

MCL/FLED Meeting December 3, 2014

- I. Themes and 12 Key *Proficiency Assessments* for MCL/FLED
 - a. See existing pairings below
 - b. Rubrics for each of the assessments addressing the specific goals of (a) areas and (b) levels are needed. Rubric creation and/or revision for assessments not directly associated with specific courses delegated among FLED team members, with agreement to work together to ensure continuity for courses and review.
 - c. Scoring rubrics on 10 or 100 point scales are needed, preferably with 5 categories and 4 score levels. Titles should begin with the specific code (ex. FL 2.3).
 - d. Changes needed:
 - i. Field Experience [FL 3.1]: TKES cannot be used; group to reassess and meet again. Possibility of using work in FLED 4500, but EdTPA rubrics cannot be used.
 - ii. Content Pedagogy [CPL 2.2]: TKES cannot be used; group to reassess and meet again.
 - iii. Field Experience [FL 2.1]: FLED 3500 Observation Instrument; can we use this for two? Introduction of discussion regarding “Integration” level in FLED 4500—how will teaching elements be built into the course? High school-level students are needed.
- II. Faculty assignments for MCL/FLED
 - a. EdTPA Facilitator: Victoria Russell (Kelly Davidson Devall to assist)
 - b. Coordinator’s Council & CoEHS Executive Committees: Randy Gladwin (Viki Soady)
 - c. Field Experience Committee: Kelly Davidson Devall
- III. Curriculum Changes and EdTPA
 - a. Redistribution of hours between classes
 - i. Deactivation of technology course = 1 additional hour, 1 existing hour, major cannot exceed 120 hours
 - ii. Possibilities:
 1. Addition of 1 hour to FLED 3500 and FLED 4500: needed given additional responsibilities for EdTPA and CAEP...but also needed in FLED 4800
 2. Consideration of faculty teaching load for 2 credit hour courses with new initiatives

3. Consideration of 5-year M.A.T. program—Randy to look into possibilities; demand has been noted among students; could be beneficial given EdTPA and other new initiatives
 - iii. Consideration of adapted “Vanderbilt model”: student teaching progression over 2 semesters:
 1. All candidates required to student teach during fall semester (possible start date = fall 2016)
 2. Spring semester: use the 2 extra hours mentioned above for a course that addresses the development of EdTPA assessment (using material gathered in fall), plus additional time for ISLA, GACE & OPI revisions, additional courses in language and culture.
 3. Extensive discussion needed with CoEHS
- IV. Review of program assessments for MCL/FLED program; continued discussion on how each is related to the other. Randy will send renewed overview for information resource.
 - a. 10 CoEHS Program Assessments
 - b. 12 Proficiency InTASC/CAEP
 - c. 7 ACTFL/CAEP Assessments
- V. Other program pursuits
 - a. EdTPA: Victoria has been working with 2 students during this semester in the initial stages of the EdTPA progress.
 - i. Victoria has developed many materials for the World Languages areas in EdTPA in order to establish a structured approach for teacher candidates. Victoria and Kelly will meet to review this work and establish how FLED 3500 and 4500 can work together to create a successful experience for students that includes a thoughtful articulation between both courses.
 - ii. Concerns remain regarding the volume of work for student teachers and the EdTPA Facilitator (Victoria) as well as the differentials with heritage language speaker candidates as per the program requirements.
 - iii. All reports from ACTFL suggest that these concerns are an important point of discussion at the state and national levels. Victoria will continue to work on EdTPA; she will be training to become a Reviewer this summer.
 - b. FLED 2999: With Randy’s guidance, Kelly has conducted the FLED 2999 course online this semester. With the exception of two students, all should pass the requirements.

- i. One of these students has completed everything except the GACE, and this is due to financial restrictions. He has stated his plans to finish the GACE components immediately upon arrival in the spring.
- ii. A plan has been constructed for the subsequent student to address necessary areas in order to expedite his progress during the spring.

VI. Points of further discussion

- a. FL 3.1 and CPL 2.2 assessments
- b. Continued reflection on integration of EdTPA into FLED 3500 and 4500 courses
- c. Addition of instructional time to FLED 4500—which high schools can be contacted and how should this be conducted (for Fall 2015)?

Existing Pairings: Themes and 12 Key Assessments for MCL/FLED

Diversity: Practicum Journal [DL2.2] (SPAN 4980 and FREN 4980) and Cultural Research Paper [DL3.2] (FLED 4800)

Technology: FLED 3500 Unit Plan [TL2.3] (FLED 3500) and FLED 3500 Observation Instrument [TL3.3] (FLED 3510)

Ethics / Dispositions: Seminar Response [EDL2.2] (FLED 4800) and MCL/ACTFL Rubric [EDL3.2] (FLED 4780 or FLED 4790)

Assessment: FLED 4500 Unit Plan [AL2.1] (FLED 4500) and ISLA [AL3.1] (FLED 4800)

Field Experience: FLED 3500 Observation Instrument [FL2.1] (FLED3510) and TKES [FL3.1] (FLED 4780 or FLED 4790)

Content Pedagogy: TKES [CPL2.2] (FLED 4780 or FLED 4790) and MCL/ACTFL Rubric [CPL3.2] (FLED 4780 or FLED 4790)