

Assessment Report, AY 2012-2013

Submitted by: Denise Cloonan Cortez de Andersen, Acting Chair

Undergraduate Program Assessment. The learning outcomes of our undergraduate programs in Spanish and French Studies are tied to the standards published by the American Council of Teachers of Foreign Languages (ACTFL). These include:

1. **Oral Proficiency:** Teacher candidates in French Studies and Spanish are required to pass the Oral Proficiency Interview (OPI), administered by ACTFL, with a score of Advanced Low or above. During AY 2012-2013 all but one of our teacher candidates met this requirement. The one Spanish student that did not meet the requirement is spending the summer in Costa Rica and will re-take the exam in August 2013. We are confident that this student will meet the requirements.
2. **Writing Proficiency:** We expect our Majors in French Studies and Spanish to achieve a writing proficiency at the level of Advanced-mid or above, as demonstrated in a research paper submitted at the end of their required capstone seminar.

In our capstone seminars, we assess candidate's analytical and interpretive skills as demonstrated in a final research paper we assess using Rubric 8c. We followed ACTFL's recommendation to edit this rubric so that now, the description of the assessment task is more complete, and what used to be the single category of "Quality of Information" is now broken down into four categories that more directly reveal evidence of Standard 2 content:

- Contextualization [tied to Standard 2a]
- Description and analysis [tied to Standard 2b]
- Interpretation [tied to Standard 2b]
- Use of secondary sources [tied to Standard 2c]

Rubric 8c (New version, effective Spring 2013)

Research Paper: Advanced Mid (Capstone Seminar)

Student's Name: _____

Evaluator's Name: _____

Course: _____ Term: _____ Title of Paper: _____

TASK: Write a 10-page research paper in Spanish or French (depending on the class) that contextualizes, describes, and interprets a defining literary, linguistic, or cultural text (broadly defined to include practices and products) from the Spanish- or French-speaking world. Your paper must include an introduction, a review of secondary sources, a contextualization of the text (i.e., the text's historical context and the relationship between the text and the perspectives of the culture), interpretation and analysis, and a conclusion. The review of secondary sources, the contextualization, and the interpretation and analysis may be presented discretely or interwoven, but the introduction and conclusion must be

clearly identifiable. Example of a thesis: *Women on the Verge of a Nervous Breakdown* deploys *boleros* and the conventions of melodrama to subvert traditional Spanish social relations during the post-Franco *destape*.

Parts of this rubric also measure NCATE Standard #2 (Cultures, Literatures, Cross-Disciplinary Concepts) for teacher candidates

Standard 2.a. Demonstrating Cultural Understandings.

Standard 2.b. Demonstrating Understanding of Literary and Cultural Texts and Traditions.

