

**THE CITADEL**

**REQUESTING TO MODIFY AN EXISTING PROGRAM**

**Bachelor of Arts in Modern Languages**

**Adding Teaching Specializations in French, German, and Spanish**

**Institutional Contact**

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**Submitted to the South Carolina Commission on Higher Education**

**November 1, 2008**

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John W. Rosa  
Lieutenant General, USAF (Retired)  
President

**Program Titles:**

Bachelor of Arts in Modern Language with a Teaching Specialization in French  
Bachelor of Arts in Modern Language with a Teaching Specialization in German  
Bachelor of Arts in Modern Language with a Teaching Specialization in Spanish

**Academic Units:**

Department of Modern Languages, Literatures, and Cultures  
School of Education

**Designation:**

4-year Baccalaureate Degree

**Proposed Date of Implementation:**

Fall 2009

**CIP Code:**

160101

**Modification:**

Modification of the Bachelor of Arts in Modern Languages with a Teaching  
Specializations in French, German, and Spanish

**Program qualifies for supplemental Palmetto Fellows Scholarship and LIFE**

**Scholarship awards:** Yes \_\_\_\_\_ No:  \_\_\_\_\_

**Delivery mode:**

Traditional; On-Campus

## **Justification:**

The School of Education and the Department of Modern Languages, Literatures, and Cultures at The Citadel recognize that a critical need exists in South Carolina and the tri-county (Berkeley, Charleston and Dorchester) area for Pre-K-12 teachers of foreign languages. On January 9, 2007, the Transition Leadership Team's Committee on the Teaching Profession, a body appointed by Dr. Jim Rex, the State Superintendent of the South Carolina Department of Education, finished its report that "issued seventeen recommendations in four areas that contribute to the development of a caring and qualified teaching workforce: teacher preparation, recruitment and retention, professional development, and leadership." In prefacing its recommendations, the committee wrote: "Yet today, as large numbers of experienced educators retire and too few candidates emerge to replace them, South Carolina and the nation as a whole are facing a critical shortage of qualified teachers. The shortage is especially acute in math, physical sciences, foreign languages, and special education; among teachers of color; and in inner-city and rural areas." Supporting these observations is the fact that during the 2005-06 school year, districts in S.C. reported 240 vacancies in French, German, Latin and Spanish and were only able to fill 216 (or 65%).

Given the unique environment and academic regulations at The Citadel, cadets interested in pursuing foreign language certification have had no options. In the past, interested students simply majored in our current Modern Languages degree programs while taking select education courses to prepare them for the PRAXIS exams. After years of such a band-aid approach, and with the remarkable surge in students pursuing a major or minor in languages at The Citadel (an approximate 100% increase since May 2006), we now wish to pursue a formal certification program to assist the Lowcountry area and the State in addressing the critical need for foreign language teachers.

The Citadel's Department of Modern Languages, Literatures, and Cultures has already demonstrated its sustained commitment to foreign language education in the region and state with various programs. One is our annual South Carolina Spanish Teacher of the Year Award ([www.scspanishteacheroftheyear.org](http://www.scspanishteacheroftheyear.org)), the only program in the State that recognizes outstanding K-12 Spanish teachers of both public and private schools. Founded in 2005, this program has garnered major corporate and local business sponsorships, and has become widely recognized throughout S.C. Second, since 2002 our Modern Languages Department has directed a statewide award certificate program (<http://www.citadel.edu/mlng/tauiota/merit.htm>) for outstanding high school students of Spanish. The program is a free service that provides award certificates to all high schools whose Spanish teachers verify the eligibility of their students. Each year, The Citadel's Department of Modern Languages, Literatures, and Cultures issues approximately 250 certificates to high schools across the state. In addition, over the past several years and due to increased student demand, our department has regularly offered an upper-level, special topics course entitled

“Theory and Practice of Language Teaching” for French, German and Spanish majors and minors who are interested in teaching a foreign language. Enrollment has been steady for these offerings with six students currently in this course (spring 2008 semester). We believe the steady demand for this course, and our regular offering of it by qualified faculty, is further evidence of our ongoing commitment to foreign language education and the desire of our students to pursue careers in language teaching. Finally, our French faculty have been working with the local Alliance Française to create a French Club for youngsters, an endeavor that entails one of our faculty members teaching French to children one Saturday per month; and each spring our German faculty assists with the administration of the national ZD and ZMP German language proficiency examinations for the international Goethe Institute at the College of Charleston.

Given these factors and the desire of the Department of Modern Languages, Literatures, and Cultures to take one more logical step toward enhancing foreign language education in the region, The Citadel proposes the addition of a B.A. in Modern Languages with Teaching Specialization in French, German, and Spanish. Other existing teacher certification programs (graduate and undergraduate) at The Citadel in Social Studies, English, Biology, Mathematics, and Physical Education have provided strong teacher-leaders for the state and the region over the years. Adding Teaching Specializations in French, German, and Spanish at the cadet level to these programs will fill a long-standing void in our current undergraduate teacher education programs.

**Need:**

The School of Education and the Department of Modern Languages, Literatures, and Cultures at The Citadel recognize that a critical need exists in South Carolina and the tri-county (Berkeley, Charleston and Dorchester) area for Pre-K-12 teachers of foreign languages. On January 9, 2007, the Transition Leadership Team's Committee on the Teaching Profession, a body appointed by Dr. Jim Rex, the State Superintendent of the South Carolina Department of Education, finished its report that "issued seventeen recommendations in four areas that contribute to the development of a caring and qualified teaching workforce: teacher preparation, recruitment and retention, professional development, and leadership." In prefacing its recommendations, the committee wrote: "Yet today, as large numbers of experienced educators retire and too few candidates emerge to replace them, South Carolina and the nation as a whole are facing a critical shortage of qualified teachers. The shortage is especially acute in math, physical sciences, foreign languages, and special education; among teachers of color; and in inner-city and rural areas." Supporting these observations is the fact that during the 2005-06 school year, districts in S.C. reported 240 vacancies in French, German, Latin and Spanish and were only able to fill 216 (or 65%).

