.

•Candidates for LTS licensure must complete a core of courses in their TL (detailed above) and a language acquisition course (LING420) from within the LLL. They develop a sense of community as language learners in LLL's introductory core class (LLL200), Introduction to Language and Cultural Studies, even before they gain the status of candidates in Becoming a Complete Professional (BCP) I (see below).

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

•Early Field Experience: CIMT. Through the ISU COE's BCP program, LST candidates receive early field and clinical experiences in a foreign language (FL) classroom. Classes through the CIMT department in the COE administer the EFE and clinical/student teaching experiences. These begin in CIMT 301/302 (after admission to BCP I), a 6-hour general secondary methods course, usually taken in a candidate's junior year. The EFE in CIMT 301/302 typically occurs in the middle school setting, but because foreign language is offered only at the high school-level in local Professional Development Sites (PDS) schools, some instructors have prioritized content over an emphasis on the middle school level and made placements in foreign language settings. Most candidates are placed in a high school classroom of their TL, always with a teacher licensed in a foreign or second language. Because there is no Japanese offered in the PDS, candidates have been placed in another language that they studied (French) or the add-on licensure area, English as a New Language, a content that shares similar pedagogical approaches. The EFE in 301/302 runs approximately 3 weeks, beginning with observation of the students and host teacher (with CIMT supervising instructors also observing). An estimated 18 hours of total EFE, with a minimum of 4 hours of instruction (candidate's teaching of their unit) and roughly 2 hours in tutoring experience.

•How the EFE #1 is assessed: The EFE culminates with the teaching of a unit. Students must compose and submit a Unit Report.

•The second EFE occurs in CIMT 400/400 L, a 4-credit hour general secondary methods course, normally taken in the candidate's senior year in the semester prior to student teaching. Candidates are individually placed in a high school classroom, and assigned according to their TL. The EFE is a quite intensive, the result of a reform originating from a Federal grant Partnering to Reform Education (PRE), instituted in 2003. Project PRE brought together faculty from the COE, (including the coordinator of LST and an LLL faculty member in German), the College of Arts and Sciences, and teachers from several surrounding school corporations. Project PRE had many facets, but the most significant change for secondary education was a revamping of the clinical EFE in CIMT 400. Now the LST coordinator purposefully advises students to combine CIMT400 in the same semester as the LLL490 Language Methods course so that the content in LLL490 will resonant with a "real world" classroom. The change also resulted in candidates being placed in the field for a more extended EFE in the semester prior to student teaching. The EFE runs a minimum of 6 weeks. In addition to extended duration, the CIMT 400 course is also blocked to produce a period of 3 hours (including transportation back to the university), during which the candidates' EFE may occur for a full five days a week, rather than the previous parachuting in for two or three days a week. The block schedule necessitated careful course scheduling for required LST courses. This revised EFE has yielded positive results, with candidates, host teachers, and high school students able to establish a better rapport and relationship. Through their half-day experience candidates also gain a better understanding of curriculum continuity and a more realistic idea of what a teacher's day is like. CIMT requires that the total number of EFE hours in the classroom be a minimum of 50 hours. There is a minimum of 7.5 hours of instructional time (candidate's teaching their units), with perhaps another 2-3 hours of instructional experience as a language assistant who can tutor or lead oral discussions or activities in the TL as directed by the host teacher.

•How the EFE #2 is assessed: This EFE culminates in a Unit Report submitted for assessment with a copy submitted to the LST program. (See Assessments 4 and 5) The field supervisors in CIMT complete the Final Evaluation of CIMT Supervised Teaching Experience. All LST completers met or extended expectations of the Standards assessed in the unit report.

•The final FE (#3), student teaching, takes place during a full semester of 16 weeks at high school-level, beginning the semester with the high school's rather than the university's calendar. Typically the placement begins with a week of observation, after which the candidate is fully responsible for instruction, with oversight and guidance of the host teacher and CIMT supervising instructor. All three candidates were in total charge of at least two classes. How EFE #3 is assessed: The assessment tool is the Unit Report, with copies submitted to CIMT and the LST coordinator. In addition to the 11-credit hours for student teaching, candidates enroll in LLL402 Teaching an Integrated Unit. Candidates who are to be licensed in two areas are required to complete the Unit Report in the foreign language (LLL402) content if the initial unit report in CIMT400/400L was submitted for the other content area.