CATEGORY	Exceeds standards	Meets standards	Approaches standards	Does not approach standards
Introduction	<ul style="list-style-type: none"> Title is appropriate and highly effective in capturing the paper's topic Main thesis is clearly stated Introduction synthesizes ideas and critical issues associated with the text <p>15 points</p>	<ul style="list-style-type: none"> Title is appropriate given the topic Main thesis is clearly stated Introduction presents the main ideas and critical issues associated with the text <p>13 points</p>	<ul style="list-style-type: none"> Title is somewhat appropriate but can be improved Main thesis is suggested but not clearly stated Introduction begins to present the main ideas and critical issues associated with the text <p>11 points</p>	<ul style="list-style-type: none"> Title is not related to the topic of the paper, or else is missing Main thesis is not stated Introduction does not present the main ideas and critical issues associated with the text <p>0 points</p>
Review of primary and secondary sources	<ul style="list-style-type: none"> Accurately describes and critically evaluates competing perspectives from at least two relevant peer-reviewed scholarly essays. <p>10 points</p>	<ul style="list-style-type: none"> Accurately describes perspectives from at least two relevant peer-reviewed scholarly essays. <p>9 points</p>	<ul style="list-style-type: none"> Begins to describe perspectives from one or two relevant peer-reviewed scholarly essays. <p>7 points</p>	<ul style="list-style-type: none"> Does not incorporate relevant peer-reviewed scholarship. <p>0 points</p>
Contextualization 2.a.	<ul style="list-style-type: none"> Critically evaluates the connection between the text and the target culture's practices and perspectives. <p>15 points</p>	<ul style="list-style-type: none"> Demonstrates an understanding of the connection between the text and the target culture's practices perspectives. <p>13 points</p>	<ul style="list-style-type: none"> Begins to connect the text to the target culture's practices and perspectives. <p>11 points</p>	<ul style="list-style-type: none"> Does not connect the text to the target culture's practices and perspectives. <p>0 points</p>
Evidence 2.a.	<ul style="list-style-type: none"> Cites as evidence for the thesis examples that reflect an understanding of the target culture as a system in which cultural perspectives are reflected through texts. <p>10 points</p>	<ul style="list-style-type: none"> Cites as evidence for the thesis examples that reflect a solid cultural knowledge base. <p>9 points</p>	<ul style="list-style-type: none"> Cites as evidence for the thesis examples that reflect a cultural knowledge base that is still developing. <p>7 points</p>	<ul style="list-style-type: none"> Does not provide as evidence examples of cultural practices, products, perspectives from the target culture. <p>0 points</p>
Interpretation 2.b. 2.b. 2.b.	<ul style="list-style-type: none"> Interprets a defining literary or cultural work or works in the target culture from multiple viewpoints of the target culture. Critically evaluates why the selected literary or cultural texts is valuable to interpret and reflect upon the perspectives of the target cultures over time. Uses a cultural, linguistic, or 	<ul style="list-style-type: none"> Interprets a defining literary or cultural text of the target culture, and identifies elements in the text that the target culture deems important in understanding its cultural traditions. Recognizes the value and role of the selected literary or cultural texts to interpret and reflect upon the perspectives of the target cultures over time. Uses a cultural, linguistic, or 	<ul style="list-style-type: none"> Is aware of major literary texts in the target culture, but the interpretation reveals a limited knowledge of these texts. Attempts to recognize the value and role of the selected text to interpret and reflect upon the perspectives of the target cultures over time. Relies on cultural analyses from secondary sources or that were learned in the 	

	literary model to frame and investigate an original hypothesis about a text that poses significant cultural questions or that illustrates cultural changes and variations. 20 points	literary model to frame and investigate an original hypothesis about a text. 18 points	classroom. 16points	<ul style="list-style-type: none"> Does not analyze examples. 0 points
Conclusion	<ul style="list-style-type: none"> Synthesizes the findings of the research Provides a personal assessment of the text Demonstrates how the findings provide an original contribution to our understanding of the topic 10 points	<ul style="list-style-type: none"> Synthesizes the findings of the research Provides a personal assessment of the text 9 points	<ul style="list-style-type: none"> Attempts to synthesize the findings of the research Provides a personal assessment of the text 7 points	<ul style="list-style-type: none"> Does not synthesize the findings of the research Attempts to provide or else does not provide a personal assessment of the text 0 points
Organization and style	<ul style="list-style-type: none"> Essay is very organized with well-constructed paragraphs Very smooth transitions between and within introduction, main body and conclusion Shows own voice as a writer 10 points	<ul style="list-style-type: none"> Essay is organized with well-constructed paragraphs Good transitions between and within introduction, main body and conclusion Begins to develop own voice as a writer 9 points	<ul style="list-style-type: none"> Information is organized, but paragraphs are not well-constructed Poor transitions 7 points	<ul style="list-style-type: none"> The information appears to be disorganized Little or no transitions used 0 points
Writing mechanics	<ul style="list-style-type: none"> Almost no (or none) grammatical, spelling or punctuation errors Always follows MLA format (title page, page layout, font, spacing, citations, footnotes, and bibliography) 11-12 pages 10 points	<ul style="list-style-type: none"> Very few grammatical, spelling or punctuation errors, but does not interfere with reading Almost always follows MLA format 9-10 pages 9 points	<ul style="list-style-type: none"> Some grammatical, spelling or punctuation errors; interferes somewhat with reading Often follows MLA format 7-9 pages 7 points	<ul style="list-style-type: none"> Many grammatical, spelling, or punctuation errors; interferes with reading Only sometimes follows MLA format Less than 7 pages 0 points

Scoring Guide: Does not approach standards = 0 – 69 points; Approaches standards = 70 – 79 points; Meets standards = 80 – 89 points; Exceeds Standards = 90 – 100 points

Overall Assessment and Comments:

- c. Provide a data table of candidate scores/results including the number of candidates who took the assessment, the range and mean of the scores and the pass rate. Do not include individual candidate names as the data must summative.