In direct response to the aforementioned critical need of foreign language teachers in South Carolina, expressed student interest, and to our department's already

demonstrated commitment to foreign language education in South Carolina, our department proposes the approval of the aforementioned foreign languages teaching certification program with three new tracks for our current B.A. in Modern Languages.

**Centrality of the program to the mission of the institution:**

The Citadel has a long history of providing its students opportunities for strong preparations for careers in teaching at the secondary level, through both undergraduate and graduate programs. When The Citadel decided to reorganize its academic programs and establish schools, the School of Education was the first school established. Through these program modifications, The Citadel is attempting to establish a student interest in teaching language and to make those students who are interested in careers related to their language major aware of opportunities to combine their interest in language with a rewarding career and an opportunity to render service, a central theme of the principled leadership educational experience provided by The Citadel.

**Relationship of the proposed program to other related programs within the institution:**

These proposed program modifications will provide our cadets with additional options within already successful degree programs in the School of Education and the Department of Modern Languages, Literatures, and Cultures, and these additional opportunities will be provided at no additional costs to The Citadel or the State.

**Duplication of Existing Programs:**

The Citadel's proposed Teaching Specializations in French, German, and Spanish in the B.A. in Modern Languages are not duplicative of any other secondary education program in the Charleston area since the sole audience for these proposed teacher education programs at the secondary level are members of the South Carolina Corps of Cadets.

**Enrollment:**

**Admission Requirements**

Since these program modifications are intended to lead the student to certification by the State Department of Education in French, German, or Spanish, admission requirements are the same as those for the Education Major.

**Admission to the Major**

To be admitted to the Teaching Specialization in French, German, or Spanish, the student must have the support of his or her advisor relative to suitability and interest in teacher education and must also have:

1. Official passing scores on all three parts of PRAXIS I exams on file at The Citadel.
2. Maintained a cumulative Grade Point Ratio of 2.500 or higher on at least 45 credit hours of coursework taken at The Citadel;
3. Passed EDUC 101.

Students who have not met these requirements by the end of their sophomore year are not eligible for admission into a professional education program and will not be permitted to enroll in 300- (except EDUC 307 and EDUC 312) or 400-level Education courses.

### **Admission to the Internship in Teaching (EDUC 499 or PHED 499)**

Students must make a formal application for admission no later than May 1<sup>st</sup> of the previous academic year for admission to the spring internship in teaching. The internship is not normally offered to students in fall semesters. This application will be reviewed by the Committee on Admissions and Retention of the School of Education and will include, among other things, recommendations from professors in completed professional education and content area courses, recommendations from general education faculty, and an evaluation by the student's advisor regarding the student's suitability and interest in teacher education. In addition, the student must:

1. Have completed all professional education courses and content coursework;
2. Have completed the following professional education courses with a cumulative GPR of at least 2.500: EDUC 101, 202, 206, 306, 312, and 401;
3. Have on file at The Citadel the clearances required by the South Carolina State Department of Education through the FBI and SLED;
4. Have maintained a cumulative GPR of at least 2.500;
5. Have completed successfully all previous field experiences;
6. Have on file at The Citadel official records of the appropriate PRAXIS II test score(s) and the appropriate Principles of Learning and Teaching (PLT) test score.

The Director of Teacher Education will be informed of the results of this review and will send official notice of admission or rejection to the student. In the absence of significant extenuating circumstances, a student not eligible for the Internship in Teaching will be required to change majors.

### **Graduation Requirements**

To meet graduation requirements, the student pursuing the Teaching Specialization in French, German, or Spanish must complete all requirements in the course of study for that degree and must have earned a GPR of at least 2.500 on each of the following: all cumulative coursework and all professional education courses. In addition, passing scores on the appropriate PRAXIS II and Principles of Learning and Teaching (PLT) exams must be on file at The Citadel.

Completion of the curricular requirements may result in licensure by the South Carolina Department of Education.

<b>PROJECTED TOTAL ENROLLMENT</b>						
<b>YEAR</b>	<b>FALL</b>		<b>SPRING</b>		<b>SUMMER</b>	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2009	5	75	8	120	4	24
2010	10	150	12	180	5	30
2011	15	225	16	240	6	36
2012	18	270	20	300	8	48
2013	20	300	20	300	10	60

<b>ESTIMATED NEW ENROLLMENT</b>						
<b>YEAR</b>	<b>FALL</b>		<b>SPRING</b>		<b>SUMMER</b>	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2009	1	15	1	15	1	6
2010	3	45	3	45	2	12
2-11	5	75	5	75	2	12
2012	5	75	5	75	2	12
2013	5	75	5	75	2	12

## Curriculum:

These proposed program modifications will require no new courses.