•Cooperating teachers' qualifications/selection of sites and teachers. CIMT works closely with the principals of the PDS, who recommend only teachers licensed in FL teaching, and experienced in teaching language. The LTS coordinator is active in the 400-level placement decisions.

EFE: LLL. All of the above courses are housed in CIMT. Training in the TL content and LST takes place in LLL. In LLL490 Language Methods, candidates spend 8 hours in EFE through 3 assignments. First, candidates are required to observe for three hours in a public high school foreign language class. They write an observation report of 4-8 pages that combines theory and pedagogical knowledge with an analysis of their practical application in the "real world. Candidates follow the observation guidelines and address specific concerns of the language classroom, such as error correction (direct or indirect), focus on form or communicative message, language strategies taught, the integration of culture, the visible implementation of theoretical beliefs about foreign language teaching and learning, the use of partnered oral activities, and more. The reports are then discussed in class, with the written product graded. Second, candidates interview a high school foreign language teacher of their choice, adding approximately one hour to time spent in field experience. For each of these assignments the student makes arrangements with a foreign language teacher. The instructor contacts foreign language teachers at Terre Haute South High School (a PDS site) to identify teachers willing to be observed, but candidates are also permitted to return to their own high school and observe/interview through the new lens of a teacher candidate, or to observe a language teacher in a non-PDS site. Third, candidates are required to attend the state foreign language teachers' conference in Indianapolis, attended by 500-800 teachers, and must spend at least three hours there completing a focused assignment.

An additional EFE is available to LST candidates. Span/Fren/Germ395 Teaching Language in the Elementary School is a 1-credit hour elective class for which pre-candidates and candidates follow a lesson plan format and design their own lesson plans to teach vocabulary and culture to a class of elementary students for 30-45 minutes for 10 sessions. The course provides an opportunity to "create learning experiences for all students" (IN Standard #2), "foster an appreciation of cultural and ethnic diversity" (IN Standard #8), learn to gage the

abilities and retention capabilities of younger learners, and “foster positive relations with the...larger community (IN Standard #5). Because this EFE is available as soon as candidates have completed the 202 (Intermediate II) of their language, it serves an important role in helping pre-candidates make career decisions and self-determine if they have a disposition for teaching. They typically do this elective before t

3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

College catalog-Spanish teaching	College catalog-World Languages teaching (Fr,Germ,Latin,Japanese)
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See **Attachments** panel below.

4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

Foreign Language Methods, BCP, Conceptual Frwk
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See **Attachments** panel below.

5. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2008-2009	2	0
2009-2010	3	2
2010-2011	7	1

(2) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Ann Rider
Highest Degree, Field, & University⁽³⁾	Ph.D., German, Ohio State University
Assignment: Indicate the role of the faculty member⁽⁴⁾	Instructor
Faculty Rank⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	1) Member, Board of Directors and Programming committee: CANDLES Holocaust Museum and Education Center, Terre Haute, IN. Developed traveling exhibit on the period 1919-1943 in Germany, Austria, and Hungary. 2) Member, Administrative and Programming committees, ISU Women s Studies Program. Produced Women s Equality 2010 and 2011. 3) Appointed instructor for AHA Vienna Program for US University students. Taught Austrian Voices: The Nazi Holocaust in Literature and Culture.
Teaching or other professional experience in P-12 schools⁽⁹⁾	none

Faculty Member Name	Carmen Montañez
Highest Degree, Field, & University⁽³⁾	Ph.D., Spanish, University of Kentucky
Assignment: Indicate the role of the faculty member⁽⁴⁾	Instructor
Faculty Rank⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service	1) Scholarship: Mar y Cielo: Literatura Caribeña (Antología), New York: Linus Publications, 2010. 2)

(7):List up to 3 major contributions in the past 3 years⁽⁸⁾	Service: Senate 2008-2010 3) Art and Endowment Committee 2008-2010 2007-2008
Teaching or other professional experience in P-12 schools⁽⁹⁾	