SPAN 353 N=5

Rubric 8c	Student					Category	
	Student 1	Student 2	3	Student 4	Student 5	Totals	Avg.
#1 Introduction	13	15	13	15	13	69	13.8
#2 Review	9	10	10	10	9	48	9.6
#3 Contextualization	13	13	15	13	13	67	13.4

#4 Evidence	9	9	10	9	9	46	9.2
#5 Interpretation	18	18	20	18	18	92	18.4
#6 Conclusion	9	10	9	9	9	46	9.2
#7 Organization	10	10	9	9	9	47	9.4
#8 Writing	9	10	9	9	9	46	9.2
total	90	95	95	92	89		92.2

SPAN 378 Spring 2013	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Category Totals	Average
Introduction	13	11	13	11	13	13	13	87	12.4
Review of Primary and Secondary Sources	9	9	7	9	9	9	9	61	8.7
Contextualization	13	11	13	13	13	13	13	89	12.7
Evidence	9	7	9	0	9	9	9	52	7.4
Interpretation	18	16	16	16	18	18	18	120	17.1
Conclusion	9	7	7	7	9	9	9	57	8.1
Organization and style	9	9	7	7	9	7	7	55	7.8
Writing mechanics	9	9	9	9	9	9	9	63	9
Individual Overall Scores	89	79	81	72	89	87	87		83.4

The charts above show how Spanish Majors who were enrolled in capstone seminars during Spring 2013 (a total of 12: 5 in one class and 7 in the other) performed in their final essays, per this revised rubric. The data show that the vast majority of our majors are finishing their programs of study approaching or meeting the levels of content knowledge and critical thinking skills that we expect from them. In our rubric, “Exceeds Standards” is the equivalent of “Target”; “Approaches Standards” and “Meets Standards” is equivalent to “Acceptable”; and “Does not Approach Standards” is equivalent to “Not Acceptable.”

For teacher candidates: Initial Program Assessment of Candidates’ Ability to Plan Instruction or Advanced Program Assessment of Candidates’ Ability to Plan an Appropriate Environment

WLC 302 Project No 1 Parameters:

PROJECT I: YOU WILL DESIGN A **LESSON PLAN** AROUND THE FOLLOWING CRITERIA. PLEASE USE THE HUNTER MODEL, OR A SIMILAR FRAMEWORK, TO ORGANIZE THE CONTENT AREA OF YOUR PLAN. THE STRUCTURE WILL INCLUDE, IN ADDITION TO THE ITEMS MENTIONED BELOW: WARM-UP, STIMULATION, TARGET LESSON, VERIFICATION, WARM-DOWN. THERE WILL BE DESCRIPTIONS OF DIFFERENTIATED INSTRUCTION FOR SPECIAL EDUCATION STUDENTS, SPECIAL NEEDS STUDENTS AND TALENTED/GIFTED STUDENTS.

1. Identify the age of the students that you will be teaching: pre-school, Kinder, Grades 1-12 (state the grade).

2. Identify the proficiency level (according to ACTFL standards) of the students that you will be teaching: novice, intermediate, advanced, superior

3. Indicate how many students you have and which types of participation structures you plan to incorporate: whole group, individual, peer-tutoring, team-learning or learning center.

4. List all materials needed.

5. Describe the theory of language learning to which your methodologies belong: Natural Approach, Artificial Approach (Silent Way), Communicative Approach, Cognitive Approach, Strategic Interaction, etcetera.

6. Select one of the ACTFL Foreign Language Standards found in the Appendix of your text.

Communication 1.1, 1.2, 1.3

Cultures 2.1, 2.2

Comparisons 3.1, 3.2

Connections 4.1, 4.2

Communities 5.1, 5.2

7. Write a lesson plan around a topic/theme of your choosing that incorporates at least one of the objectives of the goal that you have selected:

For example, if you select Communication, you must write an activity that incorporates at least one of the three communication modes: 1.1, 1.2, or 1.3. You will find that your activity may involve more than one Standard (communication and cultures, for example).

