

## Academic Assessment Report - AY 2013-2014

**College of Education**

**School for Global Education and Innovation**

**Name of Program: K-12 Teacher Certification/Spanish**

**Pre-service teachers in the Kean University Spanish/World Languages K-12 Teacher Certification Program will:**

- 1) Speak, write, interpret and present a wide array of texts and communicative products at a minimum level of "Advanced Low" on the ACTFL Performance Descriptors. <http://www.actfl.org/sites/default/files/pdfs/PerformanceDescriptorsLanguageLearners.pdf> (CAEP Principle B, ACTFL Standard 1, KU1, KU4; GE: K3, S1, S2, S4, S5, V2, V3, V4, V5)**
- 2) Demonstrate linguistic and cultural understandings while comparing language systems and cultures through the interdisciplinary perspectives, products, and practices they convey. (CAEP Principle B, ACTFL Standard 2, KU1, KU2; GE: K3, K4, S1, S2, S4, S5, V1, V2, V3, V4, V5)**
- 3) Demonstrate an understanding of the methods of literary analysis as well as critical reading and writing in collaborative, project-based and technology-rich environments. (CAEP Principle B, ACTFL Standard 2, KU1, KU2; GE: K3, S1, S2, S4, S5, V1, V3, V4, V5)**
- 4) Demonstrate an understanding of key principles of language acquisition, child and adolescent development while creating linguistically and culturally rich learning environments. (CAEP Principles A and C, ACTFL Standard 3, KU1, KU4; GE: K2, S1, S2, S4, S5, V3, V4, V5)**
- 5) Integrate the goal areas of the ACTFL Standards for Foreign Language Learning in the 21st Century and NJCC standards in classroom practices while integrating authentic texts, technology, and self-designed instructional materials. (CAEP Principles A and C, ACTFL Standard 4, KU1, KU4; GE: K2, S1, S2, S4, S5, V2, V3, V4, V5)**
- 6) Design and use ongoing authentic performance assessments, analyze the results of student assessments and report on and use data to inform and strengthen subsequent instruction. (CAEP Principle C, ACTFL Standard 5, KU1, KU4; GE: K2, S1, S2, S4, S5, V3, V4, V5)**
- 7) Engage in ongoing professional development opportunities that strengthen linguistic, cultural, technology and pedagogical competencies, while promoting reflection on instructional practice as well as interaction and collaboration with global, regional, and professional communities. (CAEP Principle D, ACTFL Standard 6, KU1, KU3, KU4; GE: K2, S1, S2, S4, S5, V1, V2, V3, V4, V5)**

<b>Program Level Student Learning Outcomes</b>	<b>Assessment Measure(s)</b>	<b>Assessment Criteria</b> <i>(Describe how data is collected--rubric, survey, etc.)</i>	<b>Results of Assessment</b> <i>(Specific to Data Collected)</i>	<b>Action Taken</b> <i>(Closing the Loop: New action or follow up from last Assessment Report)</i>
<b>SLO #1:</b> Speak, write, interpret and present a wide array of texts and communicative products at a minimum level of "Advanced Low" on the	Direct #1: <b>SPAN 4700: Capstone Seminar Course:</b> Oral presentations, short reflective papers, formal research assignment of 8-10 pages, final exam.	Rubric-based evaluation of all measures by Capstone Instructor		