Faculty Member Name	Della Thacker
Highest Degree, Field, & University⁽³⁾	MA/MS Math Education, Indiana State University
Assignment: Indicate the role of the faculty member⁽⁴⁾	Faculty, field supervisor, program coordinator
Faculty Rank⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years⁽⁸⁾	Coordinator of Transition to Teaching, Chair of several department committees, CIMT Program redesign
Teaching or other professional experience in P-12 schools⁽⁹⁾	Teaching in public schools (1983-1991), Field supervisor (1991-present)

Faculty Member Name	Donald Jennerman
Highest Degree, Field, & University⁽³⁾	Ph.D., Comparative Literature, Indiana University
Assignment: Indicate the role of the faculty member⁽⁴⁾	Instructor
Faculty Rank⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years⁽⁸⁾	As Emeritus Professor, Dr. Jennermann teaches Latin and Greek, lectures at the Osher Institute for Lifelong Learning, and continues to publish (2009 article and poem submitted for publication in honor of Felix G. Ilarraz).
Teaching or other professional experience in P-12 schools⁽⁹⁾	Faculty coordinator, "Latin Discovery Channel"--student initiative to develop Latin outreach programs for local pre-schools.

Faculty Member Name	Donald Shorter
Highest Degree, Field, & University⁽³⁾	Ph.D., Comparative Religion, Indiana Christian University
Assignment: Indicate the role of the faculty member⁽⁴⁾	Instructor
Faculty Rank⁽⁵⁾	Instructor
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years⁽⁸⁾	Chair of the Recruitment Committee, Languages, Literatures, and Linguistics, ISU
Teaching or other professional experience in P-12 schools⁽⁹⁾	12 years of teaching Latin, English, and composition at Noblesville High School; 17 years of teaching Latin at Bishop Dwenger High School

Faculty Member Name	Eugenia Saylor
Highest Degree, Field, & University⁽³⁾	MA, Spanish, Indiana State University
Assignment: Indicate the role of the faculty member⁽⁴⁾	Instructor
Faculty Rank⁽⁵⁾	Instructor
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years⁽⁸⁾	(2009) Organizer and co-presenter of El Amor, Matrimonio y Bodas en otros Paises del Mundo Love, Marriage and Weddings in other Countries. ISU Cunningham Memorial Library. (2009) IFLTA co-presenter of Incorporacion de Mitos, Leyendas y Elementos de Investigacion en Clases de Español Basico. (2010) Organizer and co-presenter of Cross-Cultural Notions of Beauty. Holmstedt Hall, ISU.
Teaching or other professional experience in P-12 schools⁽⁹⁾	

Faculty Member Name	Gerardo Cummings
Highest Degree, Field, & University⁽³⁾	Ph.D., Modern Languages, Wayne State University

Assignment: Indicate the role of the faculty member⁽⁴⁾	Instructor
Faculty Rank⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾:List up to 3 major contributions in the past 3 years⁽⁸⁾	Bunuel y la transposicion cinematografica de la novela hispanoamericana: manuscript based on dissertation; Promising Scholar Award from ISU (2008); Advisor for Hispanic Student Association.
Teaching or other professional experience in P-12 schools⁽⁹⁾	

Faculty Member Name	Keri Yousif
Highest Degree, Field, & University⁽³⁾	Ph.D., French Literature, University of Texas at Austin
Assignment: Indicate the role of the faculty member⁽⁴⁾	Instructor
Faculty Rank⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾:List up to 3 major contributions in the past 3 years⁽⁸⁾	1) Scholarship: Balzac, Grandville, and the Rise of Book Illustration, forthcoming (2012). Ashgate Publishing International. 2) Professional leadership: Textbook reviewer; grant reviewer. Service: Book Reviews for Visual Resources, Nineteenth-Century French Studies, and The French Review. 3) Director of Interdisciplinary Programs and Allied faculty of International Studies Program, ISU
Teaching or other professional experience in P-12 schools⁽⁹⁾	Grader French AP exams; Taught French in elementary schools (FLES Program) for three years in local PDS.

