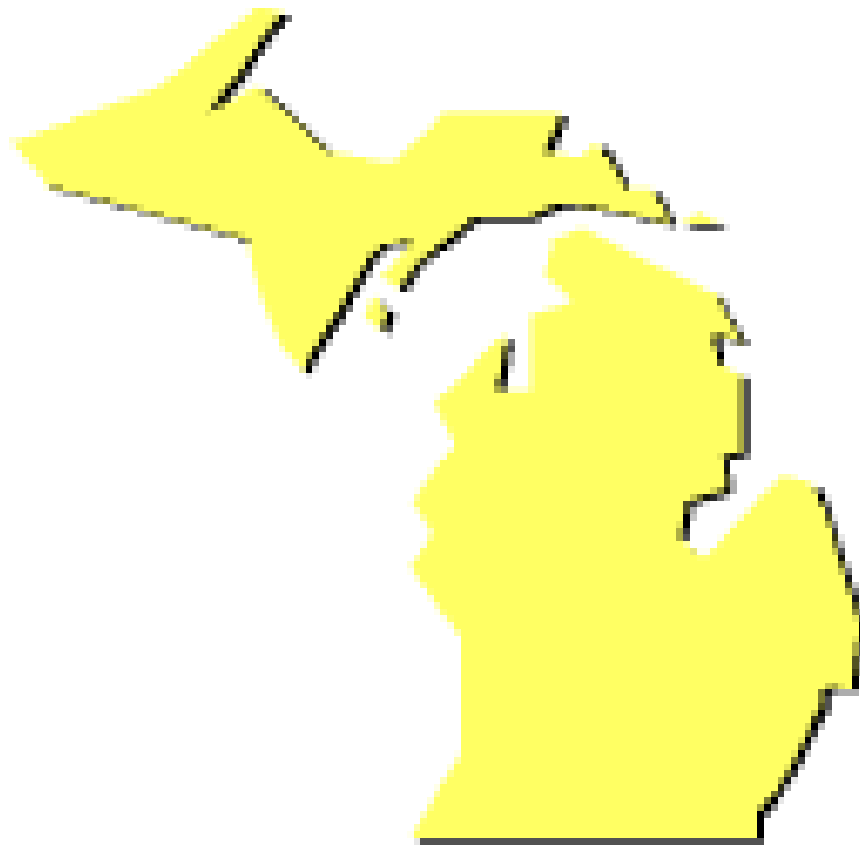


Preparation of Teachers in **Spanish (FF)**

At Northern Michigan University

December 2006/Amended July 2007



In response to Standards for the Preparation of Teachers of World
Language, Bilingual Education, and English as a Second Language
Adopted by the Michigan State Board of Education
July 13, 2004

Preface about the Preparation of Teachers of Spanish at Northern Michigan University, particularly in light of the “Requirements for the Spanish (FF) endorsement options”

Requirements for the Spanish (FF) endorsement options:

- Elementary or secondary major of at least 30 semester hours
 - Elementary or secondary minor of at least 20 semester hours
 - K-12 major (additional standards are required for K-12 programs)
 - Additional endorsement of at least 20 semester hours or 30 hours for K-12 endorsement
- Prerequisite:** To meet the standards, all required content coursework must be beyond the first four semesters of language instruction in commonly taught languages (inclusive of Categories I and II of the Foreign Service Institute (FSI) scale).

Northern Michigan University offers three paths to certification of Spanish teaching: The secondary major, the secondary minor, and elementary minor.

For all three paths, required coursework begins beyond the first four semesters of language instruction.

Both minors require 20 semester hours of coursework in Spanish, plus four hours of a language methods course. A proposal has cleared the Department and will go through NMU committees this year to create an Introduction to Linguistics course (LG 340) which will be required for both minors.

The major requires 32 semester hours of coursework in Spanish, plus four hours of a language methods course. The LG 340 course will be required for the major, pending approval by NMU committees

The major and the minors require the following courses:

SN 300 Reading and Writing
SN 305 Conversational Spanish
SN 310 Introduction to Spanish Civilization and Culture
SN 312 Introduction to Spanish America
SN 400 Advanced Grammar and Composition

In addition, the Spanish major requires 12 credits beyond these basic courses.

Content/Guidelines Standards Matrix

| | | | |
|---------------------------------------|---|-----------------------------|----------------|
| College/University | <u>Northern Michigan University</u> | Code | <u>FF</u> |
| Source of Guidelines/Standards | <u>Michigan State Board of Education, July 13, 2004</u> | Program/Subject Area | <u>Spanish</u> |

Requirements for the Spanish (FF) endorsement options:

- Elementary or secondary major of at least 30 semester hours
- Elementary or secondary minor of at least 20 semester hours
- K-12 major (additional standards are required for K-12 programs)
- Additional endorsement of at least 20 semester hours or 30 hours for K-12 endorsement

Prerequisite: To meet the standards, all required content coursework must be beyond the first four semesters of language instruction in commonly taught languages (inclusive of Categories I and II of the Foreign Service Institute (FSI) scale).