You need to describe (2-3 pages) the activity that you have planned. If you have discussions with the students, you need to provide me with the guiding questions that you plan to use to get the discussion going. If you make reference to vocabulary, you need to provide a copy of the list of vocabulary words. If you give a worksheet, you need to provide a copy of it.

8. Your project will be graded on how well the lesson plan and activity fit the standard, the age and the proficiency level of the students that you have selected. See Rubric 7L.

Rubric 7L Evaluation of Lesson Plan

Elements	Approaches Standard (1 pts.)	Meets Standard (2 pts.)	Exceeds Standard (3 pts.)
Language acquisition	Candidates seem to understand the key	Candidates understand different language	Candidates effortlessly apply language

theories (1)	concepts of language acquisition theories and their application to K-12 learners at various developmental levels. They are somewhat able to connect theory with practice as well as make the connection between student learning and the use of instructional strategies.	acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supportive learning environment. They draw on their knowledge of theories, as they apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language acquisition.	acquisition theories to instructional practice. They use a wide variety of strategies to meet the linguistic needs of their K-12 students at various developmental levels. Candidates produce original lesson plans that incorporate instructional strategies that reflect language acquisition theories.
Target language input (2)	Candidates use the target language for specific parts of classroom lessons at all levels of instruction, but there are some non-normative forms: calques, semantic extensions, and loan words. They use some strategies to help students understand oral and written input.	Candidates use the target language to the maximum extent in classes at all levels of instruction. They use normative language with minimal usage of calques, semantic extensions, and loan words. They adjust language use to students' developing proficiency levels. They use a variety of strategies to help students understand oral and written input.	Candidates structure classes to maximize use of the target language at all levels of instruction. They use normative language without calques, semantic extensions, and loan words. They assist students in developing a repertoire of strategies for understanding oral and written input. They use the target language to teach a variety of subject matter and cultural content.
Scaffolding (3)	Candidates use only minimal forms of scaffolding to assist students in their negotiation of meaning.	Candidates demonstrate an understanding of many forms of scaffolding and employ them on a regular basis to help students negotiate meaning.	Candidates make use of the full range of scaffolding techniques, including, but not limited to: modeling, requests for clarification, reducing degrees of freedom, recruiting, maintaining focus, and techniques to avoid frustration, to help students negotiate meaning.

Elements	Approaches Standard (1 pts.)	Meets Standard (2 pts.)	Exceeds Standard (3 pts.)
Meaningful	Candidates use	Candidates design	Meaningful

<p>classroom interaction (4)</p>	<p>communicative activities as the basis for engaging students in meaningful classroom interaction. These activities and meaningful contexts are those that occur in instructional materials.</p>	<p>activities in which students will have opportunities to interact meaningfully with one another. The majority of activities and tasks are standards-based and have meaningful contexts that reflect curricular themes and students' interests.</p>	<p>classroom interaction is at the heart of language instruction. Candidates engage students in communicative and interesting activities and tasks on a regular basis. All classroom interaction reflects engaging contexts that are personalized to the interests of students and reflect curricular goals.</p>
<p>Dispositions for creating a supportive classroom environment (5)</p>	<p>Candidates employ exercises and activities that require students to provide predictable and/or correct answers. Candidates assume a traditional role of teacher as director of learning. The feedback that candidates offer students is primarily evaluative in nature and focuses on the accuracy of their language. Candidates encourage students to progress within the framework of instructional materials.</p>	<p>Candidates employ exercises and activities that require students to provide open ended, personalized responses. Candidates often assume the role of facilitator in classroom activities. Some activities provide opportunities for them to learn with their students. Candidates provide feedback to students that focuses on meaning as well as linguistic accuracy. They view errors as a normal part of the language acquisition process. Candidates employ strategies to encourage and affirm student progress. Candidates encourage students to take risks in using the target language.</p>	<p>Candidates use an approach in which personalized, creative language use is central to all activities. The principal role of the candidate is as facilitator of learning in the language classroom. Candidates value opportunities to learn with their students. Candidates engage students in monitoring their own progress and in asking for assistance from the teacher. They engage students in tracking their own errors and their progress and in providing feedback to their peers. Candidates reward students for taking risks in using the target language.</p>