### MODERN LANGUAGES MAJOR Teaching Specialization in French First Semester

#### FRESHMAN YEAR

Elementary French Communication I	FREN 101	3 (3,0)*
Composition and Literature	ENGL 101	3 (3,0)
Biology, Chemistry, or Physics		4 (3,2)
History of Western or World Civilization	HIST	3 (3,0)
+1st Year Basic ROTC		
First Year Seminar	ORTN 101	1 (2,0)
Required Physical Education	RPED 250	2 (2,0)

#### SOPHOMORE YEAR

Intermediate French Communication	FREN 201	3 (3,0)
Major British Writers	ENGL 201	3 (3,0)
Biology, Chemistry, or Physics		4 (3,2)
Elementary Mathematical Modeling	MATH 104	3 (3,0)
Social Science Core Course		3 (3,0)
Education in Modern Society	EDUC 101	3 (3,0)
Required Physical Education	RPED	0 (0,1)
+2nd Year Basic ROTC		

#### JUNIOR YEAR

Advanced French Conversation	FREN 301	3 (3,0)
Advanced Modern Language	FREN	3 (3,0)
Advanced Modern Language	FREN	3 (3,0)
Adolescent Development	EDUC 206	3 (3,0)
Elective		3 (3,0)
+1st Year Advanced ROTC		

#### SENIOR YEAR

Advanced Modern Language	FREN	3 (3,0)
Advanced Modern Language	FREN	3 (3,0)
Advanced Modern Language	FREN	3 (3,0)
Advanced Modern Language	FREN	3 (3,0)
Methods & Materials of Middle & High School Teaching	EDUC 401	3 (3,0)
+2nd Year Advanced ROTC		

**MODERN LANGUAGES MAJOR**  
**Teaching Specialization in French Track**  
**Second Semester**

**FRESHMAN YEAR**

Elementary French Communication II	FREN 102	3 (3,0)
Composition and Literature	ENGL 102	3 (3,0)
Biology, Chemistry, or Physics		4 (3,2)
History of Western or World Civilization	HIST	3 (3,0)
+1st Year Basic ROTC		
Required Physical Education	RPED 251	2 (2,0)

**SOPHOMORE YEAR**

French Reading, Conversation and Composition	FREN 202	3 (3,0)
English, American or World Literature	ENGL	3 (3,0)
Biology, Chemistry, or Physics		4 (3,2)
Finite Mathematics	MATH 105	3 (3,0)
Educational Psychology	EDUC 202	3 (3,0)
Elective		3 (3,0)
Required Physical Education	RPED	0 (0,1)
+2nd Year Basic ROTC		

**JUNIOR YEAR**

Advanced French Composition	FREN 302	3 (3,0)
Advanced Modern Language	FREN	3 (3,0)
Advanced Modern Language	FREN	3 (3,0)
Teaching Reading in the Middle & High School	EDUC 306	3 (3,0)
Teaching Students with Special Needs	EDUC 312	3 (3,0)
+1st & 2 <sup>nd</sup> Year Advanced ROTC		

**SENIOR YEAR**

Theory and Practice of Foreign-Language Teaching	FREN 450	3 (3,0)
Internship in Teaching	EDUC 499	12

**MODERN LANGUAGES MAJOR**  
**Teaching Specialization in German**  
**First Semester**

**FRESHMAN YEAR**

Elementary German Communication I	GERM 101	3 (3,0)*
Composition and Literature	ENGL 101	3 (3,0)
Biology, Chemistry, or Physics		4 (3,2)
History of Western or World Civilization	HIST 3	(3,0)
+1st Year Basic ROTC		
First Year Seminar	ORTN 101 1	(2,0)
Required Physical Education	RPED 250 2	(2,0)

**SOPHOMORE YEAR**

Intermediate German I	GERM 201	3 (3,0)
Major British Writers	ENGL 201	3 (3,0)
Biology, Chemistry, or Physics		4 (3,2)
Elementary Mathematical Modeling	MATH 104	3 (3,0)
Social Science Core Course		3 (3,0)
Education in Modern Society	EDUC 101	3 (3,0)
Required Physical Education	RPED	0 (0,1)
+2nd Year Basic ROTC		

**JUNIOR YEAR**

Advanced German Conversation	GERM 301	3 (3,0)
Advanced Modern Language	GERM	3 (3,0)
Advanced Modern Language	GERM	3 (3,0)
Adolescent Development	EDUC 206	3 (3,0)
Elective		3 (3,0)
+1st Year Advanced ROTC		

**SENIOR YEAR**

Advanced Modern Language	GERM	3 (3,0)
Advanced Modern Language	GERM	3 (3,0)
Advanced Modern Language	GERM	3 (3,0)
Advanced Modern Language	GERM	3 (3,0)
Methods & Materials of Middle & High School Teaching	EDUC 401	3 (3,0)
+2nd Year Advanced ROTC		

**MODERN LANGUAGES MAJOR**  
**Teaching Specialization in German Track**  
**Second Semester**

**FRESHMAN YEAR**

Elementary German II	GERM 102	3 (3,0)
Composition and Literature	ENGL 102	3 (3,0)
Biology, Chemistry, or Physics		4 (3,2)
History of Western or World Civilization	HIST	3 (3,0)
+1st Year Basic ROTC		
Required Physical Education	RPED 251	2 (2,0)

**SOPHOMORE YEAR**

Intermediate German II	GERM 202	3 (3,0)
English, American or World Literature	ENGL	3 (3,0)
Biology, Chemistry, or Physics		4 (3,2)
Finite Mathematics	MATH 105	3 (3,0)
Educational Psychology	EDUC 202	3 (3,0)
Elective		3 (3,0)
Required Physical Education	RPED	0 (0,1)
+2nd Year Basic ROTC		

**JUNIOR YEAR**

Advanced German Composition	GERM 302	3 (3,0)
Advanced Modern Language	GERM	3 (3,0)
Advanced Modern Language	GERM	3 (3,0)
Teaching Reading in the Middle & High School	EDUC 306	3 (3,0)
Teaching Students with Special Needs	EDUC 312	3 (3,0)
+1st & 2 <sup>nd</sup> Year Advanced ROTC		

