

Section I: Coversheet

Name of Program

Modern Languages Education, German, MAT Teacher Residency

Name of College or University

Clemson University

Date of Submission

3/2/26



Signature of CEO of College (Dean's Designee)

Proposal Contact Person Name	Michelle Cook
Title	Senior Associate Dean, College of Education
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NEW PROGRAM PROPOSAL FORM

Name of Institution: **Clemson University**

Name of Program (include degree designation and all concentrations, options, or tracks):

MAT Teacher Residency in Modern Languages Education

Concentrations: American Sign Language, French, Spanish, *German [new]*

Program Designation:

- | | |
|---|--|
| ☐ Associate's Degree | ☒ Master's Degree |
| ☐ Bachelor's Degree: 4 Year | ☐ Specialist |
| ☐ Bachelor's Degree: 5 Year | ☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| ☐ Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☐ Yes
☒ No

Proposed Date of Implementation: **Fall 2026**

CIP Code: **13.1206**

Delivery Site(s): **Clemson University Main Campus (50104); Blended Distance Education (85500); Online Degree Program (85750)**

Delivery Mode:

- | | |
|---|---|
| ☒ Traditional/face-to-face
*select if less than 25% online | ☒ Distance Education
☒ 100% online
☒ Blended/hybrid (50% or more online)
☒ Blended/hybrid (25-49% online) *New*
☐ Other distance education (explain if selected) |
|---|---|

Program Contact Information (name, title, telephone number, and email address):

Dr. Michelle Cook, Associate Dean, College of Education, mcook@clermson.edu, 864.656.5119

Dr. Jeremy King, Associate Provost for Institutional Effectiveness, jking2@clermson.edu, 864.934.3554

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Graduate Curriculum Committee: November 8, 2024

Provost: September 27, 2024

Board of Trustees: October 18, 2024

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

Background, Purpose, and Field of Application

Clemson University seeks approval to offer a new German concentration within the MAT Teacher Residency in Modern Languages Education program, as well as align the modality with the MAT by adding blended/hybrid (25-49% online). While adding a new concentration is typically a modification proposal, the MAT TR Modern Languages Education program is an educator preparation program. Therefore, per CHE policy, we are submitting this modification as a New Program proposal.

This action would allow students to receive teaching certification in German, complementing existing concentrations in American Sign Language, French, and Spanish. The shortage of South Carolina teachers is projected to grow—including in languages. The Center for Educator Recruitment, Retention, and Advancement (CERRA) reported that over 1,100 certified teachers in World Languages are needed in the state, with 45 vacancies remaining at the start of the 2023 academic year¹. Without certified teachers available for instruction, many school districts have turned to online coursework for PK-12 students enrolling in languages and are unable to start language instruction in earlier grades. A growing number of schools have terminated language programs due to teacher shortages and have expressed concerns to Clemson.

Adding German will not require additional coursework or faculty to be added to the education and modern languages departments. While we expect the number of students in the German concentration to be lower than our existing concentrations, the addition of this concentration will help with enrollment and sustainability of the Modern Languages Education program.

Discussion of Program Structure

The MAT TR Modern Languages Education is currently available to students preparing to teach American Sign Language, French, German, or Spanish (grades PK-12). The MAT in Teacher Residency in Modern Languages Education is a 30-credit program that can be completed in three semesters. Current undergraduate students in our BA Modern Languages Education teacher preparation program are the target participants for the Teacher Residency Program. The curriculum plan is based on a bachelors-to-masters combined program schema where qualified students will take 12 hours of graduate coursework their undergraduate senior year in place of a traditional student teaching experience (9 hours) and capstone seminar (3 hours). Students are expected to graduate from their undergraduate program as planned (May or August, senior year). During the subsequent 5th year, these students will complete the remaining hours toward their MAT degree. Students will be recommended for initial teaching certification after successfully completing their graduate teacher residency field experience.

Target Audience

This concentration targets teacher education students interested in teaching German in PK12 schools who are currently enrolled in a bachelors-level Modern Languages Education program leading to certification. The group of students who enroll in the proposed MAT TR in Modern Languages Education-German program will complete the bachelors-to-masters option with a 5th year teacher residency placement under the supervision of a trained mentor teacher.

Alignment with Institutional Mission and Strategic Plan

One of the goals under Clemson Elevate, Pillar III: Transforming Lives is to strengthen the teacher workforce. The demand for teachers in SC far exceeds the supply and is projected to get worse. The Center for Educator Recruitment, Retention, and Advancement (CERRA) reported that over 1100 certified teachers in World Languages are needed in the state. In 2023-2024, 172 new teachers were hired in World Languages, yet there were still 45 vacancies at the start of the school year. Many schools and districts have turned to online coursework for PK12 students taking languages without certified teachers available to hire. Some schools have shut down language immersion programs because of teacher shortages.

¹ <https://www.cerra.org/supply-and-demand.html>

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

Prior to seeking approval for the MAT TR Modern Languages program in 2021, Clemson was engaged with several school districts who expressed an ongoing need for more modern language teachers in PK-12 education. The addition of German as a concentration also comes at the request of these school districts. Attached are letters of support from the [School District of Pickens County](#), [Greenville County Schools](#), and the [Charleston County School District](#). The districts have indicated their demand for German instruction is driven by the presence of companies like BMW, Volkswagen, and their subsidiary companies in South Carolina. The new concentration action will address the demand for German instruction, offer additional job opportunities for our students, and support workforce needs in South Carolina.

Transfer and Articulation

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

None

Employment Opportunities

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Occupation	State		National		Data Type and Source
	Expected Number of Jobs (2023)	Employment Projection (2033)	Expected Number of Jobs (2023)	Employment Projection (2033)	
Secondary School/High School Teachers	15,540	9% increase	1,071,400	1% decrease	Career One Stop and BLS

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

The employment outlook for secondary school teachers is much stronger in South Carolina compared to the national trend. In South Carolina, the number of jobs for high school teachers is projected to grow by 9% from 2023 to 2033. The contrast between the projections for state employment and US employment can be attributed to South Carolina's rapid population growth, even as the national population of school-aged children is expected to decline². South Carolina's population is projected to increase by nearly one million people by 2040, making it one of the fastest-growing states in the country³.

Survey Data

Data collected from 76 public school districts in the South Carolina Annual Educator Supply and Demand survey reported 45 vacant teaching positions in full-time equivalents (FTE) at the start of the 2023-2024 school year for world languages. Compared to only 20 vacancies reported at the beginning of the 2019-2020 school year, this represents an 125% increase in the number of vacancies in just 5 years⁴. Note that demand for Spanish language teachers constituted the majority of vacancies reported in 2019, but the 2023 report does not distinguish between different languages.

² Bureau of Labor Statistics, U.S. Department of Labor, [Occupational Outlook Handbook, High School Teachers](#)

³ [South Carolina Revenue and Fiscal Affairs Office](#)

⁴ [CERRA SC Annual Supply & Demand Data Tables](#)

The U.S. Department of Education publishes Teacher Shortage Areas⁵ data to highlight areas of opportunity for specific grade levels, disciplines, and geographic areas of the country. South Carolina has reported a shortage for teachers of World Languages in general for the 2024-25 and 2023-24 school years and specifically for German language teachers for the three preceding years.

Table 2. U.S. Department of Education - Teacher Shortage Areas

School Year	State	Subject Matter	Discipline	Grades	Grades by Age
2019-2020	South Carolina	World Languages	German	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Age above 5
2020-2021	South Carolina	World Languages	German	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Age above 5
2021-2022	South Carolina	World Languages	German	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Age above 5
2023-2024	South Carolina	World Languages	Any World Language	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Age above 5
2024-2025	South Carolina	World Languages	Any World Language	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Age above 5

Award and Occupation Gaps

Degree award gaps can be derived from educational and labor market data; these gaps provide an estimate of the carrying capacity of a new program's annual completions if aligned with market-based need. The table below presents the expected annual award gap for SC secondary school teachers. This gap is calculated from the most recent IPEDS completion data as well as BLS and proprietary labor market data from Chmura Economics JobsEQ.

Columns 1 and 2 contain the federal-coded occupation designations. Column 3 contains the annual degree completion gap in the state of SC. That award gap is a difference between annual supply and demand. Annual supply comes from the most recent IPEDS completion data for SC institutions for degree programs that are matched to secondary school teacher occupation in the CIP-SOC Crosswalk. Demand is calculated as a range and utilizes two values: a) the anticipated Annual Demand from BLS data, and b) a US Awards Benchmark value for SC that reflects the national completions prorated by the fraction of national employment for the secondary school teachers comprising SC secondary school teachers employment

The data indicated that, in SC, annual award production exceeds the upper range of the demand estimate by 71—i.e., there is an award surplus for this SOCS. However, the cross-walked degree programs included a wide variety of subject-specific degree programs (e.g., biology, mathematics, economics). The awards surplus, taken together with the data above which demonstrates a shortage of teachers, indicates some combination of the following: graduates choosing occupations other than teaching, departure of graduates from the State, significant non-retention of graduates who do teach in SC, and/or insufficient

⁵ <https://tsa.ed.gov/#/reports>

production of graduates certified to teach language(s). Expanding enrollment in specific teacher training programs, such as the MAT TR Modern Languages Education, is needed to address these supply-side challenges.

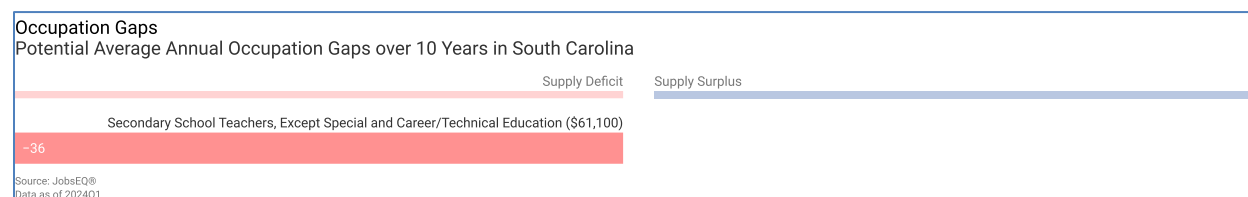
Table 3. Award Gaps- South Carolina, Secondary School Teachers, Except Special and Career/Technical Education (25-2031), Two-Year Degree or Higher Only

SOC	Occupation	Award Gap	Awards	Target Range	Annual Demand	US Awards Benchmark
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	71	2,170	1,162 – 2,099	1,162	2,099

An occupation gap is a forecast comparing occupation demand growth to the local population growth and the projected educational attainment of those residents. The analysis does not consider the number of awards for any particular program of study; rather, it looks at the overall educational attainment of the region (in this case, the state of SC). The occupation gap is primarily designed to model the long-term demand potential of occupations.

Over the next ten years, an occupation gap analysis projects an annual shortfall of 36 teachers in South Carolina for secondary school teachers (excluding special and career/technical education).

Figure 1. Occupation Gaps



Description of the Program

Full Program (all concentrations)

<i>Projected Enrollment</i>												
<i>Year</i>	<i>Fall Headcount</i>				<i>Spring Headcount</i>				<i>Summer Headcount</i>			
	<i>New</i>	<i>Continuing</i>	<i>Lost</i>	<i>Graduate</i>	<i>New</i>	<i>Continuing</i>	<i>Lost</i>	<i>Graduate</i>	<i>New</i>	<i>Continuing</i>	<i>Lost</i>	<i>Graduate</i>
2030-2031	4	0	0	0	0	4	0	4	0	0	0	0
2031-2032	5	0	0	0	0	5	0	5	0	0	0	0
2032-2033	7	0	0	0	0	7	0	7	0	0	0	0
2033-2034	7	0	0	0	0	7	0	7	0	0	0	0
2034-2035	7	0	0	0	0	7	0	7	0	0	0	0

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2030-2031	4	4	0
2031-2032	5	5	0
2032-2033	7	7	0
2033-2034	7	7	0
2034-2035	7	7	0

German Concentration

<i>Projected Enrollment</i>												
<i>Year</i>	<i>Fall Headcount</i>				<i>Spring Headcount</i>				<i>Summer Headcount</i>			
	<i>New</i>	<i>Continuing</i>	<i>Lost</i>	<i>Graduate</i>	<i>New</i>	<i>Continuing</i>	<i>Lost</i>	<i>Graduate</i>	<i>New</i>	<i>Continuing</i>	<i>Lost</i>	<i>Graduate</i>
2030-2031	1	0	0	0	0	1	0	1	0	0	0	0
2031-2032	0	0	0	0	0	0	0	0	0	0	0	0
2032-2033	0	0	0	0	0	0	0	0	0	0	0	0
2033-2034	0	0	0	0	0	0	0	0	0	0	0	0
2034-2035	1	0	0	0	0	1	0	1	0	0	0	0

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2030-2031	1	1	0
2031-2032	0	0	0
2032-2033	0	0	0
2033-2034	0	0	0
2034-2035	1	1	0

Explain how the enrollment projections were calculated.

The existing Modern Languages Education degrees at Clemson are relatively new. As such, the first undergraduates started in AY 2022-2023, so no students have reached the 5th year teacher residency portion of their combined bachelors/masters program. Therefore there is no historic data for the currently approved concentrations. There is also no comparable program in the state. Overall, the basis for the enrollment projection is that about 1/3 of current undergraduates are selected for residency. Almost no students are expected to leave the program without graduating since they opted to forgo teacher certification in the BA program and must complete the MAT program to obtain teacher certification. The projection begins with AY 2030-2031 since this is the anticipated year the first undergraduate Modern Languages Education German students (starting in AY 2026-2027) will have reached their 5th year residency. This is expected to be a low enrollment concentration since there is not an overwhelming need for German language teachers, but as documented, school districts have expressed that when they do have vacancies for language teachers that those positions are very difficult to fill. Adding this concentration will allow growth in the overall program without any additional resources since the coursework already exists at Clemson. The anticipated enrollment percentages by concentration are listed below:

ASL Teaching Area- 30%
 French Teaching Area- 10%
 Spanish Teaching Area- 55%
 German Teaching Area- 5%

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

☐ Yes

☒ No

Curriculum

New Courses

List and provide course descriptions for new courses.

No new courses are required for this program.

Total Credit Hours Required: 30

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
ED 8250 - Cultural Diversity in Education	3	EDF 8080 - Contemporary Issues in Assessment	3		
ED 8400 - Classroom Learning Environments	3	ED 8090 - Teacher Residency Internship	3		
ED 8650 - Curriculum Theory	3	ED 8480 - Teacher Residency Seminar	3		
EDSP 8230 - Teaching Individuals with Disabilities in Integrated Settings	3				
Total Semester Hours	12	Total Semester Hours	9	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
ED 8820 - Differentiation in Instruction and Student Work Analysis	3				
ED 8090 - Teacher Residency Internship	3				
ED 8480 - Teacher Residency Seminar	3				
Total Semester Hours	9	Total Semester Hours		Total Semester Hours	

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
MAT, Foreign Languages, German/Teacher Education	45	University of South Carolina-Columbia	Both are MAT programs, requiring students to bring in coursework in German. MAT programs are designed to provide the educational coursework and field experiences to prepare high quality teachers with certification.	USC's program requires an additional 15 hours, requiring 5 courses in German. Clemson's program requires all content courses needed for certification be taken before entry into the MAT program. USC's program includes a course focused on teaching at the college level; Clemson's program only focuses on PK12 teaching. Clemson's program is a bachelors-to-masters program and requires a year-long residency with a trained master teacher.

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Clinical Professor, FT	ED 8090	PhD, Curriculum and Instruction. Clemson University. MA, Mathematics Education. The Citadel. BS, Mathematics Teaching. Clemson University.	
Associate Professor, FT	ED 8820	PhD, Curriculum and Instruction. University of Illinois. MEd, Secondary Education. University of Illinois. BA, Teaching Social Studies. University of Illinois.	
Lecturer, FT	ED 8650	PhD, Curriculum and Instruction. Clemson University. MEd, Education. Southern Wesleyan University. BA, English. Charleston Southern University.	
Associate Professor, FT	EDF 8080	PhD, Educational Psychology; Inquiry Methodology. Indiana University. MA, Educational and Developmental Psychology. Beijing Normal University. BA, Psychology. Qufu Normal University.	

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Lecturer, FT	EDF 8080	EdD, Curriculum and Instruction. University of South Carolina. MA, Teaching Science. Kennesaw State University. BA, Biology. Mercer University.	
Lecturer, FT	ED 8820	EdD, Curriculum and Instruction. University of South Carolina. MA, Teaching Science. Kennesaw State University. BA, Biology. Mercer University.	
Senior Lecturer, FT	ED 8400	PhD, Special Education. Clemson University. MEd, Special Education. Clemson University. BA, Early Childhood Education. Clemson University.	
Clinical Associate Professor, FT	ED 8400, ED 8250	PhD, Educational Psychology. Purdue University. MEd, Curriculum and Instruction. North Carolina State University. BS, Elementary Education. Florida State University.	
Staff, FT	ED 8090, ED 8480	PhD, Curriculum and Instruction. Clemson University. MEd, Biology. The Citadel.	

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Lecturer, FT	EDSP 8230	PhD, Special Education. Clemson University. MA, English Language Learning. Western Governors University. MA, Education. Furman University. BA, Multi-Categorical Special Education, K-12. Clemson University.	

Total FTE (full-time equivalent) needed to support the proposed program

Faculty: 0.80

Staff: 0.50

Administrators: 0.60

Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

No new faculty, staff, or administrative personnel are needed. The College of Education has a Director of Teacher Residency who already works with students in the MAT TR Modern Languages Education program. Adding 1-2 German students will mean a negligible difference of workload. Faculty are already teaching the courses that the program comprises.