Faculty Member Name	Leslie Barratt
Highest Degree, Field, & University⁽³⁾	Ph.D., Linguistics, The University of Iowa
Assignment: Indicate the role of the faculty member⁽⁴⁾	Department chair
Faculty Rank⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾:List up to 3 major contributions in the past 3 years⁽⁸⁾	1) Scholarship: Strategies to Prepare Teachers Equally for Equity in Non-native English Speakers in TESOL: A Resource Book, edited by Ahmar Mahboob, published by Cambridge Scholars Press, 2010. 2) Using Our Worst Students to Develop Our Best Practices, Plenary at TESOL Arabia 2007, Dubai, U.A.E., March, 2007. 3) TESOL 2007, 2010, 2011, 2012 and INTESOL VP 2010 and Pres 2011.
Teaching or other professional experience in P-12 schools⁽⁹⁾	Horace Mann Learning Center, Northwest Missouri State University, 1974-1976 taught grades 4-6 (Language Arts) as Graduate Assistant and Instructor. Life license for grades K-8 in Missouri. Indiana State University Lab School, 1990-91, taught Hungarian to all first grades in FLES program (1990-91). Conducted "Reading with a Difference" workshops on teaching ELLs to Indiana mainstream teachers, summer 2009 & 2010.

Faculty Member Name	Lisa M. Calvin
Highest Degree, Field, & University⁽³⁾	Ph.D., Language Pedagogy, Indiana University-Bloomington
Assignment: Indicate the role of the faculty member⁽⁴⁾	Professor of foreign Language methods, Spanish language, culture, linguistics
Faculty Rank⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾:List up to 3 major contributions in the past 3 years⁽⁸⁾	2010 Keynote speaker, Three R s of Dynamic Foreign Language Teaching. International Conference on Dynamics in Second/Foreign Language Teaching in the 21st Century, Phitsanulok, Thailand (publication in Conference Proceedings); 2008-10, Invited consultant (the only university-level consultant), for Spanish teacher national assessment exam, Pearson-Evaluation Systems, St. Louis, MO; 2009, Presenter, ACTFL National Conference, San Diego, CA; "Hearing Special Needs Students' Voices: Teacher Training and the Curious Dog" AND "Creating a Buzz in the Community about Languages"
Teaching or other professional experience in P-12 schools⁽⁹⁾	Life license, State of Indiana: Spanish, ENL Two years of public school teaching 7-12: Spanish, Sophomore English, Indiana Two years of public school teaching 4-12: Spanish, Indiana College of Education Supervisor of student teachers 7-12, Indiana Conducted workshops for 9-12 teachers, NC and IN

Faculty Member Name	Marilyn Bisch
Highest Degree, Field, & University⁽³⁾	MA, Classical Studies, Indiana State University
Assignment: Indicate the role of the faculty member⁽⁴⁾	Instructor
Faculty Rank⁽⁵⁾	Special Purpose
Tenure Track	<input type="checkbox"/> YES

Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾:List up to 3 major contributions in the past 3 years⁽⁸⁾	2008 Honors Teacher of the Year; Sponsor for Eta Sigma Phi; Coordinator of Study Abroad trips to Italy, Sicily, and Greece in 2009 and 2011
Teaching or other professional experience in P-12 schools⁽⁹⁾	Host for statewide Latin Certamin (Latin competition) for high school students, Spring 2011 and for regional Latin & Classics competitions each year

Faculty Member Name	Melanie D'Amico
Highest Degree, Field, & University⁽³⁾	Ph.D., Romance Languages, University of Florida
Assignment: Indicate the role of the faculty member⁽⁴⁾	Instructor
Faculty Rank⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾:List up to 3 major contributions in the past 3 years⁽⁸⁾	Completed dissertation on Foreign Language Study Abroad and its impact on language acquisition in Fall 2010. Presented work from dissertation study at the annual American Association for Applied Linguistics conference in Spring 2011. Presented poster of Study Abroad research at the Hispanic Linguistic Symposium in Fall 2010.
Teaching or other professional experience in P-12 schools⁽⁹⁾	Worked as an instructional assistant and classroom interpreter for various summer school programs (grades K-8) in the Mount Diablo School District in Contra Costa County, California from 1993-1996.