<p>ACTFL Oral Proficiency Interview (OPI). (CAEP Principle B, ACTFL Standard 1, KU1, KU4; GE: K3, S1, S2, S4, S5, V2, V3, V4, V5)</p>	<p>Direct #2: <b>SPAN 3100: Advanced Spanish Composition:</b> Writing Proficiency Exam and Writing Portfolio Evaluation to include writing samples from the following discourses: research, analysis and argumentation.</p>	<p>Rubric-based evaluation of writing samples; writing exam similar to Avant Stamp 4s appraising higher level writing proficiency</p>		
	<p>Indirect: <b>Graduating Student Survey</b> (to be administered by GE) and Spring 2014 student survey (to be administered by SGEI)</p>	<p>Qualtrics survey to evaluate student perceptions of SLO achievement and quality for specific Spanish courses.</p>		
<p><b>SLO #2:</b> Demonstrate linguistic and cultural understandings while comparing language systems and cultures through the interdisciplinary perspectives, products, and practices they convey. (CAEP Principle B, ACTFL Standard 2, KU1, KU2; GE: K3, K4, S1, S2, S4, S5, V1, V2, V3, V4, V5)</p>	<p>Direct #1: <b>SPAN 4700: Capstone Seminar Course:</b> group projects, short reflective papers, formal written assignments of 8-10 pages, final exam</p>	<p>Rubric-based evaluation of all measures by Capstone Instructor</p>		
	<p>Direct #2: <b>SPAN 3100: Advanced Spanish Composition:</b> Writing Proficiency Exam and Writing Portfolio Evaluation to include writing samples from the following discourses: research, analysis and argumentation.</p>	<p>Rubric-based evaluation of writing samples; writing exam similar to Avant Stamp 4s appraising higher level writing proficiency</p>		
	<p>Indirect: <b>Graduating Student Survey</b> (to be administered by GE) and Spring 2014 student survey (to be administered by SGEI)</p>	<p>Qualtrics survey to evaluate student perceptions of SLO achievement and quality for specific Spanish courses.</p>		

<p><b>SLO #3:</b> Demonstrate an understanding of the methods of literary analysis as well as critical reading and writing in collaborative, project-based and technology-rich environments. (CAEP Principle B, ACTFL Standard 2, KU1, KU2; GE: K3, S1, S2, S4, S5, V1, V3, V4, V5)</p>	<p>Direct #1: <b>SPAN 4700: Capstone Seminar Course:</b> electronic assignments, group projects, oral presentations, short reflective papers, formal written research project of 8-10 pages, final exam</p>	<p>Rubric-based evaluation of all measures by Capstone Instructor</p>		
	<p>Direct #2: <b>SPAN 3100: Advanced Spanish Composition:</b> Writing Proficiency Exam and Writing Portfolio Evaluation to include writing samples from the following discourses: research, analysis and argumentation.</p>	<p>Rubric-based evaluation of writing samples; writing exam similar to Avant Stamp 4s appraising higher level writing proficiency</p>		
	<p>Indirect: <b>Graduating Student Survey</b> (to be administered by GE) and Spring 2014 student survey (to be administered by SGEI)</p>	<p>Qualtrics survey to evaluate student perceptions of SLO achievement and quality for specific Spanish courses.</p>		
<p><b>SLO #4:</b> Demonstrate an understanding of key principles of language acquisition, child and adolescent development while creating linguistically and culturally rich learning environments. (CAEP Principles A and C, ACTFL Standard 3, KU1, KU4; GE: K2, S1, S2, S4, S5, V3, V4, V5)</p>	<p>Direct #1: <b>EMSE 3250: METHODOLOGY: K-12 INSTRUCTION:</b> Evaluation of Methods Final Project—Instructional Unit Plan and Summary, Integrated Performance Assessment, Global Competency Component, and Self-Analysis Module</p>	<p>Rubric-based evaluation of all four measures using separate rubrics for each component.</p>		
	<p>Direct #2: <b>EMSE 3250: METHODOLOGY: K-12 INSTRUCTION:</b> Evaluation of Sections 2-6 of the Teacher Work Sample.</p>	<p>Rubric-based evaluation of TWS <a href="http://www.kean.edu/~tpc/portfolio/TWS_Spanish_rubrics.pdf">www.kean.edu/~tpc/portfolio/TWS_Spanish_rubrics.pdf</a></p>		