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

The Clemson University Libraries' resources required for the proposed program are already in place and available online; therefore, there is no need for additional library resources. All major journals in the discipline are available online or through open access. The Clemson University Libraries hold more than 1.8 million items including books, periodicals, electronic resources, digital media collections, government publications and patents, musical recordings, maps and microforms. Over 4,000 print journal titles, 49,000 e-journals, 170,000 e-books, and 480 online databases are available. Cooper Library is linked electronically to the On-line Computer Library Center Inc. and WorldCat database providing access to more 71,000 libraries worldwide for interlibrary loan services. The PASCAL and Kudzu Consortium(s) provide access to 12 million volumes held by academic libraries in SC and 30 million volumes by 17 southeastern universities.

Students request journal articles through interlibrary loan and are emailed in 2-3 days. Reference librarians assist students by telephone, text, instant message and in-person consultation 79 hours per week. In addition to annual expenditures, current Library policy allocates additional funds for the exclusive purchase of materials for newly approved programs, if needed. No new funding is required to support the library and learning resources.

My Library Account: Students enrolled in off-campus, distance education, and online programs can log in to their My Library Account to search the Clemson Libraries catalog and request the delivery of print books. In addition to print books, Clemson affiliates have access to 458,239 electronic books via individual subscriptions, aggregator databases, and consortial agreements.

Books and Articles not owned by Clemson University Libraries: Students may use the PASCAL Delivers service to borrow books from any college or university in South Carolina. Requests are made through the Clemson University Libraries home page and delivered to a participating library. Students can borrow up to 25 books for six weeks, with an additional three-week renewal period.

If a book is not owned by the Clemson University Library and is not available via PASCAL Delivers, students may directly request the item from the Reference Librarian. Approved books will be rush ordered/cataloged and sent to the requesting patron, who will be responsible for returning them to Cooper Library (via either mail or return to a PASCAL Delivers library.)

Articles owned by Clemson University Libraries: Students requiring articles from print journals owned by the Library may request a scanned copy via <http://www.clemson.edu/culib/forms/secure/ill/emp/dd-rp.php>. Articles not available from Clemson University Libraries: Students also have free access to interlibrary loan to request copies of articles from journals not available at Clemson. Students must create an account prior to borrowing via the following website: <http://libguides.clemson.edu/ill>.

Reference Assistance: Students encountering difficulties finding resource materials may contact the Reference Librarian, who will respond to requests often immediately or within 24 hours. Students also have access to the Ask a Librarian service to request immediate assistance via phone/chat /text/ or email during normal Reference Desk hours.

Student Support Services

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

In addition to library and learning resources, a number of academic and student support services are available to all graduate students—including online students—at Clemson University:

- **Clemson Computing and Information Technology (CCIT)** – Provides a leading-edge integrated information environment integral to learning and research. Graduate students may (but are not limited to) take advantage of services such as Clemson email account, emergency text messages, mobile guidebooks, video conferencing, web development, and data storage. Help services are available via phone, email, or online chat.
- **Student Accessibility Services** – Graduate Students may register with Student Accessibility Services to use services such as academic access letters, assistive technology, communication services, test proctoring center and electronic textbooks.
- **Center for Career and Professional Development** – Clemson University is dedicated to engaging students in career development that will empower them to successfully pursue their educational and professional goals. Services provided by the career center include career workshops, resume writing, career development, job search assistance, and networking.
- **GRAD 360°** – A professional development program affiliated with The Graduate School that provides students with a structured way to develop and track their proficiency in the academic, personal, and professional focus areas known as “The Tiger 9”: career development; personal health, wellness and financial literacy; research and innovation; professionalism and ethics;

leadership and management; teamwork and collaboration; teaching and learning; oral, written and intercultural communication; and social and global responsibility. Each student's development program can be tailored to meet their unique needs and interests. Students can identify their skills, interests, and values throughout their Clemson experience; engage their advisors in holistic advising and mentoring; acquire and develop specific skills necessary for postgraduate professional practice; and track their transformation by recording their experience in an online portfolio.

- **International Services** – The Office of Global Engagement's International Services area works with incoming international students to provide valuable information, service and advice to meet their unique needs. International Services is a valuable resource for international students' immigration, employment, and support needs, and works to create a welcoming, positive environment for Clemson's international student population to help them meet their academic and research goals while making sure their personal goals are taken into consideration.
- **Counseling and Psychological Services (CAPS)** – Counseling and Psychological Services (CAPS), the mental health department of Student Health Services, offers a wide array of services along a continuum of intensity for various psychological issues.
- **Graduate Student Life** – Operating under the Division of Student Affairs, this is a central body that collaborates with the Graduate School and Graduate Student Government to enhance the overall graduate student life experience.
- **Clemson University Writing Center** – The goal of the writing center is to help all members of the Clemson community become more confident and effective writers.
- **Clemson Online** – Clemson Online staff are dedicated to ensuring that all online students have access to the same resources and support that a first-class Clemson education comprises for students enrolled in programs having in-person modalities. Clemson University is devoted to ensuring an innovative and substantive educational experience for all students.

There are no new services need to support the proposed program.

Physical Resources/Facilities

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

All physical facilities (e.g., offices, classrooms, computing/IT equipment) needed to support the program are already in existence and associated with the current degree programs in the Department of Teaching and Learning.

Equipment

Identify new instructional equipment needed for the proposed program.

All instructional equipment needed to support the program is already in existence and associated with the current degree programs in the University's Department of Teaching and Learning.

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

☐ Yes

☒ No

Financial Support

Estimated Sources of Financing for the New Costs						
Category	1st	2nd	3rd	4 th	5th	Grand Total
Tuition Funding	\$12,870	\$13,127	\$0	\$0	\$13,931	\$39,928
Program-Specific Fees	\$0	\$0	\$0	\$0	\$0	\$0
Special State Appropriation	\$0	\$0	\$0	\$0	\$0	\$0
Reallocation of Existing Funds	\$0	\$0	\$0	\$0	\$0	\$0
Federal, Grant or Other Funding	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$12,870	\$13,127	\$0	\$0	\$13,931	\$39,928
Estimated New Costs by Year						
Category	1st	2nd	3rd	4 th	5th	Grand Total
Program Administration, and Faculty/Staff Salaries	\$0	\$0	\$0	\$0	\$0	\$0
Facilities, Equipment, Supplies, and Materials	\$2,625	\$2,678	\$1,431	\$1,459	\$2,841	\$11,034
Library Resources	\$0	\$0	\$0	\$0	\$0	\$0
Other (Administrative Overhead)	\$2,574	\$2,625	\$0	\$0	\$2,786	\$7,986
TOTAL	\$5,199	\$5,303	\$1,431	\$1,459	\$5,628	\$19,019
Net Total (Sources of Financing Minus Estimated Costs)	\$7,671	\$7,824	-\$1,431	-\$1,459	\$8,303	\$20,909

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

The MAT TR in Modern Languages Education modification, whose incremental budget is shown above, will be funded and supported by tuition revenue. Tuition is calculated using the Online Tier 3 Tuition rate at \$715 per credit hour. Due to the size of the program, and more specifically the size of the proposed German concentration, there are no new Program Administration and Faculty/Staff Salaries required to implement the concentration. Students will enroll in the existing sections of the required courses, which historically have additional capacity, and the number of new students does not meet the threshold to require any new student support services staff. Marketing and Advertising is budgeted at \$2.5K in Year 1, with an additional 5 percent allocated for miscellaneous administrative supplies for a total Facilities, Equipment, Supplies and Materials of \$2.6K in Year 1. In years when no students are enrolled, marketing expenditures are reduced but will still allow for recruiting of future cohorts. The expenditure is estimated to grow 2 percent per year to adjust and account for inflation. Administrative Overhead is calculated as 20 percent of tuition revenue and is returned centrally. There are no other impacts to tuition rates, services, or facilities.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
All program graduates will pass the state required PRAXIS exam in their area of concentration.	Candidates in foreign language teacher preparation programs possess a high level of proficiency in the target languages they will teach. They are able to communicate effectively in interpersonal, interpretive, and presentational contexts.	All applicants are expected to obtain a passing score based on the state requirements for licensure. All applicants are required to take the ACTFL Oral Proficiency Interview (OPI) or the Oral Proficiency Interview on the Computer (OPI-C). The OPI/OPI-C is proctored by the Language Lab director. The scores are available on Clemson University's Client Website set up at Language Testing International (LTI). Candidates who do not receive the rating of Advanced Low are required to take the OPI/OPI-C again.

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
All program graduates will pass the state required PRAXIS exam in their area of concentration.	Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language.	All completers are expected to obtain a passing score based on the state requirements for licensure.
All program graduates will pass the state required PRAXIS exam in their area of concentration.	Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language.	Before applicants are accepted into the program, a transcript analysis is performed on all undergraduate and graduate content coursework in language study by the program director. If candidates have successfully completed courses that satisfy a competency, they are given credit for fulfilling the required criteria. Successful completion is determined by examining the following categories: major, designated course, course title, and grade-specific evidence of meeting criteria.

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
All program graduates will report positive self-efficacy ratings across knowledge and skills addressed within the program (e.g. explicit instruction, assessment, curriculum-based measurement, IEP development, research-based academic and behavioral interventions).	Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs	During the method course, EDSC 4250/8650, candidates create a comprehensive unit plan. The plan is designed throughout the course and brings together all of the theories and classroom practices that candidates have learned throughout the course. As explained in the assignment presented below, candidates identify a theme or topic for the unit at the beginning of the course, they brainstorm ways to develop the theme into meaningful sub-categories by creating a thematic planning web, and they then develop a thematic unit plan that addresses all five of the goal areas of the Standards for Foreign Language Learning in the 21st Century.
All program graduates will report positive self-efficacy ratings across knowledge and skills addressed within the program (e.g. explicit instruction, assessment, curriculum-based measurement, IEP development, research-based academic and behavioral interventions).	Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs	The assessment is designed to assess pedagogical and professional knowledge, skills, and dispositions and is linked to the state instrument for pre-and in-service teacher assessment. The state instrument is entitled, "South Carolina Teaching Evaluation 4.0." This assessment takes place during the candidates' last semester in the program when they are student teaching.

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Employers will rate program graduates' teaching competency as effective.	Candidates in foreign language teacher preparation programs understand and use the national Standards for Foreign Language Learning in the 21st Century (2006) or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards to make instructional decisions. Candidates demonstrate an understanding of the standards and integrate them into their curricular planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms.	During the method course, EDSC 4250/8650, candidates create a comprehensive unit plan. The plan is designed throughout the course and brings together all of the theories and classroom practices that candidates have learned throughout the course. As explained in the assignment presented below, candidates identify a theme or topic for the unit at the beginning of the course, they brainstorm ways to develop the theme into meaningful sub-categories by creating a thematic planning web, and they then develop a thematic unit plan that addresses all five of the goal areas of the Standards for Foreign Language Learning in the 21st Century.
Employers will rate program graduates' teaching competency as effective.	Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students' ability to communicate in the instructed language in interpretive, interpersonal, and presentation modes; and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders.	The assessment is designed to assess pedagogical and professional knowledge, skills, and dispositions and is linked to the state instrument for pre-and in-service teacher assessment. The state instrument is entitled, "South Carolina Teaching Evaluation 4.0." This assessment takes place during the candidates' last semester in the program when they are student teaching.

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Employers will rate program graduates' teaching competency as effective.	Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students' ability to communicate in the instructed language in interpretive, interpersonal, and presentation modes; and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders.	During the method course, EDSC 4250/8650, candidates create a comprehensive unit plan. The plan is designed throughout the course and brings together all of the theories and classroom practices that candidates have learned throughout the course. As explained in the assignment presented below, candidates identify a theme or topic for the unit at the beginning of the course, they brainstorm ways to develop the theme into meaningful sub-categories by creating a thematic planning web, and they then develop a thematic unit plan that addresses all five of the goal areas of the Standards for Foreign Language Learning in the 21st Century.
Employers will rate program graduates' teaching competency as effective.	Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students' ability to communicate in the instructed language in interpretive, interpersonal, and presentation modes; and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders.	The Candidate Work Sample is a requirement for Clemson Modern Language Interns (Student Teachers). It is written during the student teaching internship. There is an ACTFL Reflection and ACTFL Rubric that is used to evaluate the ACTFL-specific requirements to collect data for the ACTFL SPA report. Candidates are evaluated on this rubric and must meet the requirements.

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
All program graduates will report positive self-efficacy ratings across knowledge and skills addressed within the program (e.g. explicit instruction, assessment, curriculum-based measurement, IEP development, research-based academic and behavioral interventions). Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice.	Candidates articulate the role and value of languages and cultures in preparing all students to interact successfully in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.	The assessment is designed to assess pedagogical and professional knowledge, skills, and dispositions and is linked to the state instrument for pre-and in-service teacher assessment. The state instrument is entitled, "South Carolina Teaching Evaluation 4.0." This assessment takes place during the candidates' last semester in the program when they are student teaching.
All program graduates will report positive self-efficacy ratings across knowledge and skills addressed within the program (e.g. explicit instruction, assessment, curriculum-based measurement, IEP development, research-based academic and behavioral interventions). Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice.	Candidates articulate the role and value of languages and cultures in preparing all students to interact successfully in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.	This assessment is completed during the internship. Candidates are required to follow the postings in online communities, to find information on Foreign Language Teaching Organizations, Journals, and Conferences, to read and analyze at least one article from a Foreign Language Pedagogy Journal, and to create a motivational media presentation in which they advocate for learning foreign languages using data. They also keep a journal and write a reflection on the professional development activities in which they participate during their internship. They write a reflection on what they learned, how they can use this information in their professional careers, and how they feel they meet the standards according to the rubric. The project is assessed on the following rubric by the foreign language education faculty.

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

In accordance with Clemson University policy, all academic degree programs conduct annual self-assessments and performance reviews of program outcomes and student learning objectives. Findings are reviewed by the Department Chair and Graduate Program committee to ensure program quality. Findings are also shared through University assessment data collection mechanism so that appropriate

assessment coordinators at the College and University levels are apprised of results. The assessment data will be used to ensure we are meeting the program objectives and student learning outcomes. While the Office of Institutional Effectiveness utilizes several forms of graduates' employment incomes past graduation, we will also be conducting a series of surveys (ie. Exit, alumni, employer, etc.) to track the employment of our students after their graduation.

All of Clemson College of Education initial licensure programs use the SC academic standards as the clear set of shared goals and expectations for the knowledge, skills, and practices K-12 students need in the various disciplines to be college and career ready. These standards are embedded in the coursework for all the programs.

Likewise, State academic standards are incorporated in all corresponding teacher preparation programs. Our education students focus specifically on the standards of their discipline (science, math, English/Language arts, modern language, social studies), but we also place a heavy emphasis on integration of multiple disciplines. In our unit and lesson planning assignments, students are encouraged to make connections to other disciplines in their planning. Student Learning Outcomes and Expectations for the MAT TR Modern Languages Education graduates are outlined in the table above.

The MAT TR Modern Languages Education adheres to content-specific professional and ethical principles and standards for professional practice. Coursework and practical experiences will address these, and candidates' knowledge, skills, and dispositions across the principles and standards will be assessed through course assignments, observation, and evaluation of teaching in practicum experiences, and state and national teaching exams (PRAXIS). Candidates who complete the MAT TR Modern Languages Education will demonstrate competence across content specific standards and meet requirements for recommendation for initial teaching certification in South Carolina.

All assignments and key assessments related to candidate learning outcomes will be evaluated. The College of Education's assessment and accreditation system, Anthology, will maintain longitudinal candidate data. This system allows faculty, the program coordinator, students, and stakeholders to assess candidate performance, effect continuous improvement of the program, and meet accreditation and reporting needs.

Entering academic credentials for program participants will be analyzed and evaluated to determine potential strengths or concerns related to background information or previous undergraduate majors.

The following program outcomes will be analyzed annually and across time:

- A. All participants who enroll in the program will graduate within the time allocated for the program.
- B. All program graduates will pass the state required PRAXIS exam in their area of concentration.
- C. All program graduates will report positive self-efficacy ratings across knowledge and skills addressed within the program (e.g., explicit instruction, assessment, curriculum-based measurement, IEP development, research-based academic and behavioral interventions).
- D. All program graduates will be employed in their field of study within one year of graduation.
- E. Employers will rate program graduates' teaching competency as effective.

Data will be collected annually and will be analyzed to facilitate program improvement. Data plan includes:

- Departmental tracking of students' incoming credentials (SAT, ACT, and Praxis core)
- Departmental tracking of program graduates.
- Departmental tracking of PRAXIS scores for all candidates.
- End-of-program survey of students' self-efficacy ratings related to program components.
- Follow-up survey of program graduates regarding employment position/location.
- Follow-up survey of graduates' employers related to graduates' teaching competency.

To that end, we will conduct formative and summative evaluations to provide timely information to our leadership team at Clemson, to partner districts, and to CHE and SCDE to identify successes and address challenges.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

☒ Yes

☐ No

The College of Education (COE) will seek and maintain unit accreditation as an Educator Preparation Program (EPP) under our state entered partnership accreditation organization, the Council for the Accreditation of Educator Preparation (CAEP). CAEP provides unit-wide accreditation for initial and advanced licensure programs in the COE. Expenses associated with CAEP accreditation (annual fees, trainings, site visits, data management systems, etc.) are borne by the College's administrative budget, not by individual program budgets. The COE completed their last accreditation review in 2021 and is not scheduled to complete the next one until 2028. All our EPP programs seek program review and program recognition as stated above.

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

☒ Yes

☐ No

Explain how the program will prepare students for this licensure or certification.

Candidates will have clinical experiences throughout their undergraduate studies, gradually increasing in scope and responsibility, with placements in classrooms, schools and districts that have longstanding commitments to high quality educational experiences for all children. By the end of program of study, candidates recommended for certification will have a strong base of disciplinary/content knowledge, classroom management skills, pedagogical and professional skills and a deep understanding of foundational issues related to academic success and educational opportunities.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

☒ Yes

☐ No

National recognition is required from American Council of the Teaching of Foreign Languages (ACTFL). [Section IV](#) will outline the ACTFL Standards and the key assessments the program will use to meet those standards. ACTFL does not charge institutions to review program for recognition purposes.