**SENIOR YEAR**

Theory and Practice of Foreign-Language Teaching	GERM 450	3 (3,0)
Internship in Teaching	EDUC 499	12

**MODERN LANGUAGES MAJOR**  
**Teaching Specialization in Spanish Track**  
**First Semester**

**FRESHMAN YEAR**

Elementary Spanish Communication I	SPAN 101	3 (3,0)*
Composition and Literature	ENGL 101	3 (3,0)
Biology, Chemistry, or Physics		4 (3,2)
History of Western or World Civilization	HIST	3 (3,0)
+1st Year Basic ROTC		
First Year Seminar	ORTN 101	1 (2,0)
Required Physical Education	RPED 250	2 (2,0)

**SOPHOMORE YEAR**

Intermediate Spanish Communication	SPAN 201	3 (3,0)
Major British Writers	ENGL 201	3 (3,0)
Biology, Chemistry, or Physics		4 (3,2)
Elementary Mathematical Modeling	MATH 104	3 (3,0)
Social Science Core Course		3 (3,0)
Education in Modern Society	EDUC 101	3 (3,0)
Required Physical Education	RPED	0 (0,1)
+2nd Year Basic ROTC		

**JUNIOR YEAR**

Advanced Spanish Composition	SPAN 302	3 (3,0)
Advanced Modern Language	SPAN	3 (3,0)
Advanced Modern Language	SPAN	3 (3,0)
Adolescent Development	EDUC 206	3 (3,0)
Elective		3 (3,0)
+1st Year Advanced ROTC		

**SENIOR YEAR**

Advanced Modern Language	SPAN	3 (3,0)
Advanced Modern Language	SPAN	3 (3,0)
Advanced Modern Language	SPAN	3 (3,0)
Advanced Modern Language	SPAN	3 (3,0)
Methods & Materials of Middle & High School Teaching	EDUC 401	3 (3,0)
+2nd Year Advanced ROTC		

**MODERN LANGUAGES MAJOR**  
**Teaching Specialization in Spanish Track**  
**Second Semester**

**FRESHMAN YEAR**

Elementary Spanish Communication II	SPAN 102	3 (3,0)
Composition and Literature	ENGL 102	3 (3,0)
Biology, Chemistry, or Physics		4 (3,2)
History of Western or World Civilization	HIST	3 (3,0)
+1st Year Basic ROTC		
Required Physical Education	RPED 251	2 (2,0)

**SOPHOMORE YEAR**

Spanish Conversation, Reading and Composition	SPAN 202	3 (3,0)
English, American or World Literature	ENGL	3 (3,0)
Biology, Chemistry, or Physics		4 (3,2)
Finite Mathematics	MATH 105	3 (3,0)
Educational Psychology	EDUC 202	3 (3,0)
Elective		3 (3,0)
Required Physical Education	RPED	0 (0,1)
+2nd Year Basic ROTC		

**JUNIOR YEAR**

Advanced Spanish Conversation	SPAN 301	3 (3,0)
Advanced Modern Language	SPAN 305	3 (3,0)
Advanced Modern Language	SPAN	3 (3,0)
Teaching Reading in the Middle & High School	EDUC 306	3 (3,0)
Teaching Students with Special Needs	EDUC 312	3 (3,0)
+1st & 2 <sup>nd</sup> Year Advanced ROTC		

**SENIOR YEAR**

Theory and Practice of Foreign-Language Teaching	SPAN 450	3 (3,0)
Internship in Teaching	EDUC 499	12

**HOURS REQUIRED FOR GRADUATION: 125 plus the credit hours from successful completion of RPED 250, RPED 251, and all required ROTC courses.**

**Faculty:**

All requirements for the program modification will be met by existing faculty in the Department of Modern Languages, Literatures, and Cultures and School of Education. The Citadel has defined 1 FTE faculty in two ways. If the faculty member is teaching all undergraduate courses, 1 FTE is defined as a 12-credit hour teaching load. If the faculty member is teaching at least one graduate course, 1 FTE is defined as a 9-credit hour teaching load.

Under the proposed program modification, there will be no change in qualifications or assignments for faculty, administration, or staff.

The Citadel addresses faculty development and faculty research through faculty driven processes. Each year the Faculty Development Committee and the Faculty Research Committee review proposals from faculty members and recommend to the Provost those proposals they feel should be funded through the Annual Award from The Citadel Foundation. Each year The Citadel provides \$300,000 to \$350,000 to members of the faculty in support of development and research.

In determining FTE faculty supporting this new teaching specialization, The Citadel has used the following logic. While every language class may not have a language major pursuing the Teaching Specialization, most undergraduate language classes will meet a requirement in that program. Therefore, a language faculty member is counted as supporting the Teaching Specialization to the extent he/she is teaching courses that could meet a requirement in that program.