The Levels of Proficiency are:

- A = Awareness: Possesses general knowledge of**
- B = Basic: Ability to understand and apply**
- C = Comprehensive: High level of understanding, applying, and reflecting**
- * = These standards do not have levels of proficiency. Programs either meet, or do not meet, these standards.**

Directions: List required courses on matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated. Adjust size of cells as needed.

| No. | Guideline/Standard | *Level of Proficiency | Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards | |
|-----|---|-----------------------|--|--------------------------|
| 1.0 | Language, Linguistics, Comparisons Teacher preparation institutions provide candidates opportunities to develop and demonstrate: | | | |
| 1.1 | At least an advanced low level of speaking, listening, reading, and writing proficiency in the target language using a variety of testing protocols, including assessment of interpersonal, interpretive, and presentational communication. | * | Elementary | |
| | | | Major: NMU does not offer an Elementary Education Major in Spanish. (NA=Not applicable) | Minor: See Below. |
| | | | Secondary | |
| | | | Major: See Below. | Minor: See Below. |
| | | | K-12 | |
| | | | Major: NA | |

| No. | Guideline/Standard | *Level of Proficiency | Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards |
|--|---|-----------------------|--|
| <p>Narrative for Standard 1.1:</p> <p>Students develop mastery of all four skills in SN 300 (Reading), 305 (Conversation), and 400 (Grammar and Composition). In SN 310 (Culture of Spain) and SN 312 (Introduction to Spanish America) they develop their reading and writing skills.</p> <p>In SN 300, the focus is on reading and writing. Students read a variety of texts ranging from comics, to newspaper and magazine articles to fiction and poetry. They write responses to their readings and also discuss them in class. Students are assessed for their interpretive skills in reading and their presentational skills in writing. Their grades are based on their proficiency in these two skills. Students' interpersonal skills are not assessed in SN 300, but they practice in this area through classroom discussion.</p> <p>In SN 305, the focus is on speaking and listening skills. Students learn and practice techniques for starting and maintaining conversations in French. Sometimes they watch videos in French which they must interpret and use as springboards for conversation. Students also make presentations to the class. Students are assessed in their interpersonal communication skills both by assessing proficiency levels during conversations between students and in oral proficiency interviews with the instructor. (Note: The instructor has received the full ACTFL oral proficiency interview training.) Student interpretive skills in listening are assessed to a limited degree. Student presentational skills in writing are also assessed to a limited degree. Student oral presentational skills are assessed and constitute a limited part of the course grade.</p> <p>In SN 400, the focus is on writing. Students write papers relating to their own lives as well as to cultural topics or items of current events in the target culture at a variety of levels. Students sometimes discuss topics and issues with each other prior to writing their papers and sometimes such discussion follows the writing. Student presentational proficiency in writing is the primary assessment in this course.</p> <p>In SN 310, 312, 425, 425, 428, 429, and 495, students read texts from Spanish and Spanish American literature, interpret them, and respond to them in classroom discussion and in written assignments. They also give presentations on texts or topics related to texts. Assessment is performed on the presentational mode in both speaking and writing and on the interpretive mode in reading.</p> <p>In addition to the course-based assessments detailed above, students are assessed before they can enter the methods course (LG 350). They must have Intermediate High proficiency in all four skills before matriculation. (Students not at that level must improve their proficiency before submitting to another assessment to try to gain entrance to the course.) Once they are in the course, students submit a language portfolio which the French faculty assess. Before they can student teach, candidates must prove at least Advanced Low proficiency in all four skills. (The oral proficiency interview must be an official ACTFL administered interview.) If candidates do not measure up to Advanced Low in any area, they must improve their skills and prove the Advanced Low proficiency before being able to student teach.)</p> | | | |
| 1.2 | Knowledge of the linguistic elements of | C | Elementary |

English and its varieties.

| | |
|--------------------------|--------------------------|
| Major: NA | Minor: See Below. |
| Secondary | |
| Major: See Below. | Minor: See Below. |
| K-12 | |
| Major: NA | |

Narrative for Standard 1.2:

In SN 101, 102, 201 and 202, students are exposed in a significant way to language that forces them to consider the linguistic elements of English and its varieties. (The English department at Northern Michigan University, for example, has the following provision in its Secondary Education English major: “EN 200 *Basic English Grammar and Usage for Teachers* is not required for any student who successfully completes a 100 or 200 level language course.”)

In SN 300, 305, 425, 428, 429, and 495 students assuredly develop their knowledge of the linguistic elements of English as they inevitably process and contrast Spanish and English. Nonetheless, no overt class instruction is planned in these courses to this aim. In SN 400 (Grammar and Composition) a fair amount of instruction is dedicated to contrasting Spanish and English, thus improving student knowledge in this area.

Despite the gains students make in this area through the classes noted, the Department of Modern Languages and Literatures at Northern Michigan University has felt a need to create a course overtly and comprehensively addressing the basic linguistic elements of English and all the languages we teach in our Language Teacher preparation program. We hired a professor in linguistics (Amy Orf) and tasked her to develop a course to address Michigan and NCATE standards in linguistics for Language Teacher preparation programs. The result is a proposal to create LG 340 (Introduction to Linguistics) and require it for Language Education majors and minors, which has been approved by the Modern Languages and Literatures curriculum committee and the Department as a whole. The proposal has been submitted to the NMU Professional Education Committee to be taken up at their first meeting of the 2007-2008 year. From there it will go forward to the NMU campus-wide curriculum committee and then to the Academic Senate. We expect the entire process will be complete by December and that the proposal will become a requirement by Fall 2008.