Section 1.01 School District of Pickens County Letter of Support



School District of Pickens County

Building success beyond the classroom

August 19, 2024

To Whom It May Concern:

The School District of Pickens County enthusiastically supports the addition of German as a concentration in Clemson's Modern Languages Education programs (B.A. and M.A.T. options). Current concentrations in the program include American Sign Language, French, and Spanish. College-ready students take a minimum of two credits in a world language in high school, but it is also important to expose elementary and middle school students to other languages. The research shows that students who learn another language have higher test scores than their peers, multitask more effectively, and have a better understanding of cultures outside of the US.

National and state reports indicate that World Languages teachers are in short supply and difficult to attract and retain. In 2023-2024, 172 World Languages teachers were hired in SC, yet there were still 45 vacancies. While our district's hiring need for World Languages teachers is not as great as with other certification areas, when we have a vacancy, candidates from teacher education programs are difficult to find. Many schools and districts have turned to online coursework for students taking languages without certified teachers available to hire. Some schools have shut down language immersion programs because of teacher shortages in world languages.

We support Clemson's College of Education in offering Modern Languages Education—German to undergraduates aspiring to be teachers, as well as to those who want to continue into a 5th year Teacher Residency program. We also support Clemson in offering an online M.A.T degree option for career-changers with an undergraduate language degree who wish to enter the teaching profession. This program will produce highly qualified teachers, fluent in both the language and ways to teach the language.

Sincerely,

A handwritten signature in black ink that reads 'Danny Rogers'.

Danny Rogers
Executive Director of Human Resources
864-397-1039

Human Resource Services

1348 Griffin Mill Road • Easley, SC 29640-6997 • P 864-397-1000 • F 864-855-2017

www.pickens.k12.sc.us

Section 1.02 Greenville County Schools Letter of Support



Greenville County Schools Office of Academics

JEFF MCCOY
ASSOCIATE SUPERINTENDENT

August 21, 20224

To Whom It May Concern:

Greenville County Schools enthusiastically supports the addition of German as a concentration in Clemson's Modern Languages Education programs (B.A. and M.A.T. options). Current concentrations in the program include American Sign Language, French, and Spanish. College-ready students take a minimum of two credits in a world language in high school, but it is also important to expose elementary and middle school students to other languages. The research shows that students who learn another language have higher test scores than their peers, multitask more effectively, and have a better understanding of cultures outside of the US.

National and state reports indicate that World Languages teachers are in short supply and difficult to attract and retain. In 2023-2024, 172 World Languages teachers were hired in SC, yet there were still 45 vacancies. While our district's hiring need for World Languages teachers is not as great as with other certification areas, when we have a vacancy, candidates from teacher education programs are difficult to find. Many schools and districts have turned to online coursework for students taking languages without certified teachers available to hire. Some schools have shut down language immersion programs because of teacher shortages in world languages.

We support Clemson's College of Education in offering Modern Languages Education—German to undergraduates aspiring to be teachers, as well as to those who want to continue into a 5th year Teacher Residency program. We also support Clemson in offering an online M.A.T degree option for career-changers with an undergraduate language degree, who wish to enter the teaching profession. This program will produce highly qualified teachers, fluent in both the language and ways to teach the language.

Sincerely,

Jeff McCoy
Associate Superintendent
Greenville County Schools

Section 1.03 Charleston County School District Letter of Support



August 22, 2024

To Whom It May Concern:

Charleston County School District enthusiastically supports the addition of German as a concentration in Clemson's Modern Languages Education programs (B.A. and M.A.T. options). Current concentrations in the program include American Sign Language, French, and Spanish. College-ready students take a minimum of two credits in a world language in high school, but it is also important to expose elementary and middle school students to other languages. The research shows that students who learn another language have higher test scores than their peers, multitask more effectively, and have a better understanding of cultures outside of the US.

Division of Human
Resources

Anita W. Huggins, M.Ed.
Superintendent of Schools

William Briggman
Chief Human Resources Officer

National and state reports indicate that World Languages teachers are in short supply and difficult to attract and retain. In 2023-2024, 172 World Languages teachers were hired in SC, yet there were still 45 vacancies. While our district's hiring need for World Languages teachers is not as great as with other certification areas, when we have a vacancy, candidates from teacher education programs are difficult to find. Many schools and districts have turned to online coursework for students taking languages without certified teachers available to hire. Some schools have shut down language immersion programs because of teacher shortages in world languages.

We support Clemson's College of Education in offering Modern Languages Education—German to undergraduates aspiring to be teachers, as well as to those who want to continue into a 5th year Teacher Residency program. We also support Clemson in offering an online M.A.T degree option for career-changers with an undergraduate language degree, who wish to enter the teaching profession. This program will produce highly qualified teachers, fluent in both the language and ways to teach the language.

Sincerely,

William Briggman
Chief Human Resources Officer

BA, MAT, and MAT TEACHER RESIDENCY (TR) IN MODERN LANGUAGES EDUCATION (GERMAN)

The BA, MAT, and MAT TR in Modern Languages Education (German) are aligned with teacher preparation standards from ACTFL (American Council on the Teaching of Foreign Languages). Candidates will complete field experiences across the PK-12 grade band, however their clinical experience, will be in a high school setting. To provide a more streamlined document for SCDE and external reviewers, we have included all three programs in Section III and Section IV. In most cases the requirements for the BA and MAT TR (bachelors to masters) Modern Languages Education programs are identical, and we have denoted where they differ. It is important to note that this MAT in Teacher Residency is unlike a traditional MAT program. Candidates must enter the program with the equivalent of an undergraduate education degree (not a content degree) in the same discipline as the MAT TR degree. The MAT in Modern Languages Education is a traditional MAT program with different coursework and timelines associated.

Section III-SCDE Requirements

A. Requirements Related to State Statutes and Regulations

1.1 National provider standards

The College of Education (COE) will maintain unit accreditation as an Educator Preparation Program under our state entered partnership accreditation organization, the Council for the Accreditation of Educator Preparation (CAEP). COE completed their last accreditation review in 2021 and is not scheduled to complete the next review until 2028. All our EPP programs (initial and advanced) seek program review aligned with CAEP standards.

1.2 Criminal records check and fingerprinting requirements

Pursuant to S.C. Code Ann. § 59-25-115, candidates' background will be screened and approved through a South Carolina Law Enforcement Division (SLED) check prior to entering the first field experience. Candidates' background will be screened by the Federal Bureau of Investigation and approved by the SCDE prior to entering the clinical experience. All candidates will be advised that prior arrests or convictions could affect the individual's ability to complete the clinical experience and qualify for certification in South Carolina.

1.3 Read to Succeed (include courses)

Candidates in Clemson's Education Modern Languages program will be required to take approved course sequence in literacy that meet South Carolina's Read to Succeed Guidelines. Only one content area reading and writing course is required but we will have these students take two courses. Courses will focus on literacy competencies identified as critical for PK-12 content area teachers as a way to ensure candidates, upon graduation, possess the knowledge and skills to effectively assist students in becoming proficient readers. Clemson has approved the following courses be implemented in candidates' program of study and will ensure completion with a C or better to be recommended for certification. We will realign our R2S courses to the revised standards by May 2025, as requested by SCDE.

Courses and Literacy Standards Addressed

Courses	Literacy Competencies Addressed
Foundations of Adolescent Literacy (EDLT 4800 for BA and MAT TR or EDLT 8100 for MAT)	1.1, 1.2, 1.3, 2.9, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3
Content Area Reading and Writing for Middle and Secondary Teachers (EDLT 4980 for BA and MAT TR, EDLT 8270 for MAT)	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 4.1, 6.1, 6.2, 6.3, 6.4

1.4 Assisting, developing, and evaluating professional teaching—ADEPT

Clemson’s College of Education’s assessment system for initial educator preparation programs effectively incorporates all components of the Expanded ADEPT competencies and the South Carolina Teaching Standards (SCTS) domains as evidence by the following table. The COE submits annual assurances to the SCDE based upon our ADEPT implementation plan and will ensure that candidates recommended for certification complete all requirements.

Modern Languages Education

South Carolina Teaching Standards (SCTS) Domain	Course Where Addressed	Assignments(s)/Task(s) Addressing the Domain
Instruction	ED 1050 Orientation to Education or ED 8030 Methods of Teaching at the Middle and Secondary Levels	SCTS Orientation
Instruction	EDSC 4250 or EDSC 8650 Teaching Modern Languages	Evidence of Student Learning assessment, Formative Lesson Observations, Final Evaluation
Instruction	EDSC 4450 Teaching Internship in Modern Languages or ED 8090 Teacher Residency Internship or EDSC 8910 Directed Internship	Evidence of Student Learning assessment, Formative and Summative Lesson Observations, Mid-Term Evaluation, Final Evaluation
Instruction	EDSC 4550 Modern Languages Capstone Seminar or ED 8480 Teacher Residency Seminar or EDSC 8920 Capstone Seminar	Evidence of Student Learning assessment
Instruction	ED 1050 Orientation to Education or ED 8030 Methods of Teaching at the Middle and Secondary Levels	SCTS Orientation
Planning	EDSC 4250 or EDSC 8650 Teaching Modern Languages	Evidence of Student Learning assessment, Formative Lesson Observations, Final Evaluation

South Carolina Teaching Standards (SCTS) Domain	Course Where Addressed	Assignments(s)/Task(s) Addressing the Domain
Planning	EDSC 4450 Teaching Internship in Modern Languages or ED 8090 Teacher Residency Internship or EDSC 8910 Directed Internship	Evidence of Student Learning assessment, Formative and Summative Lesson Observations, Mid-Term Evaluation, Final Evaluation
Planning	EDSC 4550 Modern Languages Capstone Seminar or ED 8480 Teacher Residency Seminar or EDSC 8920 Capstone Seminar	Evidence of Student Learning assessment
Environment	ED 1050 Orientation to Education or ED 8030 Methods of Teaching at the Middle and Secondary Levels	SCTS Orientation
Environment	EDSC 4250 or EDSC 8650 Teaching Modern Languages	Evidence of Student Learning assessment, Formative Lesson Observations, Final Evaluation, Classroom Plan
Environment	EDSC 4450 Teaching Internship in Modern Languages or ED 8090 Teacher Residency Internship or EDSC 8910 Directed Internship	Evidence of Student Learning assessment, Formative and Summative Lesson Observations, Mid-Term Evaluation, Final Evaluation
Professionalism	ED 1050 Orientation to Education or ED 8030 Methods of Teaching at the Middle and Secondary Levels	SCTS Orientation
Professionalism	EDSC 4250 or EDSC 8650 Teaching Modern Languages	Evidence of Student Learning assessment, Formative Lesson Observations, Final Evaluation
Professionalism	EDSC 4450 Teaching Internship in Modern Languages or ED 8090 Teacher Residency Internship or EDSC 8910 Directed Internship	Evidence of Student Learning assessment, Formative and Summative Lesson Observations, Mid-Term Evaluation, Final Evaluation, Dispositions assessment

The COE is effectively implementing the Expanded ADEPT system, including the South Carolina Teaching Standards (SCTS) rubric, in field and clinical experiences. SCTS Domains are integrated in field experiences for all initial programs using the following assessments:

- Formative Lesson Observation Form (field and clinical experience)
- Summative Lesson Observation Form (clinical experience)
- Evidence of Student Learning assessment (clinical experience)
- Unit Plan and Unit Plan Evaluation (clinical experience)
- Mid-Term Evaluation (clinical experience)

- Final Evaluation (field and clinical experience)

South Carolina Teaching Standards (SCTS) Domains

- Candidates submit an Evidence of Student Learning assessment to *Anthology*. The Evidence of Student Learning assessment is aligned to the following SCTS Domains: Planning, Instruction, Environment, and Professionalism. All data will be downloaded to Excel spreadsheets to aggregate and summarize.
- Formative and Summative Lesson Observations are submitted to *Anthology* by the university supervisor and cooperating teacher. Formative and summative lesson observations are aligned to the following SCTS Domains: Planning, Instruction, Environment, and Professionalism. All data will be downloaded to Excel spreadsheets to aggregate and summarize.
- Candidates submit all lesson plans to *Anthology*. All lesson and unit plans are aligned with the South Carolina College-and-Career-Ready Standards and with the following SCTS Domains: Planning, Instruction, and Environment.
- Mid-Term and Final Evaluations are submitted to *Anthology* by the university supervisor. Mid-Term and Final Evaluations are aligned to the following SCTS Domains: Planning, Instruction, Environment, and Professionalism. All data will be downloaded to Excel spreadsheets to aggregate and summarize.

Clinical Practice: Formal Assessments and Assistance

- University Supervisors: meet with candidates a minimum of seven times in accordance with state guidelines. The university supervisor is required to meet with the candidate and cooperating teacher within the first two weeks of the internship.
- Formal Observations: University supervisors conduct a minimum of three formative observations and minimum of one summative observation (minimum of four formal observations). Cooperating teachers conduct a minimum of two formative observations and a minimum of one summative observation (minimum of three formal observations).
- Seminars: Candidates' clinical experience is held in conjunction with a faculty-led seminar. Expanded ADEPT and the South Carolina Teaching Standards (SCTS) domains and standards are discussed in context.
- Self-reflection: Candidates reflect on the clinical experience and self-assess their understanding of each of the SCTS standards. In addition to their reflection and self-assessment, candidates provide artifacts that represent their understanding and learning.

Clinical Experiences include a minimum of the following:

Candidate Orientation

- Review College of Education Field and Clinical Experience Handbook, required assignments and forms, review the SCTS standards and rubric, professionalism expectations, South Carolina Code of Conduct, Model Code of Ethics, Safe Schools Climate Act and Bullying.

Cooperating Teacher Orientation

- Review SCTS rubric, required assignments and forms, required technology (*Anthology*), and program-specific expectations

University Supervisor Orientation

- Review SCTS rubric (new supervisors undergo extensive training and must pass the required certification examination), required assignments and forms, required technology (*Anthology*), and program-specific expectations

1.5 PADEPP (not applicable)

1.6 Family, school, and community engagement

Teacher education candidates are intentionally prepared to engage families, schools, and communities as essential partners in student learning and development. Within methods courses, candidates complete long-range instructional planning assignments that require them to identify and design specific strategies for building positive, culturally responsive relationships with families. Examples include developing family communication plans, drafting newsletters and electronic communications, planning family literacy or language activities that extend learning into the home, and identifying opportunities for inclusive family participation that honor diverse backgrounds and needs. Candidates are also asked to consider barriers to engagement and propose strategies to ensure equitable access to information and involvement for all families.

During student teaching internships, candidates apply these strategies in authentic school settings by communicating regularly with parents and caregivers through conferences, emails, phone calls, virtual platforms, and school-approved communication tools. Candidates collaborate with mentor teachers to support family engagement during events such as open houses, parent–teacher conferences, IEP or support meetings, and school-wide family nights. They also demonstrate professionalism and ethical practice by maintaining confidentiality, responding respectfully to family concerns, and aligning communication with school and district policies.

Following the internship experience, candidates participate in structured reflection during capstone seminars, where they analyze the quality, effectiveness, and impact of their family, school, and community engagement efforts. Through reflective writing and discussion, candidates examine examples of successful communication, challenges encountered when working with families, and strategies for improving future engagement practices. Candidates are encouraged to connect their experiences to research, professional standards, and feedback from mentor teachers and supervisors.

The College of Education systematically assesses candidates’ engagement with families, schools, and communities through midterm and final evaluation conferences during student teaching. These evaluations, embedded within the Professionalism domain, include specific indicators related to communication, collaboration, responsiveness to families, and contributions to the broader school community. Feedback from university supervisors and mentor teachers is used to support candidate growth and ensure readiness to effectively partner with families and communities as beginning educators.

1.7 Safe School Climate Act

Candidates in all initial licensure programs have the knowledge, skills, and dispositions to identify and prevent bullying, harassment, and intimidation in schools. All initial licensure candidates attend a mandatory Orientation session in preparation for the internship. During the Orientation, students are introduced to and have opportunities to discuss in-depth bullying, harassment, and intimidation and the effects of those acts. Students are also introduced to the Safe Schools Climate Act. All initial licensure candidates demonstrate their knowledge and skills related to this act through completion of the assessment listed in the South Carolina Safe School Climate Act table.

South Carolina Safe School Climate Act

Activity/Course Where Addressed	Assessment
Internship Orientation	Safe Schools Climate Act and Bullying Awareness Quiz

1.8 Education and Economic Development Act (EEDA)

Candidates in the teacher education preparation programs have the knowledge, skills, and dispositions to achieve EEDA performance standards for teacher education programs.