	Indirect: <b>Graduating Student Survey</b> (to be administered by GE) and Spring 2014 student survey (to be administered by SGEI)	Qualtrics survey to evaluate student perceptions of SLO achievement and quality for specific Spanish courses.		
<p><b>SLO #5:</b> Integrate the goal areas of the <i>ACTFL Standards for Foreign Language Learning in the 21st Century</i> and NJCC standards in classroom practices while integrating authentic texts, technology, and self-designed instructional materials. (CAEP Principles A and C, ACTFL Standard 4, KU1, KU4; GE: K2, S1, S2, S4, S5, V2, V3, V4, V5)</p>	Direct #1: <b>EMSE 3250: METHODOLOGY: K-12 INSTRUCTION:</b> Evaluation of Methods Final Project—Instructional Unit Plan and Summary, Integrated Performance Assessment, Global Competency Component, and Self-Analysis Module	Rubric-based evaluation of all four measures using separate rubrics for each component.		
	Direct #2: <b>EMSE 3250: METHODOLOGY: K-12 INSTRUCTION:</b> Evaluation of Sections 2-6 of the Teacher Work Sample.	Rubric-based evaluation of TWS <a href="http://www.kean.edu/~tpc/portfolio/TWS_Spanish_rubrics.pdf">www.kean.edu/~tpc/portfolio/TWS_Spanish_rubrics.pdf</a>		
	Indirect: <b>Graduating Student Survey</b> (to be administered by GE) and Spring 2014 student survey (to be administered by SGEI)	Qualtrics survey to evaluate student perceptions of SLO achievement and quality for specific Spanish courses.		
<p><b>SLO #6:</b> Design and use ongoing authentic performance assessments, analyze the results of student assessments and report on and use data to inform and strengthen subsequent instruction. (CAEP Principle C, ACTFL Standard 5, KU1, KU4; GE: K2, S1, S2, S4, S5, V3, V4, V5)</p>	Direct #1: <b>EMSE 3250: METHODOLOGY: K-12 INSTRUCTION:</b> Evaluation of Methods Final Project—Instructional Unit Plan and Summary, Integrated Performance Assessment, Global Competency Component, and Self-Analysis Module	Rubric-based evaluation of all four measures using separate rubrics for each component.		
	Direct #2: <b>EMSE 3250: METHODOLOGY: K-12 INSTRUCTION:</b> Evaluation of Sections 2-6 of the	Rubric-based evaluation of TWS <a href="http://www.kean.edu/~tpc/portfolio/TWS">www.kean.edu/~tpc/portfolio/TWS</a>		

	Teacher Work Sample.	<a href="#">Spanish rubrics.pdf</a>		
	Indirect: <b>Graduating Student Survey</b> (to be administered by GE) and Spring 2014 student survey (to be administered by SGEI)	Qualtrics survey to evaluate student perceptions of SLO achievement and quality for specific Spanish courses.		
<b>SLO #7:</b> Engage in ongoing professional development opportunities that strengthen linguistic, cultural, technology and pedagogical competencies, while promoting reflection on instructional practice as well as interaction and collaboration with global, regional, and professional communities. (CAEP Principle D, ACTFL Standard 6, KU1, KU3, KU4; GE: K2, S1, S2, S4, S5, V1, V2, V3, V4, V5)	Direct #1: <b>EMSE 3250: METHODOLOGY: K-12 INSTRUCTION:</b> Evaluation of Methods Final Project—Instructional Unit Plan and Summary, Integrated Performance Assessment, Global Competency Component, and Self-Analysis Module	Rubric-based evaluation of all four measures using separate rubrics for each component.		
	Direct #2: <b>EMSE 3250: METHODOLOGY: K-12 INSTRUCTION:</b> Evaluation of Sections 2-6 of the Teacher Work Sample.	Rubric-based evaluation of TWS <a href="http://www.kean.edu/~tpc/portfolio/TWS">www.kean.edu/~tpc/portfolio/TWS</a> <a href="#">Spanish rubrics.pdf</a>		
	Indirect: Graduating Student Survey (to be administered by GE) and Spring 2014 student survey (to be administered by SGEI)	Qualtrics survey to evaluate student perceptions of SLO achievement and quality for specific Spanish courses.		

**College of Education**

**School for Global Education and Innovation**

**Name of Program: Spanish**

**Program SLOs:** Students who graduate with a B.A. in Spanish will:

1) Speak, write, interpret and present a wide array of texts and communicative products at a minimum level of "Advanced Low" on the ACTFL Performance

Descriptors. <http://www.actfl.org/sites/default/files/pdfs/PerformanceDescriptorsLanguageLearners.pdf> (CAEP Principle B, ACTFL Standard 1, KU1, KU4; GE: K3, S1, S2, S4, S5, V2, V3, V4, V5)

2) Demonstrate linguistic and cultural understandings while comparing language systems and cultures through the interdisciplinary perspectives, products, and practices they convey. (CAEP Principle B, ACTFL Standard 2, KU1, KU2; GE: K3, K4, S1, S2, S4, S5, V1, V2, V3, V4, V5)