Regarding mastery of English, admission requirements to any teacher education program at NMU require:

- 1) for freshmen, an ACT composite score of 20 or an SAT score of verbal 450,**
 - 2) for all others, an ACT subscore of 21 in English and reading, or an SAT score of verbal 450, or a PPST score of reading 174 and writing 173 (or if the computer-based PPST is taken, reading 321 and writing 319).**
- Additionally, candidates must complete EN 111 *College Composition I* and EN 211 *College Composition II* with a grade of “C” or better.**
- 3) a passing score on the MTTC basic skills test.**

| | | | | |
|-----|--|---|--------------------------|--------------------------|
| 1.3 | An understanding of the dynamic nature of language systems and demonstrate competency in helping students acquire and use English and the target language in listening, speaking, reading, and writing for social and academic purposes. | B | Elementary | |
| | | | Major: NA | Minor: See Below. |
| | | | Secondary | |
| | | | Major: See Below. | Minor: See Below. |
| | | | K-12 | |
| | | | Major: NA | |

Narrative for Standard 1.3:

Students use Spanish for academic purposes in every course they take toward the Spanish major or minor. In SN 300, 305, 425, 428, 429, and 495 they listen, speak, read and write in Spanish. SN 305 emphasizes social uses of listening and speaking in the interpersonal mode, and a small portion of SN 400 deals with social use of written Spanish for writing. Students can also participate in the Spanish Conversation table whether they are in any particular class or not, thus furthering their interpersonal skills. Students who study abroad have abundant opportunities. These opportunities in and out of class provide students with an experience of the dynamic nature of language. They are exposed to issues such as style, variations between spoken and written Spanish, and regional dialects.

Despite all of the foregoing, our proposed LG 340 course addresses the issues of the dynamic nature of language systems in an overt, systematic way. Students will see how language develops over time and how regional differences come about. Examples will be given in English and Spanish, and students will need to cite both English and Spanish.

In the methods course (LG 350) students demonstrate a high level of competence in teaching languages by presenting their micro-lessons in the target language. As our candidates student teach, their competence is demonstrated and scrutinized.

| | | | | |
|-----|---|---|--------------------------|--------------------------|
| 1.4 | Knowledge of the similarities and differences between English and the target languages. | B | Elementary | |
| | | | Major: NA | Minor: See Below. |
| | | | Secondary | |
| | | | Major: See Below. | Minor: See Below. |
| | | | K-12 | |
| | | | Major: NA | |

Narrative for Standard 1.4:

Despite the fact that we use a communicative approach to learning Spanish, in every course students take, starting in SN 101, they innately compare English and Spanish. In many cases instructors highlight similarities and differences, especially as students learn to shake free from English constructs. In SN 400, during the comprehensive review of the Spanish grammatical system, the contrast between languages in terms of syntax and grammar are particularly highlighted.

In the proposed LG 340 course major similarities and differences between English, French, German, and Spanish will be systematically presented.

For the language portfolio which candidates turn in during the LG 350 course, candidates are specifically required to highlight similarities and differences between English and Spanish. The linguistics professor and the Spanish professors assess this portfolio, and hence, this standard in a comprehensive way.

| | | | | |
|--|---|-----------|-------------------|-------------------|
| 2.0 | Cultures, Literatures, Cross-Disciplinary Concepts Teacher preparation institutions provide candidates opportunities to develop and demonstrate: | | | |
| 2.1 | Knowledge, understanding, and use of the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support student learning. | A | Elementary | |
| | | | Major: NA | Minor: See Below. |
| | | | Secondary | |
| | | | Major: See Below. | Minor: See Below. |
| | | | K-12 | |
| | | Major: NA | | |
| <p>Narrative for Standard 2.1:</p> <p>In all Spanish courses the relationship between culture and language is apparent and occasionally receives overt attention. In the culture courses (SN 310 and SN 312) the relationship is more overtly identified and lightly assessed. In the literature courses and in SN 400 candidates learn to identify different levels of Spanish and how they are influenced by culture.</p> <p>In the methods course (LG 350) candidates demonstrate their knowledge of cultural practices, products, and perspectives by preparing and presenting a micro-lesson on culture in the target language. During LG 350 candidates also present a culture portfolio which includes information and interpretation on this subject.</p> | | | | |
| 2.2 | Application of knowledge and understanding of how cultural groups and students' cultural identities affect language learning and school achievement. | A | Elementary | |
| | | | Major: NA | Minor: See Below. |
| | | | Secondary | |
| | | | Major: See Below. | Minor: See Below. |
| | | | K-12 | |
| | | Major: NA | | |

Narrative for Standard 2.2:

The issue of how cultural background affects learning and academic achievement in general is addressed extensively in Education courses, which identify diverse backgrounds and strategies for addressing learner needs in those backgrounds.