EEDA Performance Standard	Activity/Course Where Addressed	Assessment
Standard 1: Career Guidance	ED 1050, Orientation to Education Internship Orientation EDSC 4550 Modern Languages Capstone Seminar or ED 8480 Teacher Residency Seminar or EDSC 8920 Capstone Seminar	Verification of Exposure to South Carolina Standards Professionalism and career rubric Professionalism and career rubric
Standard 2: Career Clusters and Individual Graduation Plan	ED 1050, Orientation to Education EDSC 4550 Modern Languages Capstone Seminar or ED 8480 Teacher Residency Seminar or EDSC 8920 Capstone Seminar	Verification of Exposure to South Carolina Standards Pre-Post Assessment
Standard 3: Career Guidance Model	ED 1050, Orientation to Education EDSC 4550 Modern Languages Capstone Seminar or ED 8480 Teacher Residency Seminar or EDSC 8920 Capstone Seminar	Verification of Exposure to South Carolina Standards Pre-Post Assessment
Standard 4: Character Education	ED 1050, Orientation to Education EDSC 4250 or EDSC 8650 Teaching Modern Languages	Verification of Exposure to South Carolina Standards Classroom Plan
Standard 5: Contextual Teaching	ED 1050, Orientation to Education EDSC 4450 Teaching Internship in Modern Languages or ED 8090 Teacher Residency Internship or EDSC 8910 Directed Internship	Verification of Exposure to South Carolina Standards Summative Lesson Observation, Mid-Term and Final Evaluation

EEDA Performance Standard	Activity/Course Where Addressed	Assessment
Standard 6: Cooperative Learning	ED 1050, Orientation to Education EDSC 4450 Teaching Internship in Modern Languages or ED 8090 Teacher Residency Internship or EDSC 8910 Directed Internship	Verification of Exposure to South Carolina Standards Summative Lesson Observation, Mid-Term and Final Evaluation
Standard 7: Accommodating Diverse Learning Styles	ED 1050, Orientation to Education EDSC 4250 or EDSC 8650 Teaching Modern Languages EDSC 4550 Modern Languages Capstone Seminar or ED 8480 Teacher Residency Seminar or EDSC 8920 Capstone Seminar EDSC 4450 Teaching Internship in Modern Languages or ED 8090 Teacher Residency Internship or EDSC 8910 Directed Internship	Verification of Exposure to South Carolina Standards Lesson Plan template and rubric Lesson Plan template and rubric Summative Lesson Observation, Mid-Term and Final Evaluation

1.9 Student Health and Fitness Act (not applicable)

1.10 Admission to undergraduate teacher preparations programs (basic skills requirement)

Candidates admitted to initial educator preparation programs demonstrate basic academic proficiencies by meeting the standards set by the State Board of Education on Praxis Core Academic Skills for Educators tests or on the SAT or ACT. All students seeking to complete the BA Modern Languages program must meet all admission requirements and be formally admitted before they are allowed to enroll in restricted professional courses.

Students must fulfill Clemson University admission requirements to enroll in general education or program specific courses. Transfer students are required to have a 2.75 cumulative GPA in all previous college-level work. They must also be in good standing and eligible to return to the institution last attended.

Students are admitted to the professional level during their second year of enrollment in the university if they meet the following requirements:

- at least 60 credit hours of coursework;
- passing scores on all areas of the Praxis CORE; (Praxis CORE may be exempted if the student meets minimum ACT or SAT requirements as determined by the South Carolina State Department of Education);
- minimum cumulative GPA of 2.75.

Additional requirements after entering the professional level:

- attendance at the Internship/Teacher Residency Orientation;
- Criminal Background Check and Full Disclosure Statement from the State Law Enforcement Division (SLED);
- meet with academic advisors at least twice per academic year to assure that they are in meeting the above requirements.

1.11 PK-12 academic standards

Candidates in all certification programs know, understand, and can apply the *South Carolina College-and-Career-Ready PK-12 Academic Standards* in the area in which they seek certification. Candidates in all programs align their lesson plans and lessons with the *South Carolina College-and-Career-Ready Academic Standards* for their certification area.

The Lesson Plan Template demonstrates this alignment. In addition, all candidates are required to include the *South Carolina College-and-Career-Ready Standards for World Language Proficiency* in their Evidence of Student Learning assessment. These standards are focused on interpretive communication, interpersonal communication, presentational communication, and intercultural communication.

1.12 Tuberculosis screening and evaluation

Candidates are required to undergo a Tuberculosis screening and evaluation prior to entering field and clinical experiences. The COE ensures that this screening is aligned with Department of Health and Environmental Control (DHEC) regulations. The COE maintains updated and accurate files of candidates' TB test results.

B. Requirements Related to SBE Guidelines and SCDE Policy

2.1 Field and clinical experiences

Candidates at the initial undergraduate and graduate level will compete the minimum hours of field experiences prior to clinical practice. Candidates will complete field experience across the PK-12 grade band, however their final teaching internship, will be in a middle or high school setting.

Field and clinical experiences are critical components of the College of Education Modern Languages teaching degree program. PK-12 candidates are prepared for teaching positions primarily in middle and high school modern languages classrooms by engaging in diverse clinical experiences with diverse populations. Through and clinical experiences, teacher candidates are provided opportunities to apply their knowledge, skills, and dispositions in a variety of settings. Candidates participate in numerous and diverse clinical experiences focusing on a variety of settings beginning as soon as they enroll in the program. South Carolina's minimum requirement for field hours prior to student teaching is 100 hours for undergraduate programs and 75 hours for graduate programs. All candidates are also required to complete a culminating, semester-long teaching internship in a public-school setting, which exceeds the state's certification requirements of 60 days. Altogether, Modern Languages candidates spend at least 600 hours or more engaged in clinical experiences throughout their course of study. The Office of Field and Clinical Partnerships and Outreach in the College of Education coordinates field and clinical experiences for candidates. See tables below for each program.

Our candidates apply and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of field experiences prior to their student teaching clinical experience. Field experiences represent a variety of early and ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct, or conduct applied research. These field experiences align to and

extend beyond South Carolina's Expanded ADEPT (Assisting, Developing, and Evaluating Professional Teaching) performance standards into practice in school settings.

All field experiences are monitored to ensure that candidates can work with exceptional students and students from different ethnic, racial, gender, and socioeconomic groups. Candidates are surveyed at the completion of each field experience to determine the diversity of students with whom the candidates observed/worked to ensure a diverse spectrum of future experiences. Additionally, the Office of Field and Clinical Experiences and Outreach monitors the demographic data of candidates' field and clinical experiences to ensure all candidates have the opportunity to work with diverse students over the course of their field and clinical experiences.

All student teacher/teacher residency candidates work under the mentorship of a cooperating teacher and are assigned a university supervisor mentor/evaluator. Teachers selected to serve as cooperating teachers must have an interest in supervising candidates as part of their responsibility to the profession; possess full certification for the area in which they are teaching; have taught successfully for a minimum of three years; have the capacity to mentor with skills in observation, providing feedback, holding professional conversations, and working collaboratively; be aware of new teaching methods, flexible, and receptive to new ideas; demonstrate the ability to have a positive impact on student learning; have a positive attitude toward their profession, the candidate, and others; work with candidates and supervisors using the Expanded ADEPT Performance Standards; and be recommended by a school or district administrator. University Supervisors must have a minimum of a master's degree, three years of experience teaching in a PK-12 school setting or institution of higher education, a solid foundation in professional education, and a strong academic background in the certification area of the assigned candidates. Additionally, all University Supervisors must take and pass South Carolina's SC Teaching Standards 4.0 Rubric certification exam.

Modern Languages Initial Licensure Program, BA

During their field experiences (prior to student teaching), candidates have opportunities to work one-on-one with elementary or middle school students (ED 1050), engage in purposeful, challenging, diverse, and supervised field-based observations, tutoring, and co-teaching across elementary, upper elementary to high school settings (EDF 3350, EDSC 3250, EDSC 4250), service learning (EDF 3350), and lesson planning, assessment development, data analysis, differentiated teaching practices, and reflective practices in middle and high school settings (EDSC 4250). In all that they do throughout their coursework and associated clinical experiences, candidates focus on and develop their content knowledge, pedagogical content knowledge, and their pedagogical knowledge.

Course	Description of the Field Experience and clinical practice (practica and internships)	# of hours
ED 1050	Orientation to Education: Candidates (typically freshman year) tutor in public schools to begin their training as educators and acquaint themselves with school age student behaviors in an elementary setting	10
EDF 3350	Adolescent Growth and Development: Candidates (typically sophomore year) observe adolescents' development and behavior in a middle or high school setting.	6
EDSC 3250	Practicum in Modern Languages: Candidates (typically junior year) collaborate with mentor teachers and university instructors in conducting focused observations, tutoring individual students, and leading instructional activities at upper elementary through high school levels	45

Course	Description of the Field Experience and clinical practice (practica and internships)	# of hours
EDSC 4250	Teaching Modern Languages: Candidates (typically senior year) are placed in a public middle or high school modern language classroom where they observe, assist, and co-teach with their cooperating teacher.	45
EDSC 4450	Teaching Internship in Modern Languages (Student Teaching): Candidates are placed in a public middle or high school classroom where they observe, assist, and teach under the supervision of their cooperating teacher and university supervisor.	540
Total Hours		646

Procedures for Monitoring Candidates' Progress, BA

Transition Point 1: Admission to Modern Languages Education

Initial Undergraduate Level:

1. The undergraduate candidate applies to Clemson University Office of Admissions. Upon acceptance, the College of Education receives a list of students identifying themselves as pre-professional majors in Modern Languages Education.
2. Pre-professional majors are assigned an academic advisor who facilitates and monitors progression through the program.
3. Pre-professional majors complete a minimum of 60 credit hours in general education coursework and pre-professional coursework with a minimum GPA of 2.75, successfully pass the Praxis Core (Praxis CORE may be exempted if the student meets minimum ACT or SAT requirements as determined by the South Carolina State Department of Education).
4. Pre-professional majors meet with an academic advisor and apply to the professional level prior to the semester they wish to enter the program.
5. The academic advisor verifies the satisfactory completion of all requirements with the applicant and recommends the candidate to the professional education program.
6. Advancement to the professional level is noted in the candidate's records so that course holds can be lifted which allows students to take professional level courses.

Transition Point 2: Admission to Internship

1. All candidates complete the State Department of Education online application for a South Carolina Teaching Certificate and schedule an appointment for electronic fingerprinting prior to their clinical experience.
2. The Certification Coordinator monitors and verifies the completion of all requirements for admission to the clinical experience.
3. The Office of Field and Clinical Partnerships and Outreach begins to coordinate the clinical experiences placement process.
4. Candidate records indicate the candidate is ready to register for clinical experience course(s) and accompanying seminar course(s).
5. The Office of Field and Clinical Partnership and Outreach finalizes clinical experience sites, cooperating teachers, and university supervisors. Candidates are notified of their clinical experience the semester prior to the beginning of their student teaching.

Transition Point 3: Completion on Internship

1. Candidate's progress during the internship is monitored and assessed by the university supervisor and cooperating teacher for required coursework completion.

2. The Office of Field and Clinical Partnership and Outreach verifies and documents the completion of all requirements for the internship.

Transition Point 4: Program Completion and Recommendation for Certification

1. The candidate submits a Graduation Application prior to graduation.
2. The Office of Field and Clinical Partnerships and Outreach verifies that each candidate has passed the required Praxis II exams (content and PLT).
3. The Office of the Registrar audits the candidate's completion of program requirements.
4. The Office of Field and Clinical Partnerships and Outreach, specifically, the Certification Coordinator, submits the names and appropriate documentation to the South Carolina State Department of Education for initial licensure.

Modern Languages Initial Licensure Program, MAT TR

During their field experiences (prior to student teaching), candidates have opportunities to work one-on-one with elementary or middle school students (ED 1050), engage in purposeful, challenging, diverse, and supervised field-based observations, tutoring, and co-teaching across elementary, upper elementary to high school settings (EDF 3350, EDSC 3250, EDSC 4250), service learning (EDF 3350), and lesson planning, assessment development, data analysis, differentiated teaching practices, and reflective practices in middle and high school settings (EDSC 4250). In all that they do throughout their coursework and associated clinical experiences, candidates focus on and develop their content knowledge, pedagogical content knowledge, and their pedagogical knowledge.

Course	Description of the Field Experience and clinical practice (practica and internships)	# of hours
ED 1050	Orientation to Education: Candidates (typically freshman year) tutor in public schools to begin their training as educators and acquaint themselves with school age student behaviors in an elementary setting	10
EDF 3350	Adolescent Growth and Development: Candidates (typically sophomore year) observe adolescents' development and behavior in a middle or high school setting.	6
EDSC 3250	Practicum in Modern Languages: Candidates (typically junior year) collaborate with mentor teachers and university instructors in conducting focused observations, tutoring individual students, and leading instructional activities at both the upper elementary through high school levels	45
EDSC 4250	Teaching Modern Languages: Candidates (typically senior year) are placed in a public middle or high school modern language classroom where they observe, assist, and co-teach with their cooperating teacher.	45
ED 6900	Classroom Learning Environments: Candidates are placed in PK-12 contents, where they observe, assist, co-teach with their cooperating teacher, and teach.	45
ED 8090	Teaching Internship in Modern Languages (Residency): Candidates are placed in a public middle or high school classroom where they observe, assist, and teach under the supervision of their cooperating teacher and university supervisor.	1080
Total Hours		1231

Procedures for Monitoring Candidates' Progress, MAT TR

Transition Point 1: Admission to Modern Languages Education

Initial Undergraduate Level:

1. The undergraduate candidate applies to Clemson University Office of Admissions. Upon acceptance, the College of Education receives a list of students identifying themselves as pre-professional majors in Modern Languages Education.
2. Pre-professional majors are assigned an academic advisor who facilitates and monitors progression through the program.
3. Pre-professional majors complete a minimum of 60 credit hours in general education coursework and pre-professional coursework with a minimum GPA of 2.75, successfully pass the Praxis Core (Praxis CORE may be exempted if the student meets minimum ACT or SAT requirements as determined by the South Carolina State Department of Education).
4. Pre-professional majors meet with an academic advisor and apply to the professional level prior to the semester they wish to enter the program.
5. The academic advisor verifies the satisfactory completion of all requirements with the applicant and recommends the candidate to the professional education program.
6. Advancement to the professional level is noted in the candidate's records so that course holds can be lifted which allows students to take professional level courses.

Transition Point 2: Transition to the Teacher Residency Track

1. Candidates, with the assistance of their academic advisor, compete and submit the GS6 Bachelor-to-Graduate form.
2. Candidates, with the assistance of their academic advisor, complete the Change of Major form (to non-certification emphasis area) and acknowledgement form. (Note: candidates will not meet the South Carolina Department of Education requirement for initial teacher certification through their undergraduate program and will not be recommended for initial teacher certification by the Clemson University College of Education until they have completed their graduate teacher residency field experience.)
3. Academic advisors ensure candidates have a minimum cumulative GPA of 3.4 and a minimum of 90 credits.

Transition Point 3: Admission to Internship

1. All candidates complete the State Department of Education online application for a South Carolina Teaching Certificate and schedule an appointment for electronic fingerprinting prior to their internship.
2. The Certification Coordinator monitors and verifies the completion of all requirements for admission to the clinical experience.
3. The Teacher Residency Steering Committee, in conjunction with the Office of Field and Clinical Partnerships and Outreach, begins to coordinate the placement process.
4. Candidates pass the required Praxis II exam and the Praxis II PLT prior to internship placement.
5. Candidate records indicate the candidate is ready to register for clinical experience course(s) and accompanying seminar course(s).
6. The Teacher Residency Steering Committee, in conjunction with the Office of Field and Clinical Partnership and Outreach, finalize the clinical experience placement. Candidates are notified of their internships the semester prior to the beginning of their internship.

Transition Point 4: Completion of Internship

1. Candidate's progress during the internship is monitored and assessed by the university supervisor and master teacher for required coursework completion.

2. The Office of Field and Clinical Partnership and Outreach verifies and documents the completion of all requirements for the internship.

Transition Point 5: Program Completion and Recommendation for Certification

1. The candidate submits a Graduation Application prior to graduation.
2. The Office of Field and Clinical Partnerships and Outreach verifies that each candidate has passed the required Praxis II exams (content and PLT).
3. The Office of the Registrar audits the candidate's completion of program requirements.
4. The Office of Field and Clinical Partnerships and Outreach, specifically, the Certification Coordinator, submits the names and appropriate documentation to the South Carolina State Department of Education for initial licensure.

Modern Languages Initial Licensure Program, MAT

During their field experiences (prior to student teaching), candidates have opportunities to engage in purposeful, challenging, diverse, and supervised field-based observations, tutoring, and co-teaching (ED 8030), service learning (EDF 8350), and lesson planning, assessment development, data analysis, differentiated teaching practices, and reflective practices (EDSC 8650). In all that they do throughout their coursework and associated clinical experiences, candidates focus on and develop their content knowledge, pedagogical content knowledge, and their pedagogical knowledge.

Course	Description of the Field Experience and clinical practice (practica and internships)	# of hours
EDF 8350	Early Adolescent Growth and Development: Candidates observe adolescents' development and behavior in PK-12 schools	15
ED 8030	Methods of Teaching at the Middle and Secondary Levels: Candidates collaborate with mentor teachers and university instructors in conducting focused observations, tutoring individual students, and leading instructional activities. Field placements span upper elementary to secondary settings.	22.5
EDSC 8650	Secondary Modern Languages Methods: Candidates are placed in a public middle or high school languages classroom where they observe, assist, and co-teach with their cooperating teacher.	37.5
EDSC 8910	Directed Internship (Student Teaching): Candidates are placed in a public middle or high school classroom where they observe, assist, and teach under the supervision of their cooperating teacher and university supervisor.	540
Total Hours		615

Procedures for Monitoring Candidates' Progress, MAT

Transition Point 1: Admission to Modern Languages Education MAT

1. The candidate applies to Clemson University Graduate School with the following requirements:
 - a. completed baccalaureate degree from a regionally accredited college or university with a minimum GPA of 2.75 on a 4.0 scale and a preferred GPA of 3.0 or higher on a 4.0 scale.
 - b. A C or better in all pre-requisite content area coursework (Modern Languages) necessary to meet state teacher certification requirements (see section IV introduction and assessment 2)
 - c. Passing score on Praxis Subject Assessment

- d. A graduate school application which requires:
 - i. Transcripts
 - ii. Competitive GRE (Graduate Record Exam) or MAT (Miller Analogies Test) or passing scores on all areas of the Praxis CORE
 - iii. Current resume
 - iv. Two letters of recommendation
 - v. Personal statement—a writing sample that addresses knowledge, accomplishments, and future career goals
 - vi. TOEFL/IELTS scores for international students
- e. An interview, in person or virtual
- 2. Admitted students are assigned a program faculty advisor who facilitates and monitors progression through the program.