Faculty Member Name	Ronald W. Dunbar
Highest Degree, Field, & University⁽³⁾	Ph.D., German Linguistics, University of Wisconsin-Madison
Assignment: Indicate the role of the faculty member⁽⁴⁾	Department Chairperson
Faculty Rank⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾:List up to 3 major contributions in the past 3 years⁽⁸⁾	1) Dunbar, R. W. (2008). 150 Years of Confessional Faith: A Sesquicentennial History of Immanuel Lutheran Church. (Sesquicentennial history of the only existing German immigrant Protestant congregation in Terre Haute, with historical documentation) 2) Resurgence of Vereinsleben after World War II Indiana German Heritage Society 25th Annual Symposium, Indianapolis, March 27-28, 2009; 3) External Reviewer of Department of Foreign Languages and Literatures, Western Illinois University, March, 2009
Teaching or other professional experience in P-12 schools⁽⁹⁾	

Faculty Member Name	Solange Lopes Murphy
Highest Degree, Field, & University⁽³⁾	Ph.D., Curriculum and Instruction, Virginia Polytechnic Institute and State University
Assignment: Indicate the role of the faculty member⁽⁴⁾	Instructor
Faculty Rank⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾:List up to 3 major contributions in the past 3 years⁽⁸⁾	1) Scholarship: Lopes-Murphy, S. A., Frazier, H., Acgtblu, M.B., and Wightman, W. (2009). The Visual Arts and Second Language Development. The Journal of the Imagination in Language Learning and Teaching (November 2010 issue) 2) Service: completing a \$645,442 grant from the US DOE to train content teachers throughout Virginia on how to work with ELLs 3)2010 Fulbright-Hays Seminar Abroad to China
Teaching or other professional experience in P-12 schools⁽⁹⁾	Dr. Lopes-Murphy worked with P-12 teachers throughout the state of Virginia 2001-2007 to train them to work with ELLs in their content classrooms.

Faculty Member Name	Susan J. Kiger
Highest Degree, Field, & University⁽³⁾	Ph.D., Curriculum, Indiana University
Assignment: Indicate the role of the faculty member⁽⁴⁾	Faculty, Dept. Chair, Field Supervisor, Academic Advisor
Faculty Rank⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾:List up to 3 major contributions in the past 3 years⁽⁸⁾	Presentations at National Conferences (PDS, AACTE, Critical Questions in Ed Conf (accepted but could not present), SITE
Teaching or other professional experience in P-12 schools⁽⁹⁾	MSD Southwest Allen County, Woodside Middle School; University School, Indiana State University - middle level

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Faculty Member Name	Yoshiki Hasegawa
Highest Degree, Field, & University⁽³⁾	MA, Languages, Literatures, and Linguistics, Indiana State University
Assignment: Indicate the role of the faculty member⁽⁴⁾	Instructor
Faculty Rank⁽⁵⁾	Instructor
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Completed coursework and preliminary defense for Ph.D. in Curriculum and Instruction at Indiana State University (dissertation title "The End State of Adult Japanese Learners on English Reflexives.")
Teaching or other professional experience in P-12 schools⁽⁹⁾	Judge for Japanese language contest (Japanese Olympiad of Indiana sponsored by Association of Indiana Teachers of Japanese) 2010 and 2011 at Valparaiso High School.

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(4) e.g., faculty, clinical supervisor, department chair, administrator

(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

7. Complete the ACTFL/NCATE Program Self-Assessment Table and attach below.

Go to the following URL for a copy of this table. Save it to your computer, fill it out, and then upload it below.

<http://www.ncate.org/ProgramStandards/ACTFL/ACTFLAttachmentformt.doc>

Self-assessment Attachment C

See **Attachments** panel below.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ACTFL standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment ⁽¹⁰⁾	Type or Form of Assessment ⁽¹¹⁾	When the Assessment Is Administered ⁽¹²⁾
Assessment #1: Licensure assessment, or other content-based assessment (required)	PRAXIS II	Standardized national test	Post-student teaching
Assessment #2: Content knowledge in language to be taught (required)	Philosophy of Teaching a Foreign Language	Long essay, short essay on final exam, oral expression in a mock job interview	LLL490 Language Methods
Assessment #3: Candidate ability to plan (required)	Unit lesson plan	10-Day Unit lesson plans with a required technology component and formal assessments	LLL490 Language Methods
Assessment #4: Student teaching (required)	Unit report	Unit lesson plans with a report demonstrating that the candidate is a reflective practitioner	CIMT 400 or LLL402 during CIMT 401 Student teaching
	Unit report		