With regard to language learning, candidates apply their general knowledge primarily during student teaching, when they confront learners of various cultural groups and have to adjust their teaching to those groups. NMU is NOT in a culturally diverse region of the United States, but it strives to place students in culturally diverse school districts. Some students, therefore, get extensive practice in this area, while others receive the minimum “awareness.”

| | | | | |
|-----|--|------------------|--------------------------|--------------------------|
| 2.3 | An understanding of the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of cultures over time. | B | Elementary | |
| | | | Major: NA | Minor: See Below. |
| | | | Secondary | |
| | | | Major: See Below. | Minor: See Below. |
| | | | K-12 | |
| | | Major: NA | | |

Narrative for Standard 2.3:

This standard is at the very heart of SN 300, 310, 312, 425, 428, 429, and 495. In each of these courses candidates read and interpret numerous literary and cultural texts. These range from newspaper and magazine articles to plays to poetry to short and long fiction.

In SN 300 (reading) candidates acquire skills in reading and literary interpretation such as identifying themes, recognizing figurative language, inferring meaning, recognizing linguistic register, and identifying and understanding the pros and cons of different literary genres.

In SN 310 and 312 (Culture of Spain and Spanish America) candidates receive an overview of the sweep of Spanish and Spanish American culture with its various time periods and literary movements, and how perspectives have changed over time. Actual reading of texts is limited, but the importance of those texts in culture perspectives is a strong component of the course.

In SN 425, 428, 429, and 495, candidates identify major authors, works, and literary trends associated with the periods studied. They also reinforce their understanding of the historical and cultural contexts in which the works were produced.

This aspect of culture is a crucial element of the Culture portfolio presented in LG 350.

| | | | | |
|-----|--|---|--------------------------|--------------------------|
| 2.4 | An understanding of the connections among perspectives of cultures, their practices and products, and be able to make comparisons. | B | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| | | | Major: NA | |

Narrative for Standard 2.4:

SN 300, 310, 312, 425, 428, 429 and 495 all address this standard. In each of these courses candidates discover connections between perspectives, practices and products of the target culture.. Perspectives and products are particularly studied in the literature courses, although cultural practices surface in literary readings as well. In SN 305 and some SN 495 courses Spanish-language cinema serves as a springboard to identification of connections between perspectives, practices and products. In SN 310 and 312 the range of cultural products and perspectives is great and is central to the course, with strong emphasis on the plastic arts, music, and food.

In the methods course candidates include this in their micro-lesson on culture and as part of their culture portfolio.

| | | | | |
|-----|--|---|--------------------------|--------------------------|
| 2.5 | Ability to recognize distinctive cultural viewpoints of multiple content areas available only through the target language. | A | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| | | | Major: NA | |

Narrative for Standard 2.5:

This is not a focal point of any particular course, although some of the readings in SN 300, 310, and 312, some of the conversation topics in FR 305, and some of the discussion items at the French Conversation Table reflect distinctive cultural viewpoints in a variety of content areas. Candidates who study abroad deepen their expertise in numerous content areas not otherwise available to non-Spanish speakers.

| | | | | |
|-----|--|---|-------------------|--------------------------|
| 3.0 | Language Acquisition Theories and Instructional Practices Teacher preparation institutions provide candidates opportunities to develop and demonstrate: | | | |
| 3.1 | An understanding of language acquisition theories and research. | B | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |

| | | | | |
|---|--|---|-------------------|-------------------|
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| | | | Major: NA | |
| Narrative for Standard 3.1: | | | | |
| <p>The language methods course (LG 350) carries the burden of accomplishing this standard. Imparting to candidates an understanding of language acquisition theories and research is a major focus of the first part of the course. Candidates learn of the importance of comprehensible input, factors in the affective domain, the meaning of language acquisition, the importance of meaningful interaction, and the role of negotiating meaning, among other things. During the remainder of the course and in all micro-teaching situations, these theories inform candidate performance. Candidates are also introduced to ways of keeping current with ongoing language acquisition research and have some initial contact with some of these sources. Candidate understanding of core theories are assessed early in the course and then checked and reinforced during the remainder of the course.</p> | | | | |
| 3.2 | Ability to use language acquisition knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction. | B | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| | | | Major: NA | |

Narrative for Standard 3.2:

This standard matches the main objective of the language methods class (LG 350). Candidates take the theory they learn and apply it in actual language teaching which includes target language input, opportunities for negotiation of meaning and meaningful interaction within a supportive classroom learning environment. They do this in their micro-lessons and in the class they teach in the public schools.

During their student teaching, candidates get a much more extensive opportunity to meet this objective.

| | | | | |
|-----|---|---|--------------------------|--------------------------|
| 3.3 | A variety of instructional practices that produce language outcomes through an articulated program that addresses the needs of diverse language learners. | B | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| | | | Major: NA | |

Narrative for Standard 3.3:

The Education program at NMU addresses the needs of diverse learners, and then candidates apply the principles they learned in those classes to learning languages. In the methods class (LG 350), a variety of approaches and methods are presented and modeled, some of which turn into micro-lessons so that candidates have a chance to try some of them. Since Elementary and Secondary candidates are in the same methods class, issues of age-appropriate activities are discussed and modeled. As candidates study the issue of choosing an appropriate textbook for their future courses they are exposed to a variety of methods and activities. LG 350 students also attend a State Language Teachers association conference (usually the Wisconsin Association of Foreign Language Teachers conference because of its proximity to NMU, although some choose to go to the Michigan World Languages Association conference), at which they are exposed to other practices not addressed in LG 350. During their micro-teaching and their student teaching candidates demonstrate their abilities in this area.