Elements	Approaches	Meets Standard	Exceeds Standard
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	Standard (1 pts.)	(2 pts.)	(3 pts.)
Theories of learner development and instruction (6)	Candidates recognize that K-12 students have different physical, cognitive, emotional, and social developmental characteristics. Candidates recognize the need to adjust instruction to accommodate their students' developmental needs.	Candidates describe the physical, cognitive, emotional, and social developmental characteristics of K-12 students. They implement a variety of instructional models and techniques to accommodate these differences.	Candidates plan for instruction according to the physical, cognitive, emotional, and social developmental needs of their K-12 students. They adjust instruction to meet the developmental needs of their students.
Understanding of relationship of articulated program models to language outcomes (7)	Candidates recognize that different foreign language program models (e.g., FLES, FLEX, immersion) exist and lead to different language outcomes.	Candidates describe how foreign language program models (e.g., FLES, FLEX, immersion) lead to different language outcomes.	Candidates design and/or implement specific foreign language program models that lead to different language outcomes.
Adapting instruction to address students' language levels, language backgrounds, learning styles (8)	Candidates recognize that their students have a wide range of language levels, language backgrounds, and learning styles. They attempt to address these differences by using a limited variety of instructional strategies.	Candidates seek out information regarding their students' language levels, language backgrounds, and learning styles. They implement a variety of instructional models and techniques to address these student differences.	Candidates consistently use information about their students' language levels, language backgrounds, and learning styles to plan for and implement language instruction.

Elements	Approaches Standard (1 pts.)	Meets Standard (2 pts.)	Exceeds Standard (3 pts.)
Adapting instruction	Candidates recognize that	Candidates identify multiple ways in which	Candidates plan for and implement a

<p>to address students' multiple ways of learning (9)</p>	<p>students approach language learning in a variety of ways. They identify how individual students learn.</p>	<p>students learn when engaged in language classroom activities.</p>	<p>variety of instructional models and strategies that accommodate different ways of learning.</p>
<p>Adapting instruction to meet students' special needs (10)</p>	<p>Candidates identify special needs of their students, including cognitive, physical, linguistic, social, and emotional needs. They recognize that they may need to adapt instruction accordingly.</p>	<p>Candidates implement a variety of instructional models and techniques that address specific special needs of their students.</p>	<p>Candidates anticipate their students' special needs by planning for alternative classroom activities as necessary.</p>
<p>Critical thinking, problem solving ability and creativity (11)</p>	<p>Candidates implement activities that have a limited number of answers and allow little room for critical thinking and/or problem solving.</p>	<p>Candidates implement activities that promote critical thinking and problem-solving skills and creativity in the language.</p>	<p>Candidates reward their students for engaging in critical thinking and problem solving and creative use of language.</p>
<p>Participation Structures (12)</p>	<p>Candidates teach primarily with large-group instruction. Pair- and small group activities generally consist of students grouped together but working individually. Students rarely have assigned roles within the group</p>	<p>Candidates conduct activities in which students work collaboratively in pairs and small groups. They define and model the task, give a time limit and expectations for follow-up, group students, assign students roles, monitor the task, and conduct a follow up activity. Each member of the group has an assigned role and is held accountable for that task.</p>	<p>Candidates provide regular opportunities for students to work collaboratively in pairs and small-groups. They teach their students strategies for assuming roles, monitoring their progress in the task, and evaluating their performance at the end of the task. Each member of the group has an assigned role and is held accountable for that task.</p>

Elements	Approaches Standard (1 pts.)	Meets Standard (2 pts.)	Exceeds Standard (3 pts.)
Use of questioning and tasks (13)	Candidates use short answer questioning as the primary strategy for eliciting language from students.	Candidates recognize that questioning strategies and task-based activities serve different instructional objectives. They use tasks as they appear in their instructional materials.	Candidates have an approach to planning and instruction that integrates the appropriate design and use of both questioning strategies and task-based activities, based on instructional objectives and the nature of language use that they want to elicit from students.
Dispositions about student diversity (14)	Candidates adapt instruction to address students' needs when they are given specific instructions of how to do so.	Candidates seek out opportunities to learn about their students, their backgrounds, and their special needs. They adapt instruction to address students' needs.	Candidates seek out Candidates value diversity in their classrooms. They work with students, parents, colleagues, and others to address the special needs of their students.