<b>List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor#1, etc.)</b>	<b>Highest Degree Earned</b>	<b>Field of Study</b>	<b>Teaching in Field Yes/No</b>
Professor #1	Ph.D.	German	YES
Professor #2	Ph.D.	German	YES
Professor #3	Ph.D.	French	YES
Associate Professor #1	Ph.D.	French	YES
Assistant Professor #1	Ph.D.	French	YES
Professor #4	Ph.D.	Spanish	YES
Professor #5	Ph.D.	Spanish	YES
Associate Professor #2	Ph.D.	Spanish	YES
Associate Professor #3	Ph. D.	Spanish	YES
Assistant Professor #2	Ph.D.	Spanish	YES
Assistant Professor #3	Ph.D.	Spanish	YES
Assistant Professor #4	Ph. D.	Spanish	YES
Associate Professor \$4	Ed. D.	Education	YES
Associate Professor #5	Ed. D.	Education	YES
Assistant Professor #5	Ed. D.	Education	YES
Assistant Professor #6	Ed. D.	Education	YES

<b>UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT</b>						
<b>YEAR</b>	<b>NEW</b>		<b>EXISTING</b>		<b>TOTAL</b>	
	<b>Headcount</b>	<b>FTE</b>	<b>Headcount</b>	<b>FTE</b>	<b>Headcount</b>	<b>FTE</b>
<b>Administration</b>						
2009	0	0	3	.375	3	.375(1)
2010	0	0	3	.375	3	.375
2011	0	0	3	.375	3	.375
2012	0	0	3	.375	3	.375
2013	0	0	3	.375	3	.375
<b>Faculty</b>						
2009	0	0	16	5.4	16	5.4
2010	0	0	16	5.4	16	5.4
2011	0	0	16	5.4	16	5.4
2012	0	0	16	5.4	16	5.4
2013	0	0	16	5.4	16	5.4
<b>Staff</b>						
2009	0	0	2	.25	2	.25 (2)
2010	0	0	2	.25	2	.25
2011	0	0	2	.25	2	.25
2012	0	0	2	.25	2	.25
2013	0	0	2	.25	2	.25

(1) The three head count in administration are the Head of the Department of Modern Languages, Literatures, and Cultures, Dean of School of Humanities and Social Sciences, and Dean of the School of Education each providing approximately .125 FTE for this program.

(2) One administrative assistant from the Department of Modern Languages, Literatures, and Cultures and one administrative assistant from the School of Education each providing .125 FTE.

## **Physical Plant**

No new equipment or facilities will be needed to support these program modifications. All faculty, courses, laboratories, and related equipment are already in place supporting other programs.

## **Equipment**

No new equipment or facilities will be needed to support these program modifications. All faculty, courses, laboratories, and related equipment are already in place supporting other programs.

## **Library Resources**

No new library holdings or other support will be needed for this program modification. All necessary support is already in place for other programs.

## **Accreditation, Approval, Licensure, or Certification**

The Citadel's School of Education uses eight assessment instruments to evaluate teacher candidate progress through the program. Assessment items have been aligned with State and National Standards. A list of assessments and when they are administered is part of the appendix and is titled: "NSTA - List of Assessments." Alignment of which assessment items relate directly to each NSTA standard are found in the "NSTA Standards Table" in appendix. Examples of each assessment item are available upon request.

## **Articulation**

This program will be available only to members of the Corps of Cadets or Active Duty Students at The Citadel. There are, therefore, no opportunities to link this program to similar programs at other institutions or to develop collaborative efforts with other institutions. The Citadel does, however, welcome students who wish to transfer into the Corps of Cadets from other two- or four-year programs.

## **Estimated New Costs**

Since the requirements of this program modification will be met through existing courses, facilities, laboratories, library holdings, and faculty, there will be no new costs. In addition, since this program is open only to the Corps of Cadets, which is fixed in size, there is no expectation of a change in Mission Resource Requirement of The Citadel. That is, this program modification will be a “zero-sum” for The Citadel. The credit hours generated by the program modification will come from other programs at The Citadel.



\* Since the students in this program will be from the Corps of Cadets that is fixed in size and there are no new costs associated with this program, no new revenue will be generated.

### **Institutional Approval**

Approval process for Bachelor of Arts in Modern Languages with Teaching Specializations in French, German, and Spanish:

8 April 2008 -- Approved by The Citadel's Professional Education Board

24 April 2008 -- Approved by the Faculty Committee on Curriculum and Instruction

29 April 2008 – Approved by The Citadel's Academic Board

5 May 2008 -- Approved by the President

Note: This program modification did not require the approval of The Citadel Board of Visitors. The Board was, however, informed of this proposed modification at the June 2008 meeting



### Teacher Education — LIST OF ASSESSMENTS

Note: Candidate data for required coursework is monitored and will be part of the SPA reports.

Content Area Field		Type or Form of Assessment <sup>1</sup>	When the Assessment Is Administered <sup>2</sup>
	Science		
	<b>NSTA</b>		
1	Content Knowledge – Licensure Tests	<u>PRAXIS II</u> – South Carolina Required <ul style="list-style-type: none"> <li>• Content Test</li> <li>• Principles of Learning and Teaching</li> </ul>	Prior to Internship - <ul style="list-style-type: none"> <li>• Undergraduate candidates must pass to be eligible for graduation and recommendation for certification.</li> <li>• Since much of their content is taken beyond The Citadel, MAT candidates must pass PRAXIS II to be eligible for internship.</li> </ul>
2	Assessment of content knowledge in conceptual science area to be taught	<u>Content Area Indicators</u> – See form for each discipline	<u>During Internship</u> <ul style="list-style-type: none"> <li>• Midterm</li> <li>• End</li> </ul> <i>by Content Area Certified Classroom Teacher</i>
3	Pedagogical and Professional Knowledge, Skills and Dispositions – Planning Instruction	<u>ADEPT</u> <ul style="list-style-type: none"> <li>• APS 1 – Long range planning</li> <li>• APS 2 – Short range planning of instruction</li> <li>• APS 3 – Short range planning, development and use of assessments</li> </ul>	<u>Prior to Internship</u> <ul style="list-style-type: none"> <li>• Teaching Reading and Writing in Middle and High School - Content Areas,</li> <li>• Methods and Materials of Teaching Middle and High School</li> <li>• Special Methods courses</li> </ul> <u>During Internship</u> <ul style="list-style-type: none"> <li>• Midterm</li> <li>• End</li> </ul>
4	Pedagogical and Professional Knowledge, Skills and Dispositions – Student Teaching Assessment	<u>ADEPT</u> <ul style="list-style-type: none"> <li>• APS 4 – Establishing and maintaining high expectations for learners</li> <li>• APS 5 – Using instructional strategies to facilitate learning</li> <li>• APS 6 – Providing content for learners</li> </ul>	<u>Prior to Internship</u> <ul style="list-style-type: none"> <li>• Teaching Reading and Writing in Middle and High School - Content Areas,</li> <li>• Methods and Materials of Teaching Middle and High</li> </ul> <u>During Internship</u> <ul style="list-style-type: none"> <li>• Midterm</li> </ul>