| | | | | |
|-----|---|---|--------------------------|--------------------------|
| 3.4 | Knowledge and use of a variety of strategies for instructional management that facilitates language acquisition and student achievement for second language learners. | B | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| | | | Major: NA | |

Narrative for Standard 3.4:

In the methods course (LG 350), one of the units focuses on lesson planning. Candidates learn how to plan activities to maximize student achievement in terms of activities building on each other, pacing, and variety to hold student interest. Candidates apply this information minimally in micro-teaching opportunities during the class. They also prepare detailed lesson plans for a theoretical class as one of the assignments, which ultimately becomes part of their language teaching portfolio. Ultimately, candidates apply this knowledge during their student teaching assignment, where they are expected to apply a variety of strategies for student achievement in second language learning.

| | | | | |
|--|---|---|--------------------------|--------------------------|
| 4.0 | Integration of Standards Into Curriculum and Instruction Teacher preparation institutions provide candidates opportunities to develop and demonstrate: | | | |
| 4.1 | An understanding of the standards and benchmarks of the <i>Michigan Curriculum Framework</i> and <i>Standards for Foreign Language Learning</i> in curricular planning. | B | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| | | | Major: NA | |
| <p>Narrative for Standard 4.1:</p> <p>In the methods course (LG 350), one of the first units of the course focuses on National and State Standards and benchmarks. Candidates become familiar with the meaning of the various standards, memorize them, and then have to produce them from scratch for the first exam. For this section of the exam, absolute perfection is the only acceptable outcome. Any candidate not scoring 100% must take and re-take this portion of the exam until perfection is attained.</p> | | | | |
| 4.2 | Ability to integrate the <i>Standards for Foreign Language Learning</i> and the <i>Michigan Curriculum Framework</i> into language instruction. | B | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| | | | Major: NA | |

Narrative for Standard 4.2:

In the methods course (LG 350), all micro-teaching, practica experiences, and lesson planning requires that candidates identify the state and national standards they target as a result of their teaching. The same rule applies during student teaching, when candidates identify the standards they target. As they do long-term planning, candidates must be sure to target all standards in their teaching plans.

| | | | | |
|------------------|--|---|--------------------------|--------------------------|
| 4.3 | Ability to use standards and benchmarks to evaluate, select, design, and adapt instructional resources by connecting curriculum to students' experiences and skills of home and community. | A | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| Major: NA | | | | |

Narrative for Standard 4.3:

In LG 350, candidates select and connect every resource (such as textbooks, activities, and internet sites) they use based on its relationship to state and national standards. The goal is to encourage candidates to plan and create activities for their students using real-world language and culture. Candidates design activities which will engage their students in meaningful tasks related to their own interests, homes, educational experiences, and communities. This process continues in a more intensive way during student teaching.

| | | | | |
|-----|--|---|--------------------------|--------------------------|
| 4.4 | Ability to serve as an effective model of English and the target language for developing listening, speaking, reading, and writing skills. | C | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| | | | Major: NA | |

Narrative for Standard 4.4:

To be able to model Spanish, before they student teach, candidates must be at the Advanced-Low ACTFL proficiency level in listening, speaking, reading and writing. For procedures on this, see the narrative for standard 1.1 above.

To be able to model English, candidates take a boatload of Education courses in English and must pass the basic skills test for the state of Michigan.

| | | | | |
|---|---|---|--------------------------|--------------------------|
| 4.5 | Understanding and utilization of strategies that promote student competence in using critical thinking skills in conjunction with learning the target language. | A | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| | | | Major: NA | |
| <p>Narrative for Standard 4.5:</p> <p>In SN 300, 310, 312, 425, 428, 429, and 495, candidates engage in critical thinking skills in conjunction with learning the target language. They analyze texts and cultural practices, participate in classroom debates and discussion, make presentations, and write reports and papers. In ED 230 (Teaching and Learning in the Elementary Classroom) and Ed 231 (Teaching and Learning in the Secondary Classroom) candidates receive overt instruction on how to promote higher level thinking in their students. Candidates are thus exposed to these issues and incorporate them in their LG 350 micro-lessons and into their student teaching. In harmony with the “A = Awareness” designation of this standard, this standard is not extensively assessed in the NMU language teacher preparation program.</p> | | | | |
| 4.6 | Familiarity with and adaptive use of a wide range of standards-based materials, resources, and technologies in effective world language and content teaching. | B | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| | | | Major: NA | |

Narrative for Standard 4.6:

In LG 350, candidates are exposed to a wide range of materials, resources and technologies which they can adapt to the state and national standards. As was mentioned above, LG 350 incorporates a textbook unit, and one of the criteria candidates are to use as they analyze textbooks is how well texts align with state and national standards. The textbook used in class makes reference to numerous other resources. The class studies and shares on-line and in-print resources related to language teaching. As was mentioned above, candidates attend a state language association conference, where they are exposed to a myriad of materials in the exhibit area and in sessions. For their micro-teaching and in student teaching, candidates cull from this variety of resources, identifying the links to the state and national standards. Indeed, candidates choose materials based on those standards, or they adapt them to meet the standards. The language teaching portfolio affords a comprehensive view of how candidates have done with this standard.