6. Professionalism.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Candidates (a) engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice and (b) know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE’s unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
 - (a) the assessment tool or description of the assignment;
 - (b) the scoring guide for the assessment; and
 - (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be avail

1. CONTENT KNOWLEDGE: State licensure tests or professional examinations of content knowledge. ACTFL standards addressed in this entry could include but are not limited to standards 1 and 2. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Content Knowledge: State licensure test

See **Attachments** panel below.

2. CONTENT KNOWLEDGE: Assessment of content knowledge in the language to be taught. ACTFL standards addressed in this entry could include but are not limited to Standards 1 and 2. Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks. ⁽¹³⁾(Answer Required)

Provide assessment information as outlined in the directions for Section IV

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Assessment 2-Philosophy of teaching attachments	Assessment 2: Philosophy of Teaching statement
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See **Attachments** panel below.

(13)A portfolio is a collection of candidate work. The information to be reported here requires an assessment of candidates' content knowledge as revealed in the work product contained in a portfolio. If the portfolio contains pieces that are interdependent and the portfolio is evaluated by faculty as one assessment using a scoring guide, then the portfolio could be counted as one assessment. Often the assessment addresses an independent product within the portfolio rather than the complete portfolio. In the latter case, the assessment and scoring guide for the independent product should be presented.

3. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction. ACTFL standards that could be addressed in this assessment include but are not limited to Standards 3, 4 and 5. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Attachments for Assessment 3: Unit lesson plan for LLL490	Assessment 3: Unit lesson plan statement
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See **Attachments** panel below.

4. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS AND DISPOSITIONS: Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. ACTFL standards that could be addressed in this assessment include but are not limited to standards 3, 4, 5 and 6. An assessment instrument used in student teaching should be submitted. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 4: Unit for CIMT400	Attachment for Assessment #4
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See **Attachments** panel below.

5. EFFECTS ON STUDENT LEARNING. Assessment that demonstrates candidate effects on student learning. ACTFL standards that could be addressed in this assessment include but are not limited to Standard 3, 4, and 5. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 5: Effects on St. Learning-CIMT Unit analysis	Attachment for Assess #5: Candidate sample from the unit
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See **Attachments** panel below.

6. CONTENT KNOWLEDGE: Assessment that demonstrates candidates are orally proficient in the languages to be taught, according to proficiency levels stipulated in Standard 1.a. Results of the OPI/TOPT should be submitted. ACTFL standard addressed in this entry is Standard 1. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 6: Oral Proficiency

See **Attachments** panel below.

7. Additional assessment that addresses ACTFL standards. Examples of assessments include evaluations of professional development experiences, memberships in professional organizations, conference participation, philosophy statements, and case studies.

Provide assessment information as outlined in the directions for Section IV

Assessment 7: Conference Attendance/Membership	Attachment for Assessment #7-Conference assignments
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See **Attachments** panel below.

8. Additional assessment that addresses ACTFL standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1 and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

The Department of LLL regularly collects and evaluates data for curricular improvement. An analysis of the data presents a clear finding that the majority of LST candidates are meeting ACTFL/NCATE standards. As revealed in Section IV, 80% of candidates passed the PRAXIS II. Fully 100% of the candidates "meets" or "exceeds" level on measures of Professional and Pedagogical Knowledge and Effects on Student Learning. Changes in the LLL curriculum have been on-going since the merging of TESOL/Linguistics faculty with the Foreign Language Department in 2000, with additional curricular revisions implemented in 2007 and 2008 (discussed below) and recommended changes for 2011 under evaluation.