Transition Point 2: Admission to Internship

1. All candidates complete the State Department of Education online application for a South Carolina Teaching Certificate and schedule an appointment for electronic fingerprinting prior to their internship.
2. The Certification Coordinator monitors and verifies the completion of all requirements for admission to the internship.
3. The Office of Field and Clinical Partnerships and Outreach begins to coordinate the clinical placement process.
4. Candidate records indicate the candidate is ready to register for clinical experience course(s) and accompanying seminar course(s).
5. The Office of Field and Clinical Partnership and Outreach finalizes the clinical experience. Candidates are notified of their internships the semester prior to the beginning of their internship.

Transition Point 3: Completion on Internship

1. Candidate's progress during the internship is monitored and assessed by the university supervisor and cooperating teacher for required coursework completion.
2. The Office of Field and Clinical Partnership and Outreach verifies and documents the completion of all requirements for the internship.

Transition Point 4: Program Completion and Recommendation for Certification

1. The candidate submits a Graduation Application prior to graduation.
2. The Office of Field and Clinical Partnerships and Outreach verifies that each candidate has passed the required Praxis II exams (content and PLT).
3. The Office of the Registrar audits the candidate's completion of program requirements.
4. The Office of Field and Clinical Partnerships and Outreach, specifically, the Certification Coordinator, submits the names and appropriate documentation to the South Carolina State Department of Education for initial licensure. The signed original Verification of Program Completion is mailed to the South Carolina Department of Education Office of Educator Services (certification) and one copy is retained in the candidate's file.

2.2 Professional ethics and decision-making

Candidates are informed in writing of the state Standards of Conduct (59-25-160; 59-25-530; 63-17-1060) required for initial certification. All initial licensure candidates attend a mandatory Orientation session in preparation for the internship; during the meeting the South Carolina Code of Conduct is addressed. Additionally, candidates are provided with a Code of Conduct Handout and the handout is reviewed. The EPP formally assesses candidates' understanding of the South Carolina Code of Conduct

as part of the Student Teaching Orientation. Throughout their clinical experiences, the EPP monitors candidates' application of professional standards (SC Code of Conduct, Model Code of Ethics) using a Disposition assessment, the Midterm Evaluation, and a Final Evaluation.

Per state standards and requirements, all candidates will be provided with instruction in ethical principles and decision making aligned with the Model Code of Ethics for Educators. All candidates will be required to attend a mandatory orientation to the clinical experience that will address the following: Model Code of Ethics; responsibility to the profession; responsibility for professional competence; responsibility to students; responsibility to the school community; responsible and ethical use of technology; and the South Carolina Code of Conduct, including just cause for disciplinary action. Candidates will also be provided with instruction as required in the Safe Schools Climate Act during the clinical experience orientation meeting. The EPP formally assesses candidates' understanding of the Model Code of Ethics. This is done at the conclusion of candidates' Orientation to Student Teaching/Residency meeting. The EPP will also follow-up with candidates during their clinical experience to ensure application of material.

Additionally, prior to the clinical experience, all candidates will be notified of the SCDE fingerprint-based criminal background check requirements, SCDE timelines for completion of the application and clearance process, and of the potential adverse impact of criminal charges on approval for student teaching and eligibility for certification.

2.3 Initial program approval

The COE will meet the SPA (ACTFL) standards for this program. Key assessments and rubrics, along with alignment to ACTFL standards are included in Section IV of this proposal.

2.4 Continuing program recognition (not applicable, modified/continuing programs only)

2.5 Verification of candidate completion for educator certification

The COE will submit verification of program completion, checking completion of multiple requirements. Candidates for certification will complete credit hours in their area of content concentration. Clemson's BA Modern Languages Education program is designed to be a dual major with the content area and candidates will have a minimum of 32 credit hours in German. Candidates in the MAT Modern Languages Education program will have completed the content hours required prior to entering the program.

Candidates will initially certify as PK-12 World Languages Teacher (German). The program seeks national recognition by the CAEP-designated SPA (ACTFL for Modern Languages). In addition, candidates must successfully complete the following Praxis Subject Assessments and Principles of Learning (PLT) requirements.

Test Name	CDT Code	Qualifying Score
German: World Language Or ACTFL OPI/OPic and ACTFL WPT	5183	163 Advanced Low Advanced Low
Principles of Learning and Teaching: Grades PK-12	5625	157

2.6 Annual reporting

The EPP will ensure it meets all annual reporting requirements related to this program, such as SACSCOC Annual Report, Title II Report, CAEP Annual Report, SCDE ADEPT Annual Assurances Report, etc.

2.7 Technology for the enhancement of PK-12 student learning

This educator preparation program integrates the ISTE National Educational Technology Standards throughout candidate's time in the program. ISTE Standards are presented in the EDLT 4800 or EDLT 8100, Foundations in Literacy, course and are added to rubrics throughout the program. To view the alignment, see the ISTE National Educational Technology for Teachers (NETS.T) Standards Alignment table.

ISTE Standards for Educators

ISTE NETS-T	Courses Where Addressed	Assignment/Task
2.6 Facilitator Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.	EDLT 4800 or EDLT 8100 Foundations in Literacy EDSC 4450 Teaching Internship in Modern Languages or ED 8090 Teacher Residency Internship or EDSC 8910 Directed Internship	- Tech to Try assignment - Reflections and Connections assignments - Final Project - Formative and Summative Lesson Observations - Mid-Term Evaluation - Final Evaluation
2.5 Designer Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. 2.7 Analyst Educators understand and use data to drive their instruction and support students in achieving their learning goals.	EDLT 4800 or EDLT 8100 Foundations in Literacy EDSC 4450 Teaching Internship in Modern Languages or ED 8090 Teacher Residency Internship or EDSC 8910 Directed Internship	- Tech to Try assignment - Reflections and Connections assignments - Final Project - Formative and Summative Lesson Observations - Mid-Term Evaluation - Final Evaluation
2.4 Collaborator Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.	EDLT 4800 or EDLT 8100 Foundations in Literacy	- Tech to Try assignment - Reflections and Connections assignments - Final Project

ISTE NETS-T	Courses Where Addressed	Assignment/Task
	EDSC 4450 Teaching Internship in Modern Languages or ED 8090 Teacher Residency Internship or EDSC 8910 Directed Internship	- Formative and Summative Lesson Observations - Mid-Term Evaluation - Final Evaluation
2.3 Citizen Educators inspire students to positively contribute to and responsibly participate in the digital world.	EDLT 4800 or EDLT 8100 Foundations in Literacy EDSC 4450 Teaching Internship in Modern Languages or ED 8090 Teacher Residency Internship or EDSC 8910 Directed Internship	- Tech to Try assignment - Reflections and Connections assignments - Final Project - Formative and Summative Lesson Observations - Mid-Term Evaluation - Final Evaluation
2.1 Learner Educators continually improve their practice by learning from and with others, and exploring proven and promising practices that leverage technology to boost student learning. 2.2 Leader Educators seek opportunities for leadership to support student empowerment and success and to improve teaching and learning.	EDLT 4800 or EDLT 8100 Foundations in Literacy EDSC 4450 Teaching Internship in Modern Languages or ED 8090 Teacher Residency Internship or EDSC 8910 Directed Internship	- Tech to Try assignment - Reflections and Connections assignments - Final Project - Formative and Summative Lesson Observations - Mid-Term Evaluation - Final Evaluation

Section IV-National Accreditor and SPA Standards and Assessments

A. Current accreditation approval letter for SPA (not applicable)

B. Program report for content area for the program standards

1.1 Context

State or Institutional Policies that Influence Application of SPA Standards

Clemson University, located in Clemson, South Carolina, is a public institution accredited by Southern Association of Colleges and Schools and holds a Carnegie classification of a highest research activity institution (R1). Clemson has over 23,000 undergraduate and nearly 6,000 graduate students. Clemson College of Education programs share the vision of being a transformative leader in systematically improving education. We continuously use data to monitor and improve programs. Our mission is to engage candidates in high quality applied research, professional learning, and immersive experiences. We prepare scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underserved schools and communities across the state and nation. The College of Education has over 2,100 students in initial teacher preparation programs and other Masters, Educational Specialist and Doctoral level programs. Educator Preparation Programs in South Carolina adhere to review by a two-way partnership with the SC Department of Education and CAEP and are required to meet CAEP and SC Department of Education standards.

Field and Clinical Experiences Required for the Program

The EPP guidelines provide information about the field and clinical experiences required for all teacher preparation programs. All educator preparation programs, including programs for the preparation of other school personnel, must provide candidates with a variety of progressive experiences in multiple and diverse settings. Units must present evidence that:

- Teacher education candidates at the initial undergraduate level complete a minimum of 100 hours of field experiences in multiple and diverse settings prior to their clinical experience (student teaching).
- Teacher education candidates at the initial graduate level must complete a minimum of 75 hours of field experiences prior to their clinical experience.
- Teacher education candidates have an intensive, continuous clinical experience in a public school in the state of South Carolina. Occasionally extraordinary circumstances arise when the candidate has completed all work, but the clinical phase of training and the candidate wishes to request a variance to complete the clinical in a public school in another state.
- The clinical experience must be the equivalent of a minimum of twelve weeks or sixty full days.
- The candidate must teach independently a minimum of ten full days in one setting.
- During the clinical phase, the candidate adheres to the daily schedule of the cooperating teacher including activities such as bus duty, faculty meetings and parent conferences.
- Each candidate is supervised by one or more institutional clinical faculty who has preparation in both the supervision of education and in the teaching area of the candidate and is ADEPT-trained.
- Each candidate must be supervised by one or more school-based clinical faculty (the cooperating teacher) who is trained in the ADEPT system.
- Each candidate must receive formative ADEPT evaluations and assistance from both their institutional clinical faculty and their school-based clinical faculty. These formative evaluations will provide the candidate with written and oral feedback in terms of all ADEPT standards and must be based on a minimum of four classroom observations (at least two by the institutional clinical faculty and two by the cooperating teacher). Formative ADEPT evaluations, based on appropriate ADEPT standards, are also required for candidates preparing to work as other school personnel.

- Each candidate must receive at least one summative ADEPT evaluation prepared by both the institutional clinical faculty and the cooperating teacher. The summative evaluation must be aligned with all ADEPT formal evaluation guidelines; must include all evaluation procedures, including at least one summative evaluation by the university supervisor and one summative evaluation by the cooperating teacher; and must ensure that the candidate receives both oral and written feedback on all ADEPT standards. Summative evaluations based on appropriate ADEPT standards are also required for candidates preparing to work as other school personnel.
- Each candidate's background must be screened and approved through a SLED check prior to participation in any field experience.
- Each candidate's background must be reviewed and cleared by SLED and the Federal Bureau of Investigation prior to clinical practice.
- Each candidate must be advised that prior arrests or convictions could affect ability to complete the clinical experience and qualify for certification in South Carolina.

Program of Study and Faculty Information

This information is included in the full CHE proposal.

1.2 List of assessments (chart)

1	Licensure Assessment	Praxis II (German)	BA/MAT TR: Senior year, prior to student teaching/teacher residency internship MAT: Part of the admissions process
2	Content Knowledge in Language to be taught	Transcript review	BA/MAT TR: Prior to recommendation for certification MAT: Part of the admissions process
3	Candidate Ability to Plan	Unit Plan with accompanying lesson plans, materials, and assessments	Methods course (EDSC 4250 or EDSC 8650), before student teaching/teacher residency internship.
4	ACTFL Teaching Evaluation	Teaching Evaluation	During student teaching/teacher residency internship (EDSC 4450 or ED 8090 or ED 8910)
5	Candidate Effect on Student Learning	Report on unit of teaching, assessment, results of assessment, and reflection on assessment	During student teaching/teacher residency internship in capstone seminar (EDSC 4550 or ED 8480 or ED 8920)
6	Additional Assessment that Addresses ACTFL Standards	Oral Proficiency Interview (ACTFL OPI/OPI-C)	BA/MAT TR: Senior year, prior to student teaching/teacher residency internship MAT: Part of the admissions process
7	Additional Assessment that Addresses ACTFL Standards	Professional, Advocacy and Resources Project	During student teaching internship in capstone seminar

		(EDSC 4550 or ED 8480 or ED 8920)
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1.3 Relationship of assessments to standards (chart)

		Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
A1	Praxis II Content Knowledge World Language	a,b	a,b				
A2	Transcript Review	a,b,c	a,b,c				
A3	Unit Plan			a,b,c	a,b,c	a	
A4	ACTFL Teaching Evaluation			a,b	a,b,c		
A5	Candidate Work Sample					a,b,c	
A6	Oral Proficiency Interview (ACTFL OPI/OPI-C)	a,b	a,b				
A7	Professional, Advocacy and Resources Project						a,b,c

1.4 Planned evidence for meeting standards (assessments)

Assessment #1: State Licensure Assessment

Description. PRAXIS II World Language Content Knowledge Test

Students will take the ETS PRAXIS II World Language Test in their respective language as a requirement for state teacher licensure in South Carolina; students of German take the ETS PRAXIS II World Language Test - Exam Code 5183. The test description is taken from:

<https://praxis.ets.org/on/demandware.static/-/Library-Sites-ets-praxisLibrary/default/pdfs/5183.pdf>

The PRAXIS II that candidates take consists of the following content skill categories:

- I. Interpretive Mode: Listening, including embedded linguistic content
- II. Interpretive Mode: Reading, including embedded linguistic content
- III. Cultural knowledge
- IV. Interpersonal and Presentational Modes: Writing
- V. Presentational and Interpersonal Modes: Speaking

This test is designed to measure the knowledge, skills, and abilities of examinees who have had preparation in a program for teaching German in grades K–12. Because programs in teaching German are offered at both the undergraduate and graduate levels, this test is appropriate for examinees at either level. All sections of this test are at the Advanced-Low level, as described in the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL).

This test integrates listening, reading, writing, and speaking skills as well as linguistic and cultural knowledge through active participation in a variety of questions in the interpretive modes (in the Listening and Reading sections) and in the interpersonal and presentational modes (in the Writing and Speaking sections). The Listening and Reading sections of the test are composed of selected-response questions, whereas the Writing and Speaking sections are composed of constructed-response tasks. All questions and answer choices are in German and are based on various genres of authentic material, whether written or in audio format, from various German-speaking regions of the world.

This is a computer-based test with sections of various lengths and time constraints. All sections of the test are separately timed. While the time allotted in the Reading and Writing sections is managed by the candidate, timing is computer controlled throughout the Listening and Speaking sections. Before beginning the Listening section, the candidate will participate in a practice exercise reflecting the type of questions in the Listening section. Similarly, there is a writing practice exercise before the Writing section to acquaint candidates with a special character toolbar that they will be using to type their individual responses in German.

Content categories I, II, IV, and V (as indicated above) encapsulate competencies in language, linguistics, and comparisons, and represent 88% of the test. Students are expected to demonstrate language proficiency in the target language (at the Advanced Low level, as described in the American Council on the Teaching of Foreign Languages Proficiency Guidelines) and are expected to understand the linguistic structure of the target language. Content category III encapsulates culture, literature, and cross-disciplinary concepts, and represents 12% of the test. Students are expected to demonstrate cultural understanding by connecting perspectives of the target culture with its practices and products.

Format

- Listening with Cultural Knowledge Practice (not scored); 6 selected-response questions (10 minutes)
- Section 1. Listening with Cultural Knowledge Practice; 36 selected-response questions (50 minutes)
- Section 2. Reading with Cultural Knowledge; 39 selected-response questions (50 minutes)
- Writing Practice (not scored); one optional practice constructed-response exercise using the built-in character toolbar (5 minutes)
- Section 3. Writing, with 3 constructed-response tasks (50 minutes)
- Section 4. Speaking, with 3 constructed-response tasks (15 minutes)

Alignment with the ACTFL/CAEP Standards.

Standard 1a. Speak in the interpersonal mode of communication at a minimum level of Advanced Low.

Standard 1b. Interpret oral/signed, printed, and videotexts by demonstrating both literal and figurative or symbolic comprehension.

Standard 2a. Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.

Standard 2b. Demonstrate understandings of linguistics and the changing nature of language and compare language systems.

Assessment #2: Transcript Review

[Note to Reviewers: This is the same assessment used by National Louis University. This assessment has been provided by ACTFL as a model assessment. The only changes made were that it was updated from 2002 standards to 2015 standards, and minor edits reflect course offerings at Clemson University.]

Description. Students are required to have 32 credit hours in content courses completed with a grade of C or higher. All Modern Languages certification candidates must satisfy content background requirements that address the ACTFL and state content standards. There are many ways in which a

candidate can satisfy a proficiency in the pre-determined areas of subject mastery; however, for the purposes of this report, Clemson University will focus on the transcript review process. Course grades are allowed by ACTFL/CAEP for one content knowledge assessment and Clemson will follow CAEP guidelines for using and documenting course grades (<http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process/documenting-grades-for-spa-review>)

Before candidates are recommended for licensure or for MAT students, before they are accepted to the program, a transcript analysis is performed on all undergraduate and graduate content coursework in language study by the program director. If candidates have successfully completed courses that satisfy a competency, they are given credit for fulfilling the required criteria. Successful completion is determined by examining the following categories: major, designated course, course title, and grade-specific evidence of meeting criteria.