<sup>1</sup> Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

<sup>2</sup> Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

Content Area Field Science		Type or Form of Assessment <sup>1</sup>	When the Assessment Is Administered <sup>2</sup>
	NSTA		
		<ul style="list-style-type: none"> <li>• APS 7 – Monitoring and enhancing learning</li> <li>• APS 8 – Maintaining an environment that promotes learning</li> <li>• APS 9 – Managing the classroom</li> <li>• APS 10 – Fulfilling professional duties and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• End</li> </ul>
5	Effects on Student Learning	<p><u>Portfolio</u> –</p> <ul style="list-style-type: none"> <li>8. Creates positive environments for student learning</li> <li>9. Understands and builds upon developmental levels of students</li> <li>10. Understands diversity of students, families and communities</li> </ul>	<p><u>Prior to Internship</u></p> <ul style="list-style-type: none"> <li>• Teaching Reading and Writing in Middle and High School - Content Areas,</li> <li>• Methods and Materials of Teaching Middle and High</li> </ul> <p><u>During Internship</u></p> <ul style="list-style-type: none"> <li>• Midterm</li> <li>• End</li> </ul>
6	Content Knowledge – Research & Investigation	<p>Undergraduate – Portfolio Content related demonstration of SPA requirements –</p> <p><u>Evaluation Rubric items</u></p> <ul style="list-style-type: none"> <li>6. Demonstrates knowledge of the central concepts and tools of inquiry of the field</li> <li>7. Demonstrates and applies structures of the field delineated in professional, state, and institutional standards through inquiry, critical analysis, and synthesis</li> </ul> <p><u>MAT – Evaluated on items listed above and School of Education Research Competencies:</u></p> <ul style="list-style-type: none"> <li>1. Demonstrates the use of statistical procedures</li> </ul>	<p><b><u>Portfolio</u></b></p> <p><u>Prior to Internship</u></p> <ul style="list-style-type: none"> <li>• Teaching Reading and Writing in Middle and High School - Content Areas,</li> <li>• Methods and Materials of Teaching Middle and High</li> <li>• Special Methods courses</li> </ul> <p><u>During Internship</u></p> <ul style="list-style-type: none"> <li>• Midterm</li> <li>• End</li> </ul> <p><b><u>Research Competencies</u></b> Data Collection and Analysis (EDUC 512)</p>

Content Area Field		Type or Form of Assessment <sup>1</sup>	When the Assessment Is Administered <sup>2</sup>
Science	NSTA		
		<ol style="list-style-type: none"> <li>2. Interprets descriptive and inferential data</li> <li>3. Paraphrases information from research articles</li> <li>4. Cites references within action research study using correct APA format</li> <li>5. Uses technology to present course projects</li> </ol>	
7	Pedagogical and Professional Knowledge, Skills and Dispositions – Legal/Safety/Ethical Issues	<u>Dispositions:</u> <ol style="list-style-type: none"> <li>1. Applies reflective practices</li> <li>2. Demonstrates a commitment to a safe, supportive learning environment</li> <li>3. Demonstrates high values and a caring, fair, honest, responsible, and respectful attitude.</li> <li>4. Establishes rapport with students, families, colleagues, and community</li> <li>5. Values diversity and exhibits sensitivity to and respect for cultures</li> <li>6. Exhibits prompt regular attendance, wears professional attire, and communicates in standard English.</li> </ol>	<u>Prior to Internship</u> <ul style="list-style-type: none"> <li>• Admission and Retention Committee recommendation prior to transition points</li> <li>• Teaching Students with Special Needs/ Exceptional Child</li> <li>• Teaching Reading and Writing in Middle and High School - Content Areas,</li> <li>• Methods and Materials of Teaching Middle and High</li> </ul> <u>During Internship</u> <ul style="list-style-type: none"> <li>• Midterm</li> <li>• End</li> </ul>
8	Content Knowledge – Contextual	<u>Portfolio –</u> <ol style="list-style-type: none"> <li>6. Demonstrates knowledge of the central concepts and tools of inquiry of the field</li> <li>7. Demonstrates and applies structures of the field delineated in professional, state, and institutional standards through inquiry, critical analysis and synthesis</li> <li>11. Understands policy contexts in work settings</li> </ol>	<u>Prior to Internship</u> <ul style="list-style-type: none"> <li>• Teaching Reading and Writing in Middle and High School - Content Areas,</li> <li>• Methods and Materials of Teaching Middle and High</li> <li>• Special Methods courses</li> </ul> <u>During Internship</u> <ul style="list-style-type: none"> <li>• Midterm</li> <li>• End</li> </ul>





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**Content.** Teachers of science understand and can articulate the knowledge and practices of contemporary science. They can interrelate and interpret important concepts, ideas, and applications in their fields of licensure; and can conduct scientific investigations. To show that they are prepared in content, teachers of science must demonstrate that they **(a)** understand and can successfully convey to students the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association; **(b)** understand and can successfully convey to students the unifying concepts of science delineated by the National Science Education Standards; **(c)** understand and can successfully convey to students important personal and technological applications of science in their fields of licensure; **(d)** understand research and can successfully design, conduct, report and **(e)** evaluate investigations in science; and understand and can successfully use mathematics to process and report data, and solve problems, in their field(s) of licensure.