I. Content Knowledge.

The Department of LLL has always held that curricular changes designed to strengthen the LST program also improves its non-teaching program; in fact, with such a small sample of data in LST, evidence from both programs is needed to make curricular decisions regarding content knowledge. Both teaching and non-teaching programs share a common objective of candidates' competence in linguistic, literary and cultural skills. ACTIONS INITIATED: Recognizing the need for increased oral proficiency assessment in the department and realizing the ACTFL/NCATE requirement of an OPI, two faculty members (in German and Spanish) received OPI training through ACTFL in the summer of 2010; the then department chair had previous training. In recent years, the task of program assessment has fallen largely to one faculty member, but during the summer of 2011 an Assessment Committee was reactivated, and with recommendations from the language coordinator, several changes with a direct impact on LST candidates have been passed by the Assessment Committee and recommended for the Academic Development Committee's approval. First, beginning with the fall of 2012, all students pursuing LST must take the ACTFL OPI prior to student teaching, and students will be apprised of the requirement and the cost of this professionalization requirement when they enter the program; during the transitional phase, candidates participating in student teaching in the spring of 2012 may take the test after student teaching. Second, unified standards and assessments for all languages at the 200-level (Intermediate) will be developed during the academic year 2011-2012. Because 200-level courses are generally the initial departmental classes for majors and minor, entry-level assessment will occur here. Third, the committee recommends that the conversation course in each language (321, but 395 in Latin) include a modified OPI assessment that can be used for mid-point evaluation in programmatic assessment and assessment of LST candidates' proficiency. This will necessitate OPI training for more faculty and internal grant writing to absorb a significant expense for the department. Fourth, suspension of the Japanese language teaching option is recommended. The other four languages of licensure have sufficient faculty to make offering 300-400-level classes possible on campus. However, Japanese has relied upon graduate students from LLL or CIMT to teach the 200-level classes and 300-400-level classes must be taken abroad. The challenges of assessing proficiency and finding EFE placements in Japanese lead us, regrettably, to make this recommendation. The ADC will vote on the recommendations in September 2011 and move through the university-level curricular approval process. Last year the department piloted the use of Tell Me More software for building and assessing reading and writing skills; the use of this technology continues this academic year, the Assessment Committee and 200-level faculty will review its potential as a measurement instrument.

The addition of two new faculty members in two years will also strengthen assessment in the LST program. A Spanish faculty member with expertise in study abroad assessment will help in the design of better assessment of the impact of the study abroad experience. A new faculty member in TESOL/ENL is already teaching an elective class in second language assessment and serves on the Assessment Committee.

Background: Study abroad: In 2000 faculty of the newly dubbed Department of Languages, Literatures and Linguistics revised the curricula, consciously seeking to develop new courses and identify as requirements those courses that would help future teachers to meet the Content Standards and thus prepare them for the Praxis II exam. Different courses would focus on one of the four skills of reading, writing, and listening and speaking (oral production), while integrating all of the skills into each class. Other required courses would focus on grammatical and cultural knowledge. Study abroad was strongly advised, but optional. However, data suggested that LST and non-teaching students were still not meeting the oral proficiency goals of the department.

Change: Effective fall 2008 all incoming foreign language majors were required to have a study abroad experience of at least 6 weeks. We believe that we led the state in this new requirement. The sole LST completer in 2008 did not graduate with this requirement, but met all Standards and passed the PRAXIS II. All completers of the 2007 PRAXIS II data, completers since 2009, and current candidates have studied abroad.

Further background: Open electives v. Directed electives: In addition to the study abroad change in 2008, open-ended electives were narrowed to the option of a TL phonetics course or an additional culture class beyond the required Span311 Spanish and Spanish American Culture/Fren311 French and Francophone culture/Germ311 German Culture/Lat311 Roman Culture. It was expected that most students would take Span/Fren/Ger404 Phonology/Phonetics (meeting IN Standard #3, K2; ACTFL #1c) to improve oral proficiency and identify the key differences of dialects of the TL. In consultation with their advisor, candidates with strong oral skills could select a 400-level TL culture class to deepen their cultural knowledge of the TL culture (ACTFL #2).

II. Pedagogical Knowledge.

Responsibility for pedagogy falls to both the COE and the home department (LLL).

CIMT. Effective fall of 2011, an additional EFE at the 200-level has been introduced. The total credit hours in the COE have not changed because the CIMT 300-block has been reduced in credit hours. CIMT instructors will be carefully assessing and evaluating the effectiveness of this course, particularly in helping students to determine if they have the dispositions to become teachers. Since the initial discussions during the Project PRE federal grant phase of COE curricular reform, the implementation of such a course has been desired and with gradual changes it has now been realized.