Students' university coursework, overall GPA (minimum 2.75) serve as evidence that teachers understand and are able to articulate the knowledge and practices of language learning. Students' coursework and GPA serve as predictors of the quantity and quality of students' content knowledge and point out any insufficiencies in their education, which must be satisfied prior to full acceptance into the program by taking additional courses. Alignment to *Standard 1: Language Proficiency: Interpersonal, Interpretive, and Presentational* is supported by candidates' coursework (14 semester hours) in beginning and intermediate foreign language basic skills. 6 semester hours in grammar, composition, literature, and culture support *Standard 1: Language Proficiency: Interpersonal, Interpretive, and Presentational* and *Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines*. 12 additional semester hours in topics such as phonetics, phonology, culture, civilization, literature, business language, and special topics also support the first two ACTFL Program Standards.

The program thus presents Assessment #2 to accompany Assessments #1 and #6 in evidence of candidates' content knowledge.

Alignment with the ACTFL/CAEP Standards.

Standard 1a. Speak in the interpersonal mode of communication at a minimum level of Advanced Low.

Standard 1b. Interpret oral/signed, printed, and videotexts by demonstrating both literal and figurative or symbolic comprehension.

Standard 1c. Present oral/signed and written information.

Standard 2a. Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.

Standard 2b. Demonstrate understandings of linguistics and the changing nature of language and compare language systems.

Standard 2c. Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.

The following table describes the relationship of required-for-entry coursework to ACTFL teacher preparation program standards.

14 Semester Hours Target Language Basic Skills	ACTFL Standards
Beginning Languages I and II	1a, 1b, 1c
Intermediate Languages I and II	1a, 1b, 1c
6 Semester Hours in the Target Language	
TL Grammar and Composition	1a, 1b, 1c
TL Conversation and Composition	1a, 1b, 1c
TL Literature	2b
TL Culture	2a, 2b, 2c
12 Semester Hours in Upper Level Coursework	
Phonetics and Phonology	1b
Culture and Civilization	2a, 2b, 2c
Literature	2b
Business Language	2a, 2b, 2c
Advanced Grammar	1a, 1b, 1c
Special Topics	TBD

Assessment #3: Unit Plan

[Note to Reviewers: This is adapted from the IUP (Indiana University of Pennsylvania) Unit plan that has been identified by ACTFL as a model. The only changes that were made were: updating it to 2015 ACTFL/CAEP standards; creating a new rubric that aligns to the ACTFL/CAEP performance descriptions from the standards.]

Description. During the method course, EDSC 4250/8650, candidates create a comprehensive unit plan. The plan is designed throughout the course and brings together all of the theories and classroom practices that candidates have learned throughout the course. As explained in the assignment presented below, candidates identify a theme or topic for the unit at the beginning of the course, they brainstorm ways to develop the theme into meaningful sub-categories by creating a thematic planning web, and they then develop a thematic unit plan that addresses all five of the goal areas of the Standards for Foreign Language Learning in the 21st Century. They “map out” the unit by identifying objectives for a series of daily lesson plans to accompany the unit. Throughout the course, each assignment that candidates prepare must relate to the unit theme and will become a part of the unit. Candidates submit assignments to the instructor as they are due and receive feedback. As they prepare the final unit plan to submit, they must address the feedback and make changes to the individual assignments. After designing the plan, candidates prepare a commentary in which they reflect on their development of the unit plan, characteristics of the plan in terms of the student standards and second language acquisition theories learned in the course, and how they envision implementing the unit plan.

Alignment with the ACTFL/CAEP Standards.

Standard 3a. "Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments." In order for candidates to perform at the “acceptable” level on this project, the majority of lesson activities must promote language acquisition and be learner-centered. The unit commentary must describe how the unit fosters second language acquisition, with mention of at least two SLA theories.

Standard 3b. "Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student." Lesson objectives must be functional, a variety of teaching strategies must be implemented and applied to the needs of diverse language learners, and

there must be adaptations listed in which they describe how they would teach the content differently to other ages of students.

Standard 4a. "Demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century and the State Standards and use them as the basis for instructional planning." The standards must be implemented in each lesson plan and all activities must be aligned to the standards.

Standard 4b. "Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and the State Standards in their classroom practice." The standards must be implemented in each lesson plan and all activities must be aligned to the standards.

Standard 4c. "Use the Standards for Foreign Language Learning in the 21st Century and the State Standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication. Candidates must describe how they selected, adapted, and integrated authentic texts for use in the unit.

Standard 5a. "Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students." Candidates must describe how they designed a system of formative and summative assessments.

Unit Plan - Directions for candidates. Your final project is a comprehensive unit plan, which will bring together all of the theories and classroom applications that you have learned about throughout the course.

Purpose:

Preparing for good teaching begins with unit and lesson plans. Your plans represent a set of initial ideas for learning experiences that are appropriate for your curricular goals, relevant to your learners, and based upon principles of effective instruction. For this culminating project, you will present a cohesive set of lessons organized around an engaging topic or theme. You will provide the plans for your unit through a set of lessons. You will also write a commentary in which you highlight the content, the instructional materials, the activities, the ways you plan to accommodate the range of ways students learn, the ways you develop learners' language proficiency, and the ways in which you assess learning, citing specific examples as necessary from your lesson plans and linking your approach to relevant theories of second language acquisition explored throughout the methods course. Refer to the rubric below to make sure you include all necessary elements and the performance of at least "acceptable" for every element. Your "Teacher Talk" script, in which you write out every word you intend to say to students, as well as your expectations for what they will say, will allow the modern language faculty to see whether or not you plan for practices such as "target language input" and "negotiation of meaning."

You will turn in this unit at the end of the semester. It will be evaluated by the Modern Language Education faculty. You must receive a score of at least a "2" on 24 of the 26, which means the passing score is 50. If you do not receive a 50 you will have to meet with the Modern Language Education Advisor to determine what changes need to be made on the unit in order to pass. If that cannot be accomplished before you begin your internship, you will need to write an entirely new unit during your internship before your mid-term assessment. This new unit will be in addition to the units you will be writing for the other assessments during your internship. This unit will be evaluated as part of your mid-term.

Process:

You will be working on this final project throughout the semester. As you will see, the majority of your assignments throughout the semester will fit into this final project.

1. Begin by identifying a topic or theme for your unit. The unit must consist of a meaningful topic or theme around which you will build instruction.

2. Identify the level of instruction/particular class of students targeted for your unit.
3. Engage in brainstorming to develop the topic/theme into meaningful categories, using the thematic planning web.
4. Prepare a thematic unit plan that follows the examples provided. Your unit plan must address all 5 of the standards goal areas.
5. Map out 15 days in the unit. List what topics will be covered, what types of activities you will do, and which standards will be implemented.
6. Write out 5 complete consecutive daily lesson plans for the unit. These 5 lesson plans must be fully developed and have all materials developed (include authentic reading and/or audio/video segment). Technology must be included. Each lesson plan should address at least two standards goal areas. Write your "teacher talk," which is a script of every word you intend to say. In addition:
 - a. At least one day should be a grammar lesson.
 - b. At least one day should include an authentic listening or reading text.
 - c. At least one day should include a cultural lesson that addresses the 3-P Cultures framework.
 - d. All days should include the three modes of communication, grouping, and critical thinking
 - e. Include the adaptations for learning styles and needs for at least one of the 5 complete lesson plans.
 - f. Include adaptations for different ages for one of the 5 complete lesson plans.
 - g. Include at least one summative assessment.
 - h. Include at least one formative assessment.
 - i. Include at least one interpretive performance-based assessment.
 - j. Include at least one interpersonal performance-based assessment.
 - k. Include at least one presentational performance-based assessment.
 - l. Include one Integrated Performance Based Assessment for this unit.
7. Prepare a 4-5-page written commentary in which you describe:
 - a. The nature of the unit and your instructional goals
 - b. How your unit addresses the 5 Cs and is student-centered
 - c. How your unit fosters second language acquisition (mention at least 3 SLA theories)
 - d. How your classroom activities promote proficiency for your students
 - e. How you integrated and adapted authentic documents and used technology
 - f. How you adapted at least one lesson plan for different learning styles, ages, and student needs
 - g. How your performance-based assessments and integrated performance assessments meet the ACTFL/CAEP standards
 - h. How your cultural activities incorporate the 3Ps
 - i. What you have learned from completing this unit plan project

Assessment #3 Rubric – Unit Plan.

Standard	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard (Unacceptable) 1	Score
3a. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.	1. SLA theories	Candidates exhibit ease and flexibility in applying language 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 exhibit originality in the planning, creation, and implementation of instructional strategies that reflect language acquisition theories.	Candidates exhibit an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. They draw their knowledge of theories, as they apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language acquisition.	Candidates exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. They illustrate an ability to connect theory with practice. They show a growing awareness of the connection between student learning and the use of instructional strategies.	
3a. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.	2. Target Language Input	Candidates structure classes to maximize use of the target language at all levels of instruction. A key component of their classes is their spontaneous interaction with students in the target language. 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.	Candidates use the target language to the maximum extent in classes at all levels of instruction. They designate certain times for spontaneous interaction with students in the target language. They tailor language use to students' developing proficiency levels. They use a variety of strategies to help students understand oral and written input. They use the target language to design content-based language lessons.	Candidates use the target language for specific parts of classroom lessons at all levels of instruction but avoid spontaneous interaction with students in the target language. They use some strategies to help students understand oral and written input.	
3a. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.	3. Negotiation of meaning	Negotiation of meaning is an integral part of classroom interaction. Candidates negotiate meaning regularly with students. They teach students to integrate negotiation of meaning strategies into their communication with others.	Candidates negotiate meaning with students when spontaneous interaction occurs. They teach students a variety of ways to negotiate meaning with others and provide opportunities for them to do so in classroom activities.	Since most classroom interaction is planned, candidates do not regularly negotiate meaning with students. They teach students some expressions in the target language for negotiating meaning, such as "Could you repeat that, please?"	

Standard	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard (Unacceptable) 1	Score
3a. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.	4. Meaningful Classroom Interaction	Meaningful 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.	Candidates design activities in which students will have opportunities to interact meaningfully with one another. The majority of activities and tasks is standards-based and has meaningful contexts that reflect curricular themes and students' interests.	Candidates use communicative activities as the basis for engaging students in meaningful classroom interaction. These activities and meaningful contexts are those that occur in instructional materials.	
3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	5. Theories of Learner Development	Candidates plan for instruction according to the physical, cognitive, emotional, and social developmental needs of their K-12 students. They implement a broad variety of instructional models and techniques to accommodate these differences and tailor instruction to meet the developmental needs of their students.	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 recognize that K-12 students have different physical, cognitive, emotional, and social developmental characteristics. Candidates recognize the need to tailor instruction to accommodate their students' developmental needs. They are aware of but seldom make use of the many different instructional models and techniques that exist.	
3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	6. Adapting instruction to address students' language levels, language backgrounds, learning styles	Candidates consistently use information about their students' language levels, language backgrounds, and learning styles to plan for and implement language instruction.	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 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.	

Standard	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard (Unacceptable) 1	Score
3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	7. Adapting instruction to address students' multiple ways of learning	Candidates plan for and implement a variety of instructional models and strategies that accommodate different ways of learning.	Candidates identify multiple ways in which students learn when engaged in language classroom activities.	Candidates recognize that students approach language learning in a variety of ways. They identify how individual students learn	
3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	8. Adapting instruction to meet students' special needs	Candidates anticipate their students' special needs by planning for differentiated alternative classroom activities as necessary.	Candidates implement a variety of instructional models and techniques that address specific special needs of their students.	Candidates identify special needs of their students, including cognitive, physical, linguistic, social, and emotional needs. They recognize that they may need to adapt instruction to meet these special needs.	
3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	9. Critical thinking and problem solving	Candidates reward their students for engaging in critical thinking and problem solving.	Candidates implement activities that promote critical thinking and problem-solving skills.	Candidates implement activities that have a limited number of answers and allow little room for critical thinking and/or problem solving.	
3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	10. Grouping	Candidates differentiate instruction by providing 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.	Candidates differentiate instruction by conducting 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.	Candidates teach primarily with large-group instruction. Pair- and small group activities generally consist of students grouped together but working individually.	

Standard	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard (Unacceptable) 1	Score
3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	11. Use of questioning and tasks	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.	Candidates recognize that questioning strategies and task-based activities serve different instructional objectives. They use tasks as they appear in their instructional materials.	Candidates use short answer questioning as the primary strategy for eliciting language from students.	
4a. Demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century and their state standards and use them as the basis for instructional planning.	12. Integration of Standards into Planning	Candidates use the Standards for Foreign Language Learning in the 21st Century (SFLL) and state standards as a starting point to design curriculum and unit/lesson plans.	Candidates use the Standards for Foreign Language Learning in the 21st Century (SFLL) and state standards as a starting point to design curriculum and unit/lesson plans.	Candidates apply SFLL and state standards to their planning to the extent that their instructional materials do so.	
4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.	13. Integrate Standards into instruction	SFLL and state standards are the focus of classroom practice.	Candidates adapt activities as necessary to address SFLL and state standards.	Candidates conduct activities that address specific SFLL and state standards to the extent that their instructional materials include a connection to standards.	

Standard	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard (Unacceptable) 1	Score
4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.	14. Three modes of communication	Candidates use the interpersonal-interpretive-presentational framework as the basis for engaging learners actively in communication.	Candidates design opportunities for students to communicate by using the three modes of communication in an integrated manner.	Candidates understand the connection among the three modes of communication and focus on one mode at a time in communicative activities.	
4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.	15. The 3 Ps	Candidates use the products-practices-perspectives framework as the basis for engaging learners in cultural exploration and comparisons.	Candidates design opportunities for students to explore the target language culture(s) and make cultural comparisons by means of the 3Ps framework.	Candidates understand the anthropological view of cultures in terms of the 3Ps framework and refer to one or more of these areas in their classroom practice and comparisons of cultures.	
4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.	16. Connections	Candidates design a content-based curriculum and collaborate with colleagues from other subject areas. They assist their students in acquiring new information from other disciplines in the target language.	Candidates design opportunities for students to learn about other subject areas in the target language. They obtain information about other subject areas from colleagues who teach those subjects.	Candidates make connections to other subject areas whenever these connections occur in their existing instructional materials.	

Standard	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard (Unacceptable) 1	Score
4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.	17. Target Language Communities	Candidates engage learners in interacting with members of the target language communities through a variety of means that include technology, as a key component of their classroom practice.	Candidates provide opportunities for students to connect to target language communities through the Internet, email, social networking and other technologies.	Candidates introduce target language communities to the extent that they are presented in their existing instructional materials.	
4c. Use the Standards for Foreign Language Learning in the 21st Century and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.	18. Authentic Materials	Candidates use authentic materials and technology to drive standards-based classroom practice. They integrate multiple resources, including a variety of authentic materials and media, to engage students actively in their learning and enable them to acquire new information.	Candidates identify and integrate authentic materials and technology into support standards-based classroom practice. They help students to acquire strategies for understanding and interpreting authentic texts available through various media.	Candidates primarily use materials and technology created for classroom use or available as an ancillary to the textbook program, whether or not they are authentic or appropriate for standards-based practice.	

Standard	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard (Unacceptable) 1	Score
4c. Use the Standards for Foreign Language Learning in the 21st Century and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.	19. Adaption of Materials	An integral part of candidates' planning is to adapt materials to make standards-based learning more effective.	Candidates adapt materials as necessary to reflect standards-based goals and instruction when materials fall short.	Candidates use instructional materials that have been developed commercially.	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	20. Plan for assessment	Candidates share their designed assessments and rubrics with students prior to beginning instruction.	Candidates design and use authentic performance assessments to demonstrate what students should know and be able to do following instruction.	Candidates use assessments provided in their textbooks or other instructional materials without regard for student performance after instruction.	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	21. Formative and summative assessment models	Candidates design a system of formative and summative assessments that measures overall development of proficiency in an ongoing manner and at culminating points in the total program, using technology where appropriate to develop and deliver assessments.	Candidates design and use formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter.	Candidates recognize the purposes of formative and summative assessments as set forth in prepared testing materials.	

Standard	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard (Unacceptable) 1	Score
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	22. Interpretive communication	Candidates design and use assessment procedures that encourage students to interpret oral and printed texts of their choice. Many of these involve students' developing of self-assessment skills to encourage independent interpretation. Candidates incorporate technology-based delivery and analysis systems where available and appropriate.	Candidates design and use authentic performance assessments that measure students' abilities to comprehend and interpret authentic oral and written texts from the target cultures. These assessments encompass a variety of response types from forced choice to open-ended.	Candidates use interpretive assessments found in instructional materials prepared by others. The reading/listening materials with which they work tend to be those prepared for pedagogical purposes	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	23. Interpersonal communication	Candidates have had training or experience conducting and rating interpersonal assessments that have been developed according to procedures that assure reliability such as the MOPI (Modified Oral Proficiency Interview) or state-designed instruments.	Candidates design and use performance assessments that measure students' abilities to negotiate meaning as listeners/speakers and as readers/writers in an interactive mode. Assessments focus on tasks at students' levels of comfort but pose some challenges.	Candidates use interpersonal assessment measures found in instructional materials prepared by others.	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	24. Presentational communication	Candidates create and use presentational tasks that develop students' abilities to self-assess which includes self-correction and revision in terms of audience, style, and cultural context. They encourage students to write or to speak on topics of interest to the students.	Candidates design and use assessments that capture how well students speak and write in planned contexts. The assessments focus on the final products created after a drafting process and look at how meaning is conveyed in culturally appropriate ways. They create and use effective holistic and/or analytical scoring methods.	Candidates use presentational assessment measures found in instructional materials prepared by others.	