**Teacher candidates will be evaluated on this standard through the use of the following assessments:**

- Content course grades
- PRAXIS II – Prior to internship. Must pass prior to recommendation for graduation and certification
- ADEPT APS 1-9 – Prior to internship, evaluated in Methods, Teaching Reading in the Content areas, and Special Methods. Evaluated throughout internship. Consensus (University Supervisor, Cooperating Teacher, and Intern) evaluation reported at midterm and final of internship.
  - APS 1 – Long range planning;
  - APS 2 – Short range planning of instruction;
  - APS 3 – Short range planning, development and use of assessments;
  - APS 4 – Establishing and maintaining high expectations for learners;
  - APS 5 – Using instructional strategies to facilitate learning;
  - APS 6 – Providing content for learners;
  - APS 7 – Monitoring and enhancing learning;
  - APS 8 – Maintaining an environment that promotes learning;
  - APS 9 – Managing the classroom;
- Content Area Evaluation by Content area certified and ADEPT trained Internship Supervising Teacher – related items (reported at midterm of internship and at final):
  - 1) Demonstrates knowledge of the central concepts and tools of inquiry of the field.
  - 2) Demonstrates and applies structures of the field delineated in professional, state, and institutional standards through inquiry, critical analysis and synthesis.
  - 3) Content: The candidate structures and interprets the concepts, ideas, and relationships in science needed to advance student learning in the area of licensure, as defined by state and national standards.
- Portfolio evidence of instructional planning and teaching that includes the use of science investigations, and process skills. These portfolios will also demonstrate the use of assessments and reflective process in secondary settings. Prior to internship, evaluated in Methods, Teaching Reading in the Content areas, and Special Methods. Evaluated throughout internship. Consensus (University Supervisor, Cooperating Teacher, and Intern) evaluation reported at midterm and final of internship. Related portfolio evaluation items:
  6. Demonstrates knowledge of the central concepts and tools of inquiry of the field
  7. Demonstrates and applies structures of the field delineated in professional, state, and institutional standards through inquiry, critical analysis and synthesis

**Nature of Science.** Teachers of science engage students effectively in studies of the history, philosophy, and practice of science. They enable students to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science. To show they are prepared to teach the nature of science, teachers of science must demonstrate that they **(a)** understand the historical and cultural development of science and the evolution of knowledge in their discipline; **(b)** understand the philosophical tenets, assumptions, goals, and values that distinguish science from technology and from other ways of knowing the world; and **(c)** engage students successfully in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science.

**Teacher candidates will be evaluated on this standard through the use of the following assessments:**

- ADEPT APS 1-9 – Prior to internship, evaluated in Methods, Teaching Reading in the Content areas, and Special Methods. Evaluated throughout internship. Consensus (University Supervisor, Cooperating Teacher, and Intern) evaluation reported at midterm and final of internship.
  - APS 1 – Long range planning;
  - APS 2 – Short range planning of instruction;
  - APS 3 – Short range planning, development and use of assessments;
  - APS 5 – Using instructional strategies to facilitate learning;
  - APS 6 – Providing content for learners;
  - APS 7 – Monitoring and enhancing learning;
- Content Area Evaluation by Content area certified and ADEPT trained Internship Supervising Teacher – related items (reported at midterm of internship and at final):

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- 4) Nature of Science: The candidate engages students in activities defining the values, beliefs and assumptions inherent to the creation of scientific explanations.
- Portfolio evidence of instructional planning and teaching that includes the use of science investigations, and process skills. These portfolios will also demonstrate the use of assessments and reflective process in secondary settings. Prior to internship, evaluated in Methods, Teaching Reading in the Content areas, and Special Methods. Evaluated throughout internship. Consensus (University Supervisor, Cooperating Teacher, and Intern) evaluation reported at midterm and final of internship. Related portfolio evaluation items:  
6. Demonstrates knowledge of the central concepts and tools of inquiry of the field  
7. Demonstrates and applies structures of the field delineated in professional, state, and institutional standards through inquiry, critical analysis and synthesis

**Inquiry.** Teachers of science engage students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry. They encourage students, individually and collaboratively, to observe, ask questions, design inquiries, and collect and interpret data in order to develop concepts and relationships from empirical experiences. To show that they are prepared to teach through inquiry, teachers of science must demonstrate that they **(a)** understand the processes, tenets, and assumptions of multiple methods of inquiry leading to scientific knowledge; and **(b)** engage students successfully in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