| | | | | |
|-----------|---|---|-------------------|-------------------|
| 4.7 | Skills in supporting world language students as they access the core curriculum and learn language and academic content together. | B | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| Major: NA | | | | |

Narrative for Standard 4.7:

In LG 350, candidates are exposed to the concept of connections through national standards 3.1 and 3.2. Opportunities to apply this concept are admittedly few, although candidates in the content courses see how geography, philosophy, and history are intertwined with French language and culture.

| | | | | |
|-----|--|---|------------|-------------------|
| 4.8 | Knowledge of past and current second language teaching methodologies and their applicability in developing instructional practices and resources to meet the needs of individual learners. | B | Elementary | |
| | | | Major: NA | Minor: See below. |

| | | | | |
|--|---|---|--------------------------|--------------------------|
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| | | | Major: NA | |
| Narrative for Standard 4.8: | | | | |
| <p>In LG 350 a chapter of the textbook gives a historical overview of methods used in language teaching, and examines pros and cons of each method. Classroom discussion follows, emphasizing how different approaches may still have some value depending on the learner and learner needs. Candidate knowledge on this topic is assessed in LG 350 and then makes its way into the language teaching portfolio.</p> | | | | |
| 5.0 | Assessment of Languages and Cultures | | | |
| | Teacher preparation institutions provide candidates opportunities to develop and demonstrate: | | | |
| 5.1 | Knowledge of the ongoing nature of assessment and multiple age- and level-appropriate ways to assess that provides purposeful outcome data. | B | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| | | | Major: NA | |

Narrative for Standard 5.1:

In all of their Spanish courses candidates observe (and are subject to!) various assessment methods. As they participate in their practica they see more assessment methods. In LG 350 one of the units deals specifically with assessment, and deals with reasons for assessment, types of assessments, and ways to assess each of the state and national standards, with an emphasis on evaluation of interpersonal, interpretive, and presentational communication. No micro-lesson candidates give in LG 350 is complete without an assessment. Likewise, the culmination of the LG 350 practicum is to teach a class in the public schools, which needs an assessment piece. During their student teaching, candidates assess their students on a regular basis, often using rubrics of their own creation.. Assessment techniques which candidates use must be appropriate to the age level they will be teaching.

| | | | | |
|-----|--|---|--------------------------|--------------------------|
| 5.2 | Reflective assessment practices including: analysis of assessment results, adjustment of instruction based on assessment results, and use of outcome data to determine the direction of instruction. | A | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| | | | Major: NA | |

Narrative for Standard 5.2:

This standard is very difficult to implement during NMU coursework. At best, in LG 350, we can plant the idea that assessment results need to be used to determine future direction of instruction. During student teaching, candidates are expected to gather assessment results and adapt instruction accordingly, under the supervision of a master teacher. (A = Awareness...)

| | | | | |
|-----|--|---|--------------------------|--------------------------|
| 5.3 | Ability to interpret and communicate the results of student performances to all stakeholders and provide opportunity for discussion of the interpretations and decisions based on the information. | B | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| | | | Major: NA | |

Narrative for Standard 5.3:

This is another standard difficult to implement during NMU coursework. In LG 350 we mention this concept, but we implement it during student teaching. Candidates need to interpret and communicate student performance first of all with the master teacher. Many candidates post assessment scores on the internet or share results with parents. Almost all candidates also participate in parent-teacher conferences.

| | | | | |
|-----|--|---|--------------------------|--------------------------|
| 5.4 | Knowledge of various assessment issues (e.g., cultural and linguistic bias, political, social, and psychological factors). | A | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| | | | Major: NA | |

Narrative for Standard 5.4:

During the assessment unit in LG 350 various assessment issues are indeed addressed, but not extensively. (A = Awareness.) Candidates may be exposed to further assessment issues at the State Language Associate conference they attend, in their on-line and in-print resource research, and from their master teacher/mentor during student teaching.

| | | | | |
|---|---|---|--------------------------|--------------------------|
| 5.5 | Knowledge of the value of assessment data for identification, placement, and demonstration of language proficiency and academic achievement of world language student | B | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| Major: NA | | | | |
| <p>Narrative for Standard 5.5:</p> <p>In LG 350 candidates are exposed to the ACTFL proficiency guidelines in all of the skills, and implications for employment and academic opportunities are discussed. We find application of this standard difficult to implement. Perhaps reviewers can give us some pointers on implementation of this standard.</p> | | | | |
| 6.0 | Professionalism Teacher preparation institutions provide candidates opportunities to develop and demonstrate: | | | |
| 6.1 | Linguistic and cultural competence through reflective practices. | B | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| Major: NA | | | | |

Narrative for Standard 6.1:

In most of the content courses, and extensively in SN 400, candidates enhance their linguistic competence in writing by having students approach composition as a multi-step process requiring multiple drafts of their compositions based on feedback from peers, the instructor, and through self-reflection. In culture and literature classes, candidates gain cultural competence through assignments requiring them to engage in reflective practice, particularly comparing French accomplishments and thought to American situations, past and present.

| | | | | |
|-----|---|---|--------------------------|--------------------------|
| 6.2 | Knowledge of the value of multilingualism to the overall success of all students and understands the teacher’s role as an advocate for students, colleagues, and members of the community in promoting multilingualism. | B | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| | | | Major: NA | |

Narrative for Standard 6.2:

In LG 350, one of the first assignments is to have candidates do research and report on the value and benefits of multilingualism in general and the value of knowing Spanish specifically. Their findings always include the practical side (possibility of employment opportunities or academic opportunities), social advantages (ability to enjoy the Spanish speaking world), and humanitarian considerations (openness to other cultures, ability to help others). In the course we discuss opportunities for language teachers to become advocates of multilingualism, as well as ways to increase the profile of multilingualism and raise awareness as to its importance within the educational system and in our communities as a whole.

| | | | | |
|-----|---|---|-------------------|--------------------------|
| 6.3 | Ability to identify, analyze, and reflect upon professional knowledge and language proficiency, and seek resources for improvement. | C | Elementary | |
| | | | Major: NA | Minor: See below. |

| | | | | |
|--|--|---|--------------------------|--------------------------|
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| | | | Major: NA | |
| Narrative for Standard 6.3: | | | | |
| <p>Before taking LG 350 all candidates must “qualify” for the course by proving proficiency at the Intermediate-High level in all four skills. They must prove proficiency at the Advanced-Low level before student teaching. Candidates not at the appropriate levels must identify, analyze, and reflect upon the reasons and formulate then pursue a plan to remediate deficiencies. Candidates also compile a language portfolio, which causes them to reflect on their language proficiency.</p> <p>In LG 350, candidates identify resources for improvement in their profession, be they contacts, networks, associations, on-line resources, journals, books, and conferences. Attendance at a state association conference as part of LG 350 deepens this process, as candidates interact with other professionals, attend sessions, and review materials in the exhibitor areas.</p> <p>In LG 350 candidates reflect on their micro-teaching sessions, identifying how well they met their objectives and what they could have done to improve their performance. During student teaching candidates constantly reflect on their performance and on ways to improve. Conferences with master teachers and the University Supervisors assure that candidates reflect and become aware of resources for improvement.</p> | | | | |
| 6.4 | Knowledge of legislative impact on the teaching in programs for world languages, limited-English proficient students, and bilingual education. | A | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| | | | Major: NA | |

Narrative for Standard 6.4:

In LG 350 note is made of recent and pending legislation related to language teaching. Informal class discussion follows. (A = Awareness-- this is not a major focus in LG 350 unless major legislation is under consideration.)

| | | | | |
|------------------|--|---|--------------------------|--------------------------|
| 6.5 | Knowledge of the teacher's role as a professional within a discipline. | A | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| Major: NA | | | | |

Narrative for Standard 6.5:

Attending a state association conference has paid big dividends in helping our candidates start to realize what it means to become a professional within their discipline. As we continue to attend these conferences it is gratifying to see many of our alumni in attendance. In LG 350 toward the end of class we identify other professional organizations which candidates can join and discuss the professional advantages of such affiliations.

| | | | | |
|------------------|--|---|--------------------------|--------------------------|
| 6.6 | Knowledge of the history and current state of teaching world languages, limited-English proficient students, and bilingual students as it affects public policy and advocacy issues. | A | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| Major: NA | | | | |

Narrative for Standard 6.6:

In LG 350 our textbook has an overview of the history of language teaching in the United States, and in class discussion we discuss its current state.

| | | | | |
|-----|---|---|--------------------------|--------------------------|
| 6.7 | An ability to serve as a professional resource, an advocate for students, and an ability to build partnerships with students' families and communities. | A | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| | | | Major: NA | |

Narrative for Standard 6.7:

As noted several times above, our candidates join a state language association and attend its conference. As stated in the narrative for standard 6.5, our candidates learn about other professional organizations and encourage their involvement. In LG 350 we discuss how making connections and entering into partnerships with various groups can be highly beneficial. For example, we talk about the importance of connecting with other teachers within the school (e.g., the family skills teachers to occasionally trade rooms for culture/food opportunities, music teachers to highlight music at school events from the target culture, etc.), other language teachers from area schools (for idea exchanges, discussion of pertinent issues), parents (for language booster clubs, issues related to field trips, behavior issues, etc.) and area businesses (for sponsorships).

| | | |
|-----|---|--|
| 7.0 | Institutional Resources, Coordination, and Commitment Teacher preparation institutions provide candidates program structures that demonstrate a capacity for coordination of resources, and the commitment toward a quality program. | |
|-----|---|--|

| | | | | |
|-----|--|---|--------------------------|--------------------------|
| 7.1 | The program provides an administrative and governance structure that encourages collaboration across content and teacher preparation programs. | * | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| | | | Major: NA | |

Narrative for Standard 7.1:

At Northern Michigan University, the Department of Modern Languages and Literatures is housed in the College of Arts and Sciences, while the Education program within the Department is also responsible to the Associate Dean for Teacher Education in the College of Professional Studies, which oversees the Teacher Education unit. In addition, two committees within the Teacher Education unit cross content-area lines and encourage collaboration in teacher preparation programs. The first is the Professional Education Council, which is the officially designated unit for all professional education programs at NMU and is, therefore, responsible for designing, approving, and continuously evaluating all professional education programs. Its membership includes the following voting members:

- Associate Dean for Teacher Education and Director of School of Education
- Community Representative
- Director of Field Experiences for the School of Education
- Graduate Student Representative
- School of Education Graduate Review Committee (GRC) Representative
- School of Education Undergraduate Review Committee (URC) Representative
- Secondary Education Committee (SEC) Representative
- Teacher Education Advisory Council (TEAC) Representative
- Teacher Selection and Retention Committee (TSR) Representative
- Undergraduate Student Representative
- Upper Peninsula Center for Educational Development (UPCED) Representative

The Council also includes the following ex-officio, non-voting members:

- Dean, College of Arts and Sciences
- Dean, College of Professional Studies
- Dean, College of Graduate Studies and Research
- Dean, Academic Information Services
- Director, Teacher Education Student Services
- Director, Glenn T. Seaborg Center for Teaching and Learning of Science and Mathematics
- Director, Upper Peninsula Center for Educational Development
- Provost and Vice President for Academic Affairs
- Registrar

The Secondary Education Committee includes all faculty at NMU who teach methods classes for candidates in all secondary education areas. Dr. Compton serves on this committee. This committee addresses curricular and policy issues related to secondary education.

| | | | | |
|--|--|---|--------------------------|--------------------------|
| 7.2 | The program provides adequate resources, both human and material, to insure the world language teacher preparation program is equivalent in stature to other teacher preparation programs. | * | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below | Minor: See below. |
| | | | K-12 | |
| Narrative for Standard 7.2: | | | Major: NA | |
| <p>Resources for the world language teacher preparation program are indeed equivalent to other teacher preparation programs at NMU, and are adequate for the program in general. Student teaching supervision is recognized as part of the teaching load in that .75 semester credits of released time from teaching is provided for each student teacher supervised. Expenses (mileage, food) are reimbursed for student teacher supervision. Recent additions to the faculty of the Department of Modern Languages and Literatures have made things much more comfortable for Dr. Compton to teach LG 350 and supervise student teachers as part of his regular load.</p> | | | | |
| 7.3 | The program provides a methods course with specific age-appropriate strategies of instruction for world language learners and collaboratively supports structured field experiences. | * | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| | | | Major: NA | |

Narrative for Standard 7.3:

The methods course (LG 350) is for all levels of world language instruction. The vast majority of LG 350 students will certify at the secondary level, so most of the instruction is geared to that level. Elementary candidates receive less overt instruction toward elementary teaching, but the textbook does have a section specific to the level at which these candidates will teach. All candidates present the LG 350 micro-lessons at a level appropriate to their certification. They are encouraged to attend sessions at the state association conference appropriate to their certification level.

Practica at the K-8 level is provided for elementary minors and at the 7-12 level for secondary majors and minors.

| | | | | |
|------------------|--|---|--------------------------|--------------------------|
| 7.4 | The program provides an assessment system that regularly evaluates the effectiveness of the program and its faculty and staff. | * | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| Major: NA | | | | |

Narrative for Standard 7.4:

In accordance with NMU policy, students evaluate LG 350 and its instructor at the end of the course. Results of the survey are made available to the faculty of the Department of Modern Languages and Literatures. Results of the survey, as well as informal feedback received during the course, help the instructor to make adjustments to the course. MTTC testing, also routinely administered, also informs the program. Master teacher feedback on student teacher performance and knowledge provides another comprehensive evaluation of the program.

| | | | | |
|-----|--|---|--------------------------|--------------------------|
| 7.5 | The program provides candidates with access to the appropriate testing opportunities, options, and procedures to demonstrate language proficiency. | * | Elementary | |
| | | | Major: NA | Minor: See below. |
| | | | Secondary | |
| | | | Major: See below. | Minor: See below. |
| | | | K-12 | |
| | | | Major: NA | |

Narrative for Standard 7.5:

All teaching candidates must show **Advanced Low proficiency** in all four areas of the language proficiency exam. In accordance with NCATE standards, candidates must show oral proficiency through an official ACTFL OPI. Proficiency in listening, writing, and reading are administered at the departmental level in accordance with ACTFL definitions and standards.

| Guideline/Standard | *Level of Proficiency | Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards |
|---|-----------------------|--|
| A K-12 endorsement program must provide candidates with the following experiences: | | |

| Guideline/Standard | *Level of Proficiency | Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards |
|--|-----------------------|--|
| The K-12 program provides structured field experiences (inclusive of student teaching) in three areas: elementary, middle school, and high school. | * | NA |
| The K-12 program provides course work in growth and development for early childhood and adolescent learners. | * | NA |
| The K-12 program provides preparation in instructional methods with specific strategies of instruction for limited-English proficient students and collaboratively supports structured field experiences appropriate to all levels of certification. | * | NA |

French (FA) World Language SBE Stds 7.13.04.doc