Scale:

Unacceptable: 0-20 pts.
 Acceptable: 21-35 pts.
 Target: 36-42 pts.

Data table of candidate scores/results including the number of candidates who took the assessment, the range and mean of the scores and the pass rate.

		Unacceptable	Acceptable	Target
Fall 2011	N=6	0	1(20%)	5 (80%)
Spring 2012	N=3	0	1(66.7%)	2 (33.3%)
Totals:	N=9	0	2	7

Discussion of data results:

9 students took the assessment. Of these, 100% scored acceptable or target.

How this assessment is aligned with National and/or State standards:

This assessment corresponds with ACTFL's National Standards for Foreign Language Learning 1. Communication (1.3 Presentational); 2. Cultures (2.1, 2.2); 3. Connections (3.1, 3.2); 4. Comparisons (4.1, 4.2); 5. Communities (5.1, 5.2), and IPTS Standards 1, 2, 3, 4, 6, and 7.

All programs in the unit use the same rubric with a 25 point scale based on the IPTS Standards. The assessment is done during the midterm and final evaluation processes. All pre-service teachers enrolled in the SCED 305J course are evaluated.

Related rubric or scoring guide (see below)

NORTHEASTERN ILLINOIS UNIVERSITY STUDENT TEACHING EVALUATION

On the Scantron sheet provided, please complete the identifying items on the front. On the back, for Items 1 – 25 , please “bubble” the number that most accurately describes your overall observation of the quality of the student teacher’s performance while assigned to you. There is also space for additional written comments. Thank you.

- 1 = Needs significant support in this area, atypical of a beginning teacher
- 2 = Demonstrates this behavior with moderate support/prompting
- 3 = Demonstrates this behavior competently, benefitting from the occasional support or professional development
- 4 = Demonstrates this behavior at an exemplary level and without the need of any support

A. TEACHING DIVERSE LEARNERS (also inherent in many additional items on this form)

- 1 Recognizes the impact of his/her personal perspectives and biases on teaching and makes adjustments accordingly in order to maintain a respectful learning environment
Candidate designs a respectful learning environment through reflection on his/her own perspectives and biases.
- 2 Connects instruction to each student’s strengths, interests, prior learning, language, culture, and social/emotional needs
Candidate uses student data to design instruction that connects to student background.

B. CONTENT AREA AND PEDAGOGICAL KNOWLEDGE

- 3 Demonstrates knowledge of major concepts and modes of inquiry central to the subject areas taught
Candidate demonstrates knowledge of major content in the subject area(s) taught.
- 4 Has command of an array of content area literacy strategies to make all subject matter accessible to each student
Candidate uses several research-based, content-area-related literacy strategies to help each student learn.
- 5 Creates learning experiences that allow each student to integrate knowledge, skills, and methods of inquiry from various subject areas
Candidate makes visible and purposeful connections among disciplines.

- 6 Develops/uses curricula that encourage each student to see, question, and interpret ideas from multiple perspectives
Candidate uses more than one strategy to teach the same content.

C. PLANNING FOR DIFFERENTIATED INSTRUCTION

- 7 Creates and presents differentiated lessons and activities that meet the developmental and individual needs of diverse learners
Candidate uses student data to plan lessons that allow for variation of individual learning needs.
- 8 Develops and implements short- and long-term plans to achieve the expectations for student learning
Candidate develops and implements short- and long-term learning experiences based on knowledge of students' individual needs, effective instructional strategies, and district and Illinois learning standards.
- 9 Plans for ongoing student growth and achievement
Candidate utilizes a wide range of information and instructional strategies to plan for ongoing student growth and achievement.

D. LEARNING ENVIRONMENT

- 10 Creates a safe and nurturing learning community in which diversity is valued and each student's individual characteristics are respected
Candidate knows students by name, and treats each student respectfully and equitably.
- 11 Applies principles of effective classroom management by using a range of strategies that promote cooperative relationships and a positive learning environment
Candidate creates clear, positive expectations and procedures for communication and behavior to promote cooperation and learning.

