Learning Outcomes for M.A. and M.Ed. Graduate Students

In its *Mission Statement*, the Department of Languages and Cultures strives to prepare and develop competent language educators in second language proficiency, linguistic, literary, and cultural content, as well as pedagogical skills.   The Language Certification program at West Chester promotes the philosophy of the University's Department of Professional and Secondary Education, which maintains that learning and teaching are active, collaborative, constructive, and continuous processes that enable faculty and students to reflect upon and analyze their own learning and teaching. The Language Certification program at West Chester promotes a student-centered instruction model and high standards of scholarship in the undergraduate major concentrations of French, German, Latin, Russian, and Spanish, and in the masters programs in French and Spanish.

I. KNOWING THE CONTENT

The professional education program provides evidence that Language certification candidates complete a program of studies the same as the academic content area courses and required electives of a major in a bachelor's degree in a Language.   The program shall require candidates to demonstrate their knowledge of and competence in teaching the fundamental concepts of Language to elementary, middle, and secondary school students (K-12) including:

I.A.   Interpersonal communication (speaking and writing) in the target language at the advanced level including:

      engaging in formal and informal conversations,

      providing and obtaining information,

      expressing feelings and emotions,

      exchanging opinions

I.B.   Interpretive communication (listening, reading, viewing) at the advanced level including:

      written, spoken, and visual language on a variety of topics and in authentic texts,

      main ideas and important details,

      using comprehension and interpretation strategies,

      socio-cultural nuances

I.C.   Presentational communication (speaking and writing) at the advanced level including presenting information, concepts and ideas to an audience of listeners or readers on a variety of topics, using the target language

I.D.   Structure of the language including demonstrating knowledge of advanced grammar and the linguistic aspects of the target language, including phonology, morphology, semantics and syntax. Candidates in classical languages will, in addition, demonstrate knowledge of dialectology/sociolinguistics and etymology.

I.E.   Culture including the relationship between the perspectives   (value systems, attitudes, and beliefs of people from a target culture), products (things, both tangible and intangible, that are produced by members of a culture – e.g., tools, foods, literature, laws,

music, systems of education) and practices (patterns of social interaction – e.g., what to do, when, where and how) of the target culture(s) studied

I.F.   Immersion including the major developments and characteristics of a selected country(ies) where the target language is the official language including:

       geography, history, and economics

       religious and political systems

       literature, fine arts and other cultural symbols

II.   PERFORMANCES

The professional education program provides evidence of the candidates' participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competence in teaching.   The program also provides evidence that the criteria and competencies for exit from the Language certification program are assessed in coursework, field experiences and student teaching and require candidates to demonstrate their knowledge and competence in fostering student learning through:

II.A.   Management of the instructional environment including:

       communicating to students the rules of the classroom,

       conducting lessons at an appropriate pace,

       engaging students in learning,

       managing large and small group learning activities,

       providing a positive learning environment,

       promoting appropriate student behavior

II.B.   Planned instruction including:

       developing sequential lesson plans with clear objectives and appropriate instructional strategies that address various learning styles and disabilities,

       developing a plan, congruent with the PA Academic Standards and an existing curriculum, appropriate to elementary, middle, and high school levels,

       accessing and developing resources and materials, including multimedia, necessary to achieve the instructional objectives,

       utilizing professional guidelines such as the Standards for Language Learning, the ACTFL Proficiency Guidelines, and the ACTFL Performance Guidelines for K12

II.C.   Implementation of instruction including:

       articulating objectives to students

       using the target language to the maximum extent possible in the classroom

       implementing teaching strategies that meet the needs of students at elementary, middle, and high schools

       implementing instructional techniques to engage students and guide their learning,

       integrating teaching strategies that assist learners to develop the three modes of communication: interpersonal, interpretive, presentational

       integrating language with culture

       integrating multimedia technology in instruction

       teaching structural components of the language for meaningful communication

     providing avenues for students to use the target language outside of the classroom setting

     integrating instructional techniques which help students to gain sociolinguistic competence and communicate appropriately in various target culture contexts

II.D.   Evaluation of instruction including:

     monitoring student progress in target language communication and cultural understanding using a variety of appropriate assessment means

     monitoring student progress in developing the three modes of communication: interpersonal, interpretive, presentational

     using strategies to enable students to self-assess and monitor their own progress

     interpreting the results of student performance and modify instructional strategies accordingly

     developing strategies to reflect upon instructional effectiveness

     providing clear and useful feedback to students on their progress and areas for improvement

III.   PROFESSIONALISM

The professional education program provides evidence that Language Education candidates demonstrate knowledge of and competence in fostering professionalism in school and community setting including:

III.A.   Professional organizations, professional journals, conferences, and other resources for on-going professional development

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C.   Establishing and maintaining collaborative relationships with colleagues of the elementary, secondary and higher education levels to improve student learning

III.D.   Communicating effectively with parents or guardians, other agencies and the community at large to support learning by all students

III.E.   Recognizing the importance of life-long professional development including:

     maintenance and enrichment of proficiency in the target language,

     awareness of important changes in Language pedagogy

The assessment data that the Department of Languages and Cultures collects for its K-12 certification programs is highly quantitative (drawn from Praxis scores, placement exam scores, NCATE-mandated oral proficiency interviews and written exams administered by the American Council on the Teaching of Languages and Cultures (ACTFL), and from scores produced twice a semester from standardized exams).