

Assessment 7: Professional Development Portfolio: Three Reflective Essays

1. Description of the Assessment

This assessment will demonstrate candidate understanding of the role of the language teaching professional in today's schools, and the candidate's commitment to ongoing professional development. To evaluate these skills and dispositions all candidates will create at the end of their student teaching experience a three-part documentation summarizing their reflection on and philosophy of foreign language teaching as their chosen profession (ACTFL Standards 6a, 6b). These three essays will constitute a portfolio graded as a whole.

2. Alignment with ACTFL Standards

This assessment chiefly addresses Standard 6, documenting candidate engagement in professional development opportunities (6a), reflection on their own teaching practice (6a) and candidate preparation to become an advocate for foreign language learning (6b). As candidates reflect upon their own performance as student teachers, they also "reflect on the results of student assessments" (5b). The videotape of their classroom performance will also show student response to their instruction, and candidate's reflection on that response relates to Standards 5b and 5c. The third component requires them to consider ongoing professional development opportunities, which relates to ACTFL Standards 1a as well as 6a.

3. Analysis of Data Findings

Because this assessment is new, we expect to collect data during fall and spring 2006-2007, depending on which semester candidates are student teaching. However, components of the assessment have been in place for some time, for example some videotapes have been made of our student teachers in the classroom, and Methods students regularly complete the journal recording observations during their field experience and write an essay on "What it means to be a professional in a high school language classroom."

4. Evidence of Meeting ACTFL Standards will be provided as soon as we have gathered requisite data.

5. Assessment Documentation

5a. Assessment Tool (Three Parts)

Student Assignment during Methods/Field Experience (ESEC 385/386):

Write a three-page reflective essay (in English) describing your attendance at a professional meeting for foreign language teachers. Good choices are the New Hampshire Association of World Language Teachers (NHAWLT) annual meeting, or the local teachers' collaborative, Pizza and Pedagogy, which meets five times during the academic year on campus in Morrison Hall. Pizza and Pedagogy, founded by Keene State College faculty to support the work of local teachers, discusses current events in Francophone and Hispanic cultures, classroom techniques,

teaching skills, and shares information, tips, and useful student activities. This small scale, localized cooperation can help you bridge the gap between the student experience and the teacher experience.

The New Hampshire Association of World Language Teachers (NHAWLT) annual meeting takes place in the fall, and provides important contacts with language teaching professionals. The College's Honors and Enrichment Program recently established a Student Conference Fund which may help cover your expenses for attending NHAWLT.

Your essay should describe the workshop(s) or event(s) you attended and what you learned from them. Note also what you learn about the organization itself and how it functions. Comment on how the group could be useful to your development of teaching skills. (ACTFL Standard 6a). What support can this group provide to your advocacy for foreign language learning? ((ACTFL Standard 6b).

Student Assignment During Student Teaching (ESEC 460):

Videotape your student teaching experience, demonstrating your teaching skills, language proficiency, and cultural knowledge. (You should be able to have your class videotaped in the school where you are student teaching.) The planning and purpose of your lesson should be obvious from the videotape. The lesson should last at least 30 minutes, and the tape should include some coverage of how students respond to your instruction. With your videotape, include your lesson plan, a reflective essay commenting on what went well, what could have been done better, and how you would alter your lesson plan in the future. Address specifically your own linguistic and cultural competence and steps you can take to strengthen them (ACTFL Standard 6a). Analyze the relative success and failure of your lesson plan and instruction, and how you have altered or will be able to adjust your teaching to better meet student needs (ACTFL Standard 5b).

Student Assignment During Student Teaching (ESEC 460):

Write a comprehensive reflection in English summarizing your philosophy of teaching. Draw upon your earlier writing in Methods, using assignments such as your essay "What it means to be a professional in a high school language classroom," your Methods journal entries recording your observations on the cooperating teacher's performance, and your final Methods paper on the kind of teaching style you wish to use in the classroom. Describe what you have learned about advocating for language study through organizing student clubs, field trips, and other school-related events (ACTFL Standard 6b). Include reflections on your own student teaching experience, and on the feedback you received from your cooperating teacher. How will you improve and renew your knowledge of language and culture once you have made the transition from student to teacher? (ACTFL Standard 6a). What do you consider your strengths as a teacher? What areas need improvement? Set some concrete goals for your future development and improvement.

5b.

Assessment 7: Professional Development Portfolio Scoring Guide

	Unacceptable (1)	Acceptable (2)	Exceeds Standard (3)
Overall presentation	Little or no organization; some components incomplete; form of materials presented is sloppy or unprofessional. Writing contains grammatical, mechanical and organizational errors.	Neat and clear organization, all materials edited and in final form according to assignment.	Professional quality of presentation, all materials edited and in final form, descriptions clear and accurate. Writing is clear, mature, engaging, and includes terminology of language pedagogy.
Knowledge of language teaching techniques, skills, and dispositions. (ACTFL Standards 5b, 6a, 6b)	Fails to demonstrate knowledge of language pedagogy; superficial knowledge of teaching techniques.	Demonstrates awareness of contemporary methodology, professional organizations, and the candidate's place in the profession as beginning teacher.	Demonstrates eagerness and enthusiasm for language teaching; presents her/himself as ready and qualified to join language teaching profession
Reflective practice; commitment to ongoing professional development (ACTFL Standard 6a)	Little evidence that candidate has done more than assemble past work; perfunctory description of professional organization, little commitment to professional development.	Portfolio articulates personal goals for teaching, demonstrates clear analysis of own performance.	Reflects upon experiences and demonstrates commitment to own goals for professional readiness and substantial progress toward mastery of successful teaching skills.
Advocacy for foreign language learning (ACTFL Standard 6b)	Brief, perfunctory statement of support for language learning.	Candidate manifests knowledge of and competence in advocating for language learning.	Commitment to advocacy is clear and enthusiastic. Participation in professional development opportunities and work as student teacher support advocacy.

5c. Data will be provided as soon as assessment has been carried out.