LLL working with CIMT. Each side of the LLL and CIMT partnership is well versed in its respective field, yet understandably, they are not as familiar with the other's field. Increased interaction of the LST coordinator with the student teaching field supervisors and CIMT faculty will allow the latter to gain a better understanding of the unique components that lead to excellence in FL teaching. The most pressing need is for the language coordinator to develop an evaluation instrument specific to TL teaching that uses ACTFL Standards (Assessment 4), to be used during student teaching, by both the university field supervisor and the host teacher; the instrument will be developed this semester so that the one candidate doing student teaching this semester and the five in the spring can be assessed with this instrument and the data can inform future changes. The rubric will vary slightly for the host teacher, who is knowledgeable in the TL and the vital importance of integration of a cultural framework into individual lessons, and who, therefore, can more accurately assess language and cultural strengths and weaknesses as well as lesson design that provides "opportunities for negotiation of meaning and meaningful interaction" in the TL (3a). The instrument will be useful for programmatic assessment for LLL and for individual assessment for candidates, that they may be better able to "accommodate for gaps in their own knowledge of the target language system by learning on their own" (1b) and to acknowledge the need to "seek opportunities to strengthen their proficiency" (1a). CIMT 400/400L faculty have been more than willing to allow candidates to use the lesson plan format of the methods instructor, and have expressed willingness to utilize a content-specific assessment instrument.

LLL. Background: Prior to the fall of 2007, all teaching majors in the department were required to include in their teaching curricula LLL490 (Language Teaching Methods-Secondary), LING316 (Introduction to Teaching English as a Second Language), or LLL460 (Language Pedagogy-Primary). Students seeking teaching certification in French, German, Latin and Spanish generally took LLL490, while students seeking K-12 certification in English as a New Language (ENL) generally took LING316. However, the methods instructors of LLL490 and LING316 agreed that students needed to be assessed in their respective fields to ensure that all standards were met. While giving supplemental assignments to meet assessments was a possibility, the instructors did not want to burden students with additional work in an already intensive course. In addition, professionally, students could grow more with classmates of the same discipline, and build a network for professional and linguistic development. This curricular modification was approved by LLL's Academic Development Committee, the CAS, the COE, and followed the university's curricular approval process. Therefore, beginning in the fall 2007, foreign language students were required to take LLL490. One of the five candidates reflected in the Praxis II data for ISU's LST had pre-enrolled in LING316 and was required to change courses, thus this data reflects said change. Data: Since that time every completer has met or exceeded expectations in the assessments related to LLL490.

Background: Language acquisition: One additional change in the new departmental requirements of 2008 was that teacher education students in the department would be required to take LING420 Second Language Acquisition, to gain a more profound understand of first and second language acquisition (ACTFL Standard 3) and to acquaint students with recent research in the field.

III. Student learning.

Data: Currently only Assessment 5 maps directly to this category, although indirectly Assessment 4 covers this as well. Evidence of student learning is assessed during the EFE #2 in CIMT 400. According to the data of our small sample, this category of Assessment (impact on student learning) reveals that our students always "meet" or "exceed" the standard. While the coordinator is satisfied with the ratings, the weakest portion of the Unit Lesson Plan for the three completers was the unit assessment/test written by the candidate. Change: Effective the fall of 2011 the Unit Lesson Plan, Assessment 4, adds another layer of preparation ensuring that what is taught is measured effectively. The LLL490 Language Methods class is devoting an additional class period to designing effective, original formal assessment tools (i.e. not using book tests which may not reflect what was actually taught in class) and the examination of poor and good assessment instruments is being integrated into the history of FL methods.

Conclusion. Although LLL was informed that a SPA report was not needed because the program had only 3 completers, it was believed that evaluating the program would strengthen it, with an end result of on-going student success in the new version of the PRAXIS II introduced to IN in July 2011. It was also believed that the feedback offered would provide valuable insights for programmatic change and assessment input.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx>

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspx>

(Response limited to 24,000 characters.)

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