Standard	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard (Unacceptable) 1	Score
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	25. Cultural perspectives	Candidates design assessments of problem-solving tasks in content areas of interest to students and possibly on topics not familiar to the teacher.	Candidates devise assessments that allow students to apply the cultural framework to authentic documents. Student tasks include identifying the products, practices, and perspectives embedded in those documents.	Candidates assess isolated cultural facts.	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	26. Integrated communication assessments	Candidates design standards-based performance assessments for their students based upon models available in literature or from professional organizations.	Candidates use existing standards-based performance assessments (e.g., integrated performance assessments) that allow students to work through a series of communicative tasks on a particular theme (e.g., wellness, travel). They evaluate performance in a global manner.	Candidates recognize that assessments can lead students from one mode of communication to another (e.g., a reading task to written letter to a discussion) but they tend to score the subsets of skills.	
Total minimum passing score: 50					

Assessment #4: Student Teaching Evaluation

[Note to reviewers: This is a new assessment instrument that has been shared with us by our colleagues at the University of South Carolina, whose previous ACTFL-aligned state evaluation instrument was held up by ACTFL as a model assessment. We have used USC's new assessment with a few editing modifications only. We thank them for their collegiality in sharing this instrument with us.]

Description. The assessment is designed to assess pedagogical and professional knowledge, skills, and dispositions and is linked to the state instrument for pre- and in-service teacher assessment. The state instrument is entitled, "South Carolina Teaching Evaluation 4.0." This assessment takes place during the candidates' last semester in the program when they are student teaching. This Student Teaching Evaluation instrument has been aligned with the ACTFL/CAEP Program Standards. Candidates are evaluated on the performance descriptions that are aligned with ACTFL/CAEP, not with those in the generic state instrument. That is, a passing score on this instrument means candidates meet ACTFL/CAEP standards and not only the generic state rubric descriptions.

Alignment with the ACTFL/CAEP Standards.

Standard 3a. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.

Standard 3b. Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student. Candidates are required to prepare units and daily lesson plans that integrate their knowledge of language acquisition theories and instructional practices. During their preparation of these plans, candidates reflect on learner outcomes and diversity. When implementing these plans, candidates show their ability to create meaningful classroom interaction and a supportive classroom environment by adapting instruction to students' multiple styles, backgrounds, levels, interests, and special needs.

Standard 4a. Demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century and their state standards and use them as the basis for instructional planning.

Standard 4b. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.

Standard 4c. Use the Standards for Foreign Language Learning in the 21st Century and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication. When planning their instruction, candidates demonstrate an understanding of the goal areas and Standards as well as their state standards. They integrate Standards into planning and instruction, including the 3 modes of communication and the 3 Ps. As they select and design instructional materials, candidates use authentic documents, including cultural/literary texts.

Student Teaching/Internship Requirements - Directions for candidates. During your student teaching/internship, the most important outcome of your experience is that you help your students to learn—i.e., that you have a positive impact on their learning. To this end, most of what is required in student teaching is that you engage in intensive planning of lessons, developing materials, teaching, reflecting on the results of your teaching, and assessing your students' progress.

Lesson Planning:

This is perhaps the most important responsibility that you have and should take up most of your time. Prepare a typewritten lesson plan for each lesson you teach. Use the lesson plan format that was given to you during the Methods class. Include your name, the date of the lesson, subject, and period number on each plan.

Lesson plans must be written a week ahead of time for the entire week. You must show them to your cooperating teacher the Thursday before the week that you teach them. They are to be typed and must include all materials prepared in advance (visuals, tests, audio segments, etc.). This rule is in place so that your lesson is planned thoroughly and so that your cooperating teacher may review your plan and suggest changes if necessary (this will give you time to make changes before the lesson is taught).

Any handouts that you plan to distribute to students must be approved in advance by your cooperating teacher to be sure that they are appropriate and free from errors. Changes to lesson plans may be made in pen/pencil. Provide a copy of all your lesson plans in your Teaching Journal that you document each week. This way your university supervisor will know to which lesson plans you are referring when you write your reflections for that week.

You will be observed at least 8 times this semester-- 4 times by your cooperating teacher, and 4 times by your university supervisor. The scores on this ACTFL-aligned evaluation instrument from your second observation by both supervisors will be used in the mid-term evaluation; your scores on the third observation by both supervisors will be considered before you are allowed to start to "wind down" and give back some of your classes. Any scores lower than a "2" before the mid-term will be recorded and put into your plans for improvement. You must have a minimum score of 55 --which is at least a "3" on

17 elements and at least a "2" on two elements. If you do not have a minimum score of 55 by your third observation by both supervisors, you will not be allowed to stop your full-time teaching until you bring the score up to the minimum.

Assessment #4 Rubric – Student Teaching Evaluation ACTFL/CAEP Alignment to S.C. Teacher

Evaluation 4.0.

RUBRIC FOR ACTFL STANDARD 3:	Target 4	Acceptable High 3	Acceptable Low 2	Unacceptable 1
1. Language Acquisition Theories (3a) SC 4.0: Teacher Content Knowledge, Activities and Materials	Candidates exhibit ease and flexibility in applying language 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 exhibit originality in the planning, creation, and implementation of instructional strategies that reflect language acquisition theories.	Candidates exhibit a deep understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting 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.	Candidates exhibit a superficial understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. They begin to 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.	Candidates exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. They illustrate an ability to connect theory with practice. They show a growing awareness of the connection between student learning and the use of instructional strategies.
2. Target language input (3a) SC 4.0: Teacher Content Knowledge	Candidates structure classes to maximize use of the target language at all levels of instruction. A key component of their classes is their spontaneous interaction with students in the target language. 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.	Candidates use the target language to the maximum extent in classes at all levels of instruction. They designate certain times for spontaneous interaction with students in the target language. They tailor language use to students' developing proficiency levels. They use a variety of strategies to help students understand oral and written input. They use the target language to design content-based language lessons.	Candidates use the target language in classes for many levels of instruction. They designate sometimes for spontaneous interaction with students in the target language. They sometimes tailor language use to students' developing proficiency levels. They attempt to use a variety of strategies to help students understand oral and written input. They sometimes use the target language to design content-based language lessons.	Candidates use the target language for specific parts of classroom lessons at all levels of instruction, but avoid spontaneous interaction with students in the target language. They use some strategies to help students understand oral and written input.

RUBRIC FOR ACTFL STANDARD 3:	Target 4	Acceptable High 3	Acceptable Low 2	Unacceptable 1
3. Negotiation of Meaning (3a) SC 4.0: Teacher Knowledge of Students (3 rd bullet)	Negotiation of meaning is an integral part of classroom interaction. Candidates negotiate meaning regularly with students. They teach students to integrate negotiation of meaning strategies into their communication with others.	Candidates negotiate meaning with students when spontaneous interaction occurs. They teach students a variety of ways to negotiate meaning with others and provide opportunities for them to do so in classroom activities.	Candidates try to negotiate meaning with students when spontaneous interaction occurs. They teach students a few ways to negotiate meaning with others and provide opportunities for them to do so in classroom activities.	Since most classroom interaction is planned, candidates do not regularly negotiate meaning with students. They teach students some expressions in the target language for negotiating meaning, such as “Could you repeat that, please?”
4. Meaningful Classroom Interaction (3a) SC 4.0: Motivating Students, Academic Feedback, Teacher Knowledge of Students	Meaningful 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.	Candidates design activities in which students will have opportunities to interact meaningfully with one another. Almost all of the activities and tasks are standards-based and have meaningful contexts that reflect curricular themes and students’ interests.	Candidates design some activities in which students will have opportunities to interact meaningfully with one another. The majority of activities and tasks is standards-based and has meaningful contexts that reflect curricular themes and students’ interests.	Candidates use communicative activities as the basis for engaging students in meaningful classroom interaction. These activities and meaningful contexts are those that occur in instructional materials.
5. Theories of learner development and instruction (3b) SC 4.0: Instructional Plans, Standards and Objectives, Teacher Knowledge of Students	Candidates plan for instruction according to the physical, cognitive, emotional, and social developmental needs of their K-12 students. They implement a broad variety of instructional models and techniques to accommodate these differences and tailor instruction to meet the developmental needs of their students.	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 describe the physical, cognitive, emotional, and social developmental characteristics of K-12 students. They implement some instructional models and techniques to accommodate these differences.	Candidates recognize that K-12 students have different physical, cognitive, emotional, and social developmental characteristics. Candidates recognize the need to tailor instruction to accommodate their students’ developmental needs. They are aware of but seldom make use of the many different instructional models and techniques that exist.

RUBRIC FOR ACTFL STANDARD 3:	Target 4	Acceptable High 3	Acceptable Low 2	Unacceptable 1
6. Adapting instruction to address students' language levels, language backgrounds, learning styles (3b) SC 4.0: Activities & Materials, Problem Solving, Teacher Knowledge of Students	Candidates consistently use information about their students' language levels, language backgrounds, and learning styles to plan for and implement language instruction.	Candidates regularly 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 begin to seek out information regarding their students' language levels, language backgrounds, and learning styles. They implement a few instructional models and techniques to address these student differences.	Candidates recognize that their students have a wide range of language levels, language backgrounds, and learning styles. They attempt to address these differences by using a limited variety of instructional strategies.
7. Adapting instruction to address students' multiple ways of learning (3b) SC 4.0: Thinking, Teacher Knowledge of Students	Candidates plan for and implement a variety of instructional models and strategies that accommodate different ways of learning.	Candidates identify multiple ways in which students learn when engaged in language classroom activities.	Candidates identify ways in which students learn when engaged in language classroom activities.	Candidates recognize that students approach language learning in a variety of ways. They identify how individual students learn.
8. Adapting instruction to meet students' special needs (3b) SC 4.0: Expectations, Teacher Knowledge of Students	Candidates anticipate their students' special needs by planning for differentiated alternative classroom activities as necessary.	Candidates implement a variety of instructional models and techniques that address specific special needs of their students.	Candidates implement some instructional models and techniques that address specific special needs of their students.	Candidates identify special needs of their students, including cognitive, physical, linguistic, social, and emotional needs. They recognize that they may need to adapt instruction to meet these special needs.
9. Critical thinking and problem solving (3b) SC 4.0: Questioning, Student Work	Candidates reward their students for engaging in critical thinking and problem solving.	Candidates implement a variety of activities that promote critical thinking and problem-solving skills.	Candidates implement activities that promote critical thinking and problem-solving skills.	Candidates implement activities that have a limited number of answers and allow little room for critical thinking and/or problem solving.

RUBRIC FOR ACTFL STANDARD 3:	Target 4	Acceptable High 3	Acceptable Low 2	Unacceptable 1
10. Grouping (3b) SC 4.0: Grouping Students, Respectful Culture	Candidates differentiate instruction by providing 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.	Candidates consistently differentiate instruction by conducting 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.	Candidates differentiate instruction by conducting activities in which students work collaboratively in pairs and small groups. They sometimes 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.	Candidates teach primarily with large-group instruction. Pair and small group activities generally consist of students grouped together but working individually.
11. Use of questioning and tasks (3b) SC 4.0: Questioning	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.	Candidates consistently recognize that questioning strategies and task-based activities serve different instructional objectives and incorporate them as appropriate in their teaching.	Candidates recognize that questioning strategies and task-based activities serve different instructional objectives. They use tasks as they appear in their instructional materials.	Candidates use short answer questioning as the primary strategy for eliciting language from students.
12. Integration of Standards into planning (4a) SC 4.0: Standards & Objectives, Instructional Plans	Candidates use the Standards for Foreign Language Learning in the 21st Century (SFL) or their recently refreshed version World-Readiness Standards for Learning Languages (W-RSLL) and state standards as a starting point to design curriculum and unit/lesson plans.	Candidates create many activities and/or adapt existing instructional materials and activities to address specific SFL or W-RSLL and state standards.	Candidates create few activities and/or adapt existing instructional materials and activities to address specific SFL or W-RSLL and state standards.	Candidates apply SFL or W-RSLL and state standards to their planning to the extent that their instructional materials do so.
13. Integration of Standards into teaching (4b) SC 4.0: Standards & Objectives, Assessment	SFL or W-RSLL and state standards are the focus of classroom practice.	Candidates adapt most activities as necessary to address SFL or W-RSLL and state standards.	Candidates adapt some activities to address SFL or W-RSLL and state standards.	Candidates conduct activities that address specific SFL or W-RSLL and state standards to the extent that their instructional materials include a connection to standards.

RUBRIC FOR ACTFL STANDARD 3:	Target 4	Acceptable High 3	Acceptable Low 2	Unacceptable 1
14. Integration of three modes of communication (4b) SC 4.0: Presenting Instructional Content	Candidates use the interpersonal-interpretive-presentational framework as the basis for engaging learners actively in communication.	Candidates design numerous opportunities for students to communicate by using the three modes of communication in an integrated manner.	Candidates design a few opportunities for students to communicate by using the three modes of communication in an integrated manner.	Candidates understand the connection among the three modes of communication and focus on one mode at a time in communicative activities.
15. Integration of cultural products, practices, perspectives (4b) SC 4.0: Presenting Instructional Content, Teacher Content Knowledge	Candidates use the products-practices-perspectives framework as the basis for engaging learners in cultural exploration and comparisons.	Candidates design numerous opportunities for students to explore the target language culture(s) by making cultural comparisons by means of the 3Ps framework.	Candidates design a few opportunities for students to explore the target language culture(s) by making cultural comparisons by means of the 3Ps framework.	Candidates understand the anthropological view of cultures in terms of the 3Ps framework and refer to one or more of these areas in their classroom practice and comparisons of cultures.
16. Connections to other subject areas(4b) SC 4.0: Teacher Content Knowledge	Candidates design a content-based curriculum and collaborate with colleagues from other subject areas. They assist their students in acquiring new information from other disciplines in the target language.	Candidates design many opportunities for students to learn about other subject areas in the target language. They obtain information about other subject areas from colleagues who teach those subjects.	Candidates design a few opportunities for students to learn about other subject areas in the target language.	Candidates make connections to other subject areas whenever these connections occur in their existing instructional materials.
17. Connections to target language communities (4b) SC 4.0: Activities and Materials	Candidates engage learners in interacting with members of the target language communities through a variety of means that include technology, as a key component of their classroom practice.	Candidates provide numerous opportunities for students to connect to target language communities through the Internet, email, social networking and other technologies.	Candidates provide a few opportunities for students to connect to target language communities through the Internet, email, social networking and other technologies.	Candidates introduce target language communities to the extent that they are presented in their existing instructional materials.

RUBRIC FOR ACTFL STANDARD 3:	Target 4	Acceptable High 3	Acceptable Low 2	Unacceptable 1
18. Selection and integration of authentic materials and technology (4c) SC 4.0: Activities and Materials	Candidates use authentic materials and technology to drive standards-based classroom practice. They integrate multiple resources, including a variety of authentic materials and media, to engage students actively in their learning and enable them to acquire new information.	Candidates identify and integrate authentic materials and technology into support standards-based classroom practice. They normally help students to acquire strategies for understanding and interpreting authentic texts available through various media.	Candidates identify and integrate authentic materials and technology into support standards-based classroom practice. They sometimes help students to acquire strategies for understanding and interpreting authentic texts available through various media.	Candidates primarily use materials and technology created for classroom use or available as an ancillary to the textbook program, whether or not they are authentic or appropriate for standards-based practice.
19. Adaptation and Creation of materials (4c) SC 4.0: Activities and Materials, Assessment	An integral part of candidates' planning is to adapt materials to make standards-based learning more effective.	Candidates regularly adapt materials as necessary to reflect standards-based goals and instruction when materials fall short.	Candidates occasionally adapt materials as necessary to reflect standards-based goals and instruction when materials fall short.	Candidates use instructional materials that have been developed commercially.
Total: 19 elements				
Passing score: 55				

Assessment #5: Candidate Work Sample

[Note to Reviewers: This is the same assessment used by University of Massachusetts at Amherst. This assessment has been provided by ACTFL as a model assessment. The only changes made were that it was updated from 2002 standards to 2015 standards.]

Description. The Candidate Work Sample is a requirement for Clemson Modern Language Interns (Student Teachers). It is written during the student teaching internship. There is an ACTFL Reflection and ACTFL Rubric that is used to evaluate the ACTFL-specific requirements to collect data for the ACTFL SPA report. Candidates are evaluated on this rubric and must meet the requirements.

Alignment with the ACTFL/CAEP Standards. The Candidate Work Sample requires student teachers to create, teach, assess, and evaluate one complete unit during their student teaching. Since our candidates are already assessed on their abilities to plan and implement standards 3a, 3b, 4a, 4b, and 4c in their unit plan during the methods course, (Assessment # 3), and in the observations of their teaching (Assessment # 4), this Assessment focuses on standard 5. The ACTFL reflection requires them to describe how they incorporate the following standards into their unit:

Standard 5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students. Candidates must include the assessments they used in their unit and describe how they meet ACTFL standards.

Standard 5b. Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction. Candidates must include a description of how they evaluated their students' results and use those results to adjust their teaching.

Standard 5c. Interpret and report the results of student performances to all stakeholders. Candidates must describe how they reported progress to students and stakeholders so as to encourage student confidence, self-assessment, and growth.

Candidate Work Sample - Directions for candidates. The purpose of the Candidate Work Sample is to assess each intern's ability to use research and evidence to measure their P-12 students' progress and their own professional practice. In the context of the Candidate Work Sample, progress is defined as measurable growth in students' knowledge and skills in a particular area or areas over a specified period of time. The Candidate Work Sample was adapted from the South Carolina Department of Education's Expanded ADEPT, SAFE-T Project, and from The Renaissance Partnership for Improving Teacher Quality Project.

Section I: Introduction and Rationale

Section II: Contextual Factors - Community, School, and Student Diversity

Section III: Unit Plan - Part A: Objectives and Standards; Part B: Assessment Plan; Part C: Accommodations; Part D: Analysis of Pre-assessment Data; Part E: Instructional Plan

Section IV: Analysis of Student Learning - Part A: Formative Assessment Data.; Part B: Analysis of Data; Part C: Evaluating/Grading and Reporting; Part D: Collaboration

Section V: Reflection and Self-Assessment

Section III, Part C: After administering the pre-assessment(s), analyze student performance relative to the unit objectives. Attach one or more clearly labeled tables, graphs, or charts that depict the results of the pre-assessment(s) in a format that allows you to find patterns of student performance relative to each objective. Summarize the results of the pre-assessment(s) and describe the implications of these results on instruction.