3) Demonstrate an understanding of the methods of literary analysis as well as critical reading and writing in collaborative, project-based and technology-rich environments. (CAEP Principle B, ACTFL Standard 2, KU1, KU2; GE: K3, S1, S2, S4, S5, V1, V3, V4, V5)

Program Level Student Learning Outcomes	Assessment Measure(s)	Assessment Criteria <i>(Describe how data is collected--rubric, survey, etc.)</i>	Results of Assessment <i>(Specific to Data Collected)</i>	Action Taken <i>(Closing the Loop: New action or follow up from last Assessment Report)</i>
<p><b>SLO #1:</b> Speak, write, interpret and present a wide array of texts and communicative products at a minimum level of "Advanced Low" on the ACTFL Oral Proficiency Interview (OPI). (CAEP Principle B, ACTFL Standard 1, KU1, KU4; GE: K3, S1, S2, S4, S5, V2, V3, V4, V5)</p>	<p>Direct #1: <b>SPAN 4700: Capstone Seminar Course:</b> Oral presentations, short reflective papers, formal research assignment of 8-10 pages, final exam.</p>	<p>Rubric-based evaluation of all measures by Capstone Instructor</p>		
	<p>Direct #2: <b>SPAN 3100: Advanced Spanish Composition:</b> Writing Proficiency Exam and Writing Portfolio Evaluation to include writing samples from the following discourses: research, analysis and argumentation.</p>	<p>Rubric-based evaluation of writing samples; writing exam similar to Avent Stamp 4s appraising higher level writing proficiency</p>		
	<p>Indirect: <b>Graduating Student Survey</b> (to be administered by GE) and Spring 2014 student survey (to be administered by SGEI)</p>	<p>Qualtrics survey to evaluate student perceptions of SLO achievement and quality for specific Spanish courses.</p>		
<p><b>SLO #2:</b> Demonstrate linguistic and cultural understandings while comparing language systems and cultures through the</p>	<p>Direct #1: <b>SPAN 4700: Capstone Seminar Course:</b> group projects, short reflective papers, formal written assignments of 8-10 pages, final exam</p>	<p>Rubric-based evaluation of all measures by Capstone Instructor</p>		

interdisciplinary perspectives, products, and practices they convey. (CAEP Principle B, ACTFL Standard 2, KU1, KU2; GE: K3, K4, S1, S2, S4, S5, V1, V2, V3, V4, V5)	Direct #2: <b>SPAN 3100: Advanced Spanish Composition:</b> Writing Proficiency Exam and Writing Portfolio Evaluation to include writing samples from the following discourses: research, analysis and argumentation.	Rubric-based evaluation of writing samples; writing exam similar to Avent Stamp 4s appraising higher level writing proficiency		
	Indirect: <b>Graduating Student Survey</b> (to be administered by GE) and Spring 2014 student survey (to be administered by SGEI)	Qualtrics survey to evaluate student perceptions of SLO achievement and quality for specific Spanish courses.		
<b>SLO #3:</b> Demonstrate an understanding of the methods of literary analysis as well as critical reading and writing in collaborative, project-based and technology-rich environments. (CAEP Principle B, ACTFL Standard 2, KU1, KU2; GE: K3, S1, S2, S4, S5, V1, V3, V4, V5)	Direct #1: <b>SPAN 4700: Capstone Seminar Course:</b> electronic assignments, group projects, oral presentations, short reflective papers, formal written research project of 8-10 pages, final exam	Rubric-based evaluation of all measures by Capstone Instructor		
	Direct #2: <b>SPAN 3100: Advanced Spanish Composition:</b> Writing Proficiency Exam and Writing Portfolio Evaluation to include writing samples from the following discourses: research, analysis and argumentation.	Rubric-based evaluation of writing samples; writing exam similar to Avent Stamp 4s appraising higher level writing proficiency		
	Indirect: <b>Graduating Student Survey</b> (to be administered by GE) and Spring 2014 student survey (to be administered by SGEI)	Qualtrics survey to evaluate student perceptions of SLO achievement and quality for specific Spanish courses.		