E. INSTRUCTIONAL DELIVERY

- 12 Enhances learning through the use of a wide variety of instructional strategies, materials, technologies, and resources that promote and reflect active learning
Candidate uses a variety of instructional materials in creative ways to enhance active learning, supplementing as indicated by students' needs and interests.
- 13 Manages the resources of time and space to engage each student actively in productive learning
Candidate varies use of time and space to match the desired learning outcome(s).
- 14 Uses questioning and discussion strategies to engage students in critical thinking and problem-solving
Candidate demonstrates the ability to ask various levels of questions and to stimulate discussion.

F. READING, WRITING, AND ORAL COMMUNICATION

- 15 Effectively integrates technology to support, enhance, and enrich each student's learning
Candidate uses various forms of technology appropriate to learning in the content area in his/her instruction.
- 16 Communicates effectively with students and adults verbally and through print and electronic writing
Candidate speaks and writes in grammatically correct, contextually appropriate language.

G. ASSESSMENT

- 17 Uses a variety of assessment tools (formal and informal) to evaluate the outcomes of her/his teaching and student learning
Candidate evaluates, develops, and applies formal and informal assessment tools with consideration of technical adequacy, timeliness, and appropriateness to the individual and context.
- 18 Makes use of student assessment/performance data to design, modify, and differentiate instruction
Candidate generates, applies, and reflects on valid and representative assessment data for the purpose of individualizing instruction.

- 19 Draws from a repertoire of assessment strategies to flexibly and sensitively facilitate each student's highest learning potential
Candidate adjusts plans and instruction based on each student's responses and unexpected situations.

H. COLLABORATIVE RELATIONSHIPS

- 20 Collaborates appropriately, effectively, and respectfully with others
Candidate interacts cooperatively with parents, guardians, families, school colleagues, and members of the community.
- 21 Participates in planning as a collegial activity in order to foster each student's cognitive, physical, linguistic, and social and emotional development
Candidate's planning is done in consultation with the cooperating teacher.
- 22 Works collaboratively with school colleagues and supervisors by accepting constructive feedback and implementing suggestions
Candidate evidences growth by incorporating feedback from others.

I. PROFESSIONALISM, LEADERSHIP, AND ADVOCACY

- 23 Exhibits professional behavior by incorporating constructive feedback and engaging in ongoing professional development.
Candidate accepts constructive feedback, utilizes existing resources, and seeks out additional resources to refine her/his teaching practices.
- 24 Exemplifies professional and ethical behavior in all situations.
Candidate demonstrates professional and ethical behavior and respects each student's privacy and confidentiality of information when consulting with students, teachers, parents, and other school professionals.
- 25 Provides evidence of reflection, self-assessment, and learning as ongoing processes
Candidate reflects on his/her professional practice, and identifies strengths and weaknesses and ways to address them.

Data table of candidate scores/results including the number of candidates who took the assessment, the range and mean of the scores and the pass rate.

Eight candidates took this assessment and scored as follows:

	Unacceptable	Acceptable	Target
Fall 2011	0	0	5
Spring 2012	0	0	3

Discussion of the data results

Teacher candidates in the Spanish program met (2 points) or exceeded (3 points) specific standards. In averaging the scores, if we count below 2 as unacceptable, 2.0-2.49 as acceptable, and 2.5-3.0 as target, then all of the teacher candidates were target because all averaged scores of 3 or close to 3.

How this assessment is aligned with National and/or State standards:

This assessment is aligned with IPTS Standards 1, 2, 3, 4, 5, 6, 7, 8, and 9.

This assessment consists of a pre-test, test, and post-test evaluation of students on the content of a lesson taught by the teacher candidate during SCED 305J (Secondary Student Teaching and Seminar in Spanish).

This assessment is imbedded into the Student Teaching Evaluations that are conducted during the SCED 305J (Secondary Student Teaching and Seminar in Spanish)

Discussion of data results

Average scores in items 20-25 of the student teaching evaluations were always above 2.5, meaning that candidates met or exceeded standards.

How this assessment is aligned with National and/or State standards:

This assessment is aligned with IPTS standards 8, and 9.

Graduate Program Assessment. We currently assess the graduate students in our MA in Latin American Literatures and Cultures through in-class performance (as reflected in their grades), and through either a comprehensive exam or a thesis (those who write a thesis do not have to take the comprehensive exam).