**Teacher candidates will be evaluated on this standard through the use of the following assessments:**

- ADEPT APS 1-9 – Prior to internship, evaluated in Methods, Teaching Reading in the Content areas, and Special Methods. Evaluated throughout internship. Consensus (University Supervisor, Cooperating Teacher, and Intern) evaluation reported at midterm and final of internship.  
APS 1 – Long range planning;  
APS 2 – Short range planning of instruction;  
APS 3 – Short range planning, development and use of assessments;  
APS 4 – Establishing and maintaining high expectations for learners;  
APS 5 – Using instructional strategies to facilitate learning;  
APS 6 – Providing content for learners;  
APS 7 – Monitoring and enhancing learning;  
APS 8 – Maintaining an environment that promotes learning;  
APS 9 – Managing the classroom;
- Content Area Evaluation by Content area certified and ADEPT trained Internship Supervising Teacher – related items (reported at midterm of internship and at final):  
5) Inquiry: The candidate engages students in science inquiry and facilitates understanding of the role inquiry plays in the development of scientific knowledge.
- Portfolio evidence of instructional planning and teaching that includes the use of science investigations, and process skills. These portfolios will also demonstrate the use of assessments and reflective process in secondary settings. Prior to internship, evaluated in Methods, Teaching Reading in the Content areas, and Special Methods. Evaluated throughout internship. Consensus (University Supervisor, Cooperating Teacher, and Intern) evaluation reported at midterm and final of internship. Related portfolio evaluation items:  
6. Demonstrates knowledge of the central concepts and tools of inquiry of the field  
7. Demonstrates and applies structures of the field delineated in professional, state, and institutional standards through inquiry, critical analysis and synthesis

**Issues.** Teachers of science recognize that informed citizens must be prepared to make decisions and take action on contemporary science- and technology-related issues of interest to the general society. They require students to conduct inquiries into the factual basis of such issues and to assess possible actions and outcomes based upon their goals and values. To show that they are prepared to engage students in studies of issues related to science, teachers of science must demonstrate that they **(a)** understand socially important issues related to science and technology in their field of licensure, as well as processes used to analyze and make decisions on such issues; and **(b)** engage students successfully in the analysis of problems, including considerations of risks, costs, and benefits of alternative solutions; relating these to the knowledge, goals and values of the students.

**Teacher candidates will be evaluated on this standard through the use of the following assessments:**

- ADEPT APS 1-9 – Prior to internship, evaluated in Methods, Teaching Reading in the Content areas, and Special Methods. Evaluated throughout internship. Consensus (University Supervisor, Cooperating Teacher, and Intern) evaluation reported at midterm and final of internship.  
APS 1 – Long range planning;  
APS 2 – Short range planning of instruction;  
APS 3 – Short range planning, development and use of assessments;  
APS 4 – Establishing and maintaining high expectations for learners;  
APS 5 – Using instructional strategies to facilitate learning;  
APS 6 – Providing content for learners;

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- APS 7 – Monitoring and enhancing learning;
  - Content Area Evaluation by Content area certified and ADEPT trained Internship Supervising Teacher – related items (reported at midterm of internship and at final):
    - 6) Context of Science: The candidate relates science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.
    - 9) Social Context: The candidate relates science to the community and uses human and institutional resources in the community to advance the education of her/his students in science.
  - Portfolio evidence of instructional planning and teaching that includes the use of science investigations, and process skills. These portfolios will also demonstrate the use of assessments and reflective process in secondary settings. Prior to internship, evaluated in Methods, Teaching Reading in the Content areas, and Special Methods. Evaluated throughout internship. Consensus (University Supervisor, Cooperating Teacher, and Intern) evaluation reported at midterm and final of internship. Related portfolio evaluation items:
    6. Demonstrates knowledge of the central concepts and tools of inquiry of the field
    7. Demonstrates and applies structures of the field delineated in professional, state, and institutional standards through inquiry, critical analysis and synthesis

**General Skills of Teaching.** Teachers of science create a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning. They use, and can justify, a variety of classroom arrangements, groupings, actions, strategies, and methodologies. To show that they are prepared to create a community of diverse learners, teachers of science must demonstrate that they **(a)** vary their teaching actions, strategies, and methods to promote the development of multiple student skills and levels of understanding; **(b)** successfully promote the learning of science by students with different abilities, needs, interests, and backgrounds; **(c)** successfully organize and engage students in collaborative learning using different student group learning strategies; **(d)** successfully use technological tools, including but not limited to computer technology, to access resources, collect and process data, and facilitate the learning of science; **(e)** understand and build effectively upon the prior beliefs, knowledge, experiences, and interests of students; and **(f)** create and maintain a psychologically and socially safe and supportive learning environment.

**Teacher candidates will be evaluated on this standard through the use of the following assessments:**

- PRAXIS II – Principles of Teaching and Learning – Prior to internship. Must pass prior to recommendation for graduation and certification
- ADEPT APS 1-9 – Prior to internship, evaluated in Methods, Teaching Reading in the Content areas, and Special Methods. Evaluated throughout internship. Consensus (University Supervisor, Cooperating Teacher, and Intern) evaluation reported at midterm and final of internship.
  - APS 1 – Long range planning;
  - APS 2 – Short range planning of instruction;
  - APS 3 – Short range planning, development and use of assessments;
  - APS 4 – Establishing and maintaining high expectations for learners;
  - APS 5 – Using instructional strategies to facilitate learning;
  - APS 6 – Providing content for learners;
  - APS 7 – Monitoring and enhancing learning;
  - APS 8 – Maintaining an environment that promotes learning;
  - APS 9 – Managing the classroom;
  - APS 10 – Fulfilling professional duties and responsibilities
- Content Area Evaluation by Content area certified and ADEPT trained Internship Supervising Teacher – related items (reported at midterm of internship and at final):
  - 3) Content: The candidate structures and interprets the concepts, ideas, and relationships in science needed to advance student learning in the area of licensure, as defined by state and national standards.
  - 7) Skills of Teaching: The candidate uses diverse and effective actions, strategies and methodologies to teach science.
  - 11) Environment: The candidate designs and manages safe and supportive learning environments reflecting high expectations for the success of all students.
- Dispositions are evaluated prior to internship in Exceptional Child, Methods, Teaching Reading, and Special Methods as well as by the Admission and Retention Committee. They are also