Section IV: Analysis of Student Learning: Once you have completed the unit, analyze all of your assessments, including the pre and posttests, and determine your students' progress relative to the unit objectives. Attach clearly labeled tables, graphs, or charts that depict student performance for the entire class, for one selected subgroup, and for at least two individual students. For each visual representation, provide a descriptive narrative that summarizes your analysis of student progress and achievement. Finally, explain the ways in which you have assigned student grades (or other indicators of student performance), and include a description of the ways in which these results have been recorded as well as how and to whom they have been reported.

Section V: Reflection and Self-Assessment. Reflect on and describe the relationship between your students' progress and achievement and your professional practice and development as a teacher. In other words, in what ways did your instruction advance student learning? How effective were your assessments in capturing student progress and performance? How well did you use technology to engage students and improve learning? If you were to teach this unit again to the same group of students, what, if anything, would you do differently and why? To what extent has this experience furthered your understanding of teaching and learning, and of yourself as a professional?

ACTFL Reflection. This reflection is in THREE parts. Part I: Write a reflection in which you analyze your assessments for this unit. Identify the performance-based assessments and describe how they meet ACTFL/CAEP standard 5a. Then, describe the cultural assessments you conducted with your students. Identify how you taught cultural products, practices, and perspectives (standard 4b) and then how you

assessed your students' abilities to identify products, practices, and perspectives from authentic documents. Part II: Describe how you reflected on and adjusted your instruction based on the assessment results from this unit and/or from previous assessments this semester. Part III: Describe how you communicated student progress to both the students and the stakeholders. Use the rubric below to make sure you address all elements and performance descriptions for standard 5 and 4b as they appear in this rubric at the "acceptable" level or above (score of "2" or "3" for each element).

Your Candidate Work Sample will be assessed on the ACTFL/CAEP rubric below. The minimum passing score for the ACTFL rubric is 32. That means you need to average a "2," or "acceptable" performance throughout the entire rubric, with room for two elements at the "1," or "unacceptable" level. Clemson Faculty members will evaluate your Candidate Work Sample. If you do not meet the minimum passing score, you will have to add in additional lesson plans and write new reflections proving you meet ACTFL/CAEP standards.

Assessment #5 Rubric – Candidate Work Sample.

	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard 1 (Unacceptable)	Score
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	1. Plan for assessment	Candidates share their designed assessments and rubrics with students prior to beginning instruction.	Candidates design and use authentic performance assessments to demonstrate what students should know and be able to do following instruction	Candidates use assessments provided in their textbooks or other instructional materials without regard for student performance after instruction.	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	2. Formative and Summative Assessment Models	Candidates design a system of formative and summative assessments that measures overall development of proficiency in an ongoing manner and at culminating points in the total program, using technology where appropriate to develop and deliver assessments.	Candidates design and use formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter.	Candidates recognize the purposes of formative and summative assessments as set forth in prepared testing materials.	

	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard 1 (Unacceptable)	Score
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	3. Interpretive Communication	Candidates design and use assessment procedures that encourage students to interpret oral and printed texts of their choice. Many of these involve students' developing of self-assessment skills to encourage independent interpretation. Candidates incorporate technology-based delivery and analysis systems where available and appropriate.	Candidates design and use authentic performance assessments that measure students' abilities to comprehend and interpret authentic oral and written texts from the target cultures. These assessments encompass a variety of response types from forced choice to open-ended.	Candidates use interpretive assessments found in instructional materials prepared by others. The reading/listening materials with which they work tend to be those prepared for pedagogical purposes.	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	4. Interpersonal Communication	Candidates have had training or experience conducting and rating interpersonal assessments that have been developed according to procedures that assure reliability such as the MOPI (Modified Oral Proficiency Interview) or state-designed instruments.	Candidates design and use performance assessments that measure students' abilities to negotiate meaning as listeners/speakers and as readers/writers in an interactive mode. Assessments focus on tasks at students' levels of comfort but pose some challenges.	Candidates use interpersonal assessment measures found in instructional materials prepared by others.	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	5. Presentational Communication	Candidates create and use presentational tasks that develop students' abilities to self-assess which includes self-correction and revision in terms of audience, style, and cultural context. They encourage students to write or to speak on topics of interest to the students.	Candidates design and use assessments that capture how well students speak and write in planned contexts. The assessments focus on the final products created after a drafting process and look at how meaning is conveyed in culturally appropriate ways. They create and use effective holistic and/or analytical scoring methods.	Candidates use presentational assessment measures found in instructional materials prepared by others.	

	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard 1 (Unacceptable)	Score
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	6. Cultural Perspectives	Candidates design assessments of problem-solving tasks in content areas of interest to students and possibly on topics not familiar to the teacher.	Candidates devise assessments that allow students to apply the cultural framework to authentic documents. Student tasks include identifying the products, practices, and perspectives embedded in those documents.	Candidates assess isolated cultural facts.	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	7. Integrated Communication assessments	Candidates design standards-based performance assessments for their students based upon models available in literature or from professional organizations.	Candidates use existing standards-based performance assessments (e.g., integrated performance assessments) that allow students to work through a series of communicative tasks on a particular theme (e.g., wellness, travel). They evaluate performance in a global manner.	Candidates recognize that assessments can lead students from one mode of communication to another (e.g., a reading task to written letter to a discussion) but they tend to score the subsets of skills.	
5b. Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.	8. Assessments reflect a variety of models designed to meet needs of diverse learners	Candidates design assessments that allow all students to maximize their performance. Assessments drive planning and instruction by focusing on what students can do. Results are used to improve teaching and track student learning.	Candidates assess what students know and are able to do by using and designing assessments that capture successful communication and cultural understandings. They commit the effort necessary to measure end performances.	Candidates cite the role of performance assessment in the classroom and attempt to measure performances. They rely on discrete-point or right-answer assessments	

	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard 1 (Unacceptable)	Score
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	9. Reflect	Candidates teach students to reflect upon their performances in a global and an analytical fashion.	Candidates observe and analyze the result of student performances to discern global success and underlying inaccuracies.	Candidates interpret assessments as correct/incorrect student response.	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	10. Adjust Instruction	Candidates use assessment results for whole group improvement and to help individual students identify the gaps in their knowledge and skills.	Candidates use insights gained from assessing student performances to conduct whole group review and then to adapt, change, and reinforce instruction.	Candidates use assessment results to conduct whole group remediation or review.	
5a. Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	11. Incorporate results and reflect on instruction	Candidates design assessments and use results to improve teaching and student learning. They use technology where appropriate to collect data and report results and to enhance or extend instruction.	Candidates incorporate what they have learned from assessments and show how they have adjusted instruction. The commitment to do this is established in their planning.	Candidates use assessments that can be scored quickly and mechanically, whether in person or with the use of technology. Assessment is viewed as an end in and if itself.	
5c. Interpret and report the results of student performances to all stakeholders	12. Interpret and report progress to students	Candidates identify ways of involving students in understanding testing procedures and scoring mechanisms so that students gain confidence in self-assessment and in planning for personal growth.	Candidates interpret and report accurately the progress students are making in terms of language proficiency and cultural knowledge. They use performances to illustrate both what students can do and how they can advance.	Candidates report student progress in terms of grades, scores, and information on discrete aspects of language or cultural facts.	

	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard 1 (Unacceptable)	Score
5c. Interpret and report the results of student performances to all stakeholders	13. Communicate with Stakeholders	Candidates communicate to audiences in the schools and community how assessment reflects language proficiency and cultural experiences. Candidates report assessment results in a way that is tailored to particular groups of stakeholders.	Candidates report student progress to students and parents. They use appropriate terminology and share examples that illustrate student learning. Candidates report assessment results accurately and clearly.	Candidates identify the stakeholders and their roles and interests in assessment of student progress. Candidates find short-cut ways to report assessment results.	
4b. Integrate Goal Areas of Standards	14. Integration of cultural products, practices, perspectives	Candidates use the products-practices-perspectives framework as the basis for engaging learners in cultural exploration and comparisons.	Candidates design opportunities for students to explore the target language culture(s) and make cultural comparisons by means of the 3Ps framework.	Candidates understand the anthropological view of cultures in terms of the 3Ps framework and refer to one or more of these areas in their classroom practice and comparisons of cultures.	
4b. Integrate Goal Areas of Standards	15. Connections to other subject areas	Candidates design a content-based curriculum and collaborate with colleagues from other subject areas. They assist their students in acquiring new information from other disciplines in the target language.	Candidates design opportunities for students to learn about other subject areas in the target language. They obtain information about other subject areas from colleagues who teach those subjects.	Candidates make connections to other subject areas whenever these connections occur in their existing instructional materials.	
Pre-post test result analysis	16. Reflection on pre/post results	Evidence shows critical examination of how use of discipline specific practices and technology impacted student performance and engagement in learning. Reflection indicates realistic considerations for future teaching, including specific mention of how candidate might change the unit based on research and evidence collected.	Describes how use of discipline specific practices impacted student performance.	No evidence of examination of how use of discipline specific practices impacted student performance.	
Pre-post results	17. Candidate had a positive effect on student learning	61% or more of students had a higher score on the post-test.	40- 60% of students had a higher score on the post-test.	0 - 39% of students had a higher score on the post-test.	

	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard 1 (Unacceptable)	Score
Minimum passing score = 32.	Total score:				

Assessment #6: ACTFL Required Content Assessment

Description. Oral Proficiency Interview (ACTFL OPI/OPI-C)

Candidates will take the ACTFL Oral Proficiency Interview (OPI) or the Oral Proficiency Interview on the Computer (OPI-C). During their final semester before the internship, or as a part of admission or at the start for the MAT program, German Language Education candidates contact the Language Lab to schedule a time to take the exam. The OPI/OPI-C is proctored by the Language Lab director. The scores are available on Clemson University's Client Website set up at Language Testing International (LTI). Candidates must receive the rating of Advanced Low on the OPI/OPI-C. The requirement of Advanced Low is indicated in the Program of Study.

The OPI is proficiency-based. It assesses the ability to use language effectively and appropriately in real-life situations. It assesses spontaneous unrehearsed language. Official ACTFL OPI ratings can be used for a variety of purposes in academic, commercial, and government communities. In academia, speaking proficiency ratings can be used for admissions, placement into language programs, general assessments, or exit/ graduation requirements. In business and government communities, OPI ratings can be used for certification, hiring, and promotion in multilingual positions. Upon completion of an official ACTFL OPI, digital badges, indicating proficiency range achieved, are sent automatically through Credly.

The goal of the OPIc is the same as the OPI: to obtain a ratable sample of speech which a rater can evaluate and compare to the ACTFL or ILR Proficiency Guidelines in order to assign a rating. The OPIc assesses the full range of the ACTFL scale, from Novice through Superior, taking, on average, between 20 and 40 minutes to complete.

Alignment with the ACTFL/CAEP Standards.

Standard 1a. Speak in the interpersonal mode of communication at a minimum level of Advanced Low.

Standard 1b. Interpret oral/signed, printed, and videotexts by demonstrating both literal and figurative or symbolic comprehension.

Standard 2a. Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.

Standard 2b. Demonstrate understandings of linguistics and the changing nature of language and compare language systems.

Assessment #7: Professionalism, Resources, and Advocacy Project

[Note to Reviewers: This is the same assessment used by the College of Charleston. This assessment has been provided by ACTFL as a model assessment.]

Description. This assessment is completed during the internship. Candidates are required to follow the postings in online communities, to find information on Foreign Language Teaching Organizations, Journals, and Conferences, to read and analyze at least one article from a Foreign Language Pedagogy Journal, and to create a motivational media presentation in which they advocate for learning foreign languages using data. They also keep a journal and write a reflection on the professional development activities in which they participate during their internship. They write a reflection on what they learned, how they can use this information in their professional careers, and how they feel they meet the standards according to the rubric. The project is assessed on the following rubric by the foreign language education faculty.

Alignment with the ACTFL/CAEP Standards.

Standard 6a. Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice. Candidates participate in professional development opportunities during their internship.

Standard 6b. Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders. Candidates create an advocacy presentation using data to promote the learning of languages.

Standard 6c. Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues, and other stakeholders. Candidates research professional publications and provide evidence of professional conduct during their internship.

Professional Development, Resources and Advocacy Project - Directions for candidates.

Type all this information and your reflections in one word document. Label each part.

1. Go to: 1) Twitter #langchat; 2) ACTFL Special Interest Group Message Boards; 3) FL Teach; or 4) a Facebook group focused on language education. Read digests of at least 20 posts. Write a three-page summary describing what was discussed, the topic(s) of any arguments, and what you learned from it; i.e. how reading these entries helped your professional development. Describe how you will use this resource as you teach in the future.
2. Find 2 professional organizations for foreign language teachers. Give their names and web sites.
3. Write the information on the annual conference for this year for both of those organizations.
4. Find two Professional Journals for Foreign Language Teachers. Write down their names and the titles of two articles in each one pertaining to something in foreign language teaching that interests you, with complete bibliographical information.
5. Write a three-page summary of one of those articles. Summarize the content and findings. Explain the relevance of the findings for a classroom teacher -- how does the research help you teach better? How does the research show that some common classroom practices may not be based on best practices and research? What was your reaction to this research?
6. Write out a 5-year plan for your professional growth after you obtain your teaching certification. What resources will you use? What continuing education plan could you implement? How will you work with other professionals to help you with your professional growth in the next five years? How will you take advantage of the professional communities for language educators that you have researched for this project?
7. Develop a visual motivational presentation in a Power Point or imovie in which you promote the learning of a specific foreign language or languages in general. Give facts, reasons, data, etc. Provide a bibliography of your sources in your visual medium. Indicate who your audience is and what the

circumstances would be in which you would present this. If possible, use this presentation in your own internship placement.

8. Write a list and description of each professional development workshop or meeting you attended. Write a two-page summary for each workshop or meeting in which you describe what the session was about, what you learned in it, and how that workshop or session helped improve your teaching.
9. Write a reflection for this assignment in which you discuss how you meet the standards listed in the rubric, what you have learned about being a foreign language teacher, and what you plan to continue to do beyond this internship.
10. Your evidence for this assessment will be evaluated by the foreign language education faculty. You are required to have at least a score of 2 on 6 of these 7 elements. The minimum acceptable passing score is a 12. If you do not pass, you will be required to add additional information, re-do the part(s) you did not pass, and turn it in again.

Assessment #7 Rubric – Professional Development, Resources and Advocacy Project.

ACTFL	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard (Unacceptable) 2	Score
6a. Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.	1. Awareness of professional communities	Candidates identify and participate in multiple professional learning communities.	Candidates identify and participate in at least one pertinent professional learning community.	Candidates are aware of professional organizations.	
6a. Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.	2. Lifelong commitment to professional growth	Candidates identify long-term professional development goals and outline a process for pursuing them with potential providers (e.g., state professional organizations) to meet these needs.	Candidates identify immediate professional development needs and pursue opportunities to meet them.	Candidates articulate the rationale for ongoing professional development	

ACTFL	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard (Unacceptable) 2	Score
6a. Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.	3. Seeking professional growth opportunities	Candidates develop a plan for their induction to the profession and identify multiple pathways for pursuing professional growth and development.	Candidates seek counsel regarding opportunities for professional growth and establish a plan to pursue them	Candidates consider suggestions that mentors make regarding candidate's own professional growth.	
6b. Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21 st century through collaboration and advocacy with all stakeholders.	4. Develop an advocacy rationale for language learning	Candidates develop and articulate a rationale for language learning that includes the cognitive, academic, affective and economic benefits to students in today's global society.	Candidates develop a rationale for advocating the importance of language learning.	Candidates realize the importance of developing a rationale for supporting language learning	
6b. Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21 st century through collaboration and advocacy with all stakeholders.	5. Access, analyze and use data to support language learning	Candidates access multiple sources of data and synthesize findings to prepare a coherent rationale for language learning for multiple audiences.	Candidates select appropriate data sources to develop products in support of language learning for designated audiences.	Candidates identify the main sources (both print and online) for accessing language-specific data.	

ACTFL	Element	Exceeds Standard (Target) 3	Meets Standard (Acceptable) 2	Approaches Standard (Unacceptable) 2	Score
6b. Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21 st century through collaboration and advocacy with all stakeholders.	6. Become a member of the profession	Candidates accept invitations to professional learning communities (e.g., members of the language department, online learning communities, language-specific associations and special interest groups [SIGs]) and volunteer to assume different supporting roles in these organizations.	Candidates shadow officers and members in professional learning communities and avail themselves of programs sponsored by these organizations.	Candidates are aware of professional learning communities and the benefits that they offer along their career pathway.	
6b. Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21 st century through collaboration and advocacy with all stakeholders.	7. Successful interaction in professional settings	Candidates assume leadership roles and demonstrate exemplary conduct in performing these in a variety of professional settings.	Candidates demonstrate appropriate conduct when interacting in various and more challenging professional contexts.	Candidates demonstrate satisfactory conduct when interacting in predictable professional contexts.	

1.5 Planned use of assessment results to improve candidate and program performance

Data is collected by program faculty and reviewed and discussed in program area meetings and in meetings of the College's Continuous Improvement Committee. Data is also reviewed and maintained by the Executive Director Field Experiences and the Director of Assessment and Accreditation. We review disaggregate and aggregate data, interpretations of data, and meeting minutes to determine ways to improve candidate and program performance. In addition, we engage our students, cooperating teachers, university supervisors, and school and district partners, through external advisory board meetings in a discussion of our assessment data. Our program faculty will engage with any appropriate groups both within and outside of the university to make the program improvements indicated by the data review.

1.6 Changes or additions to the program (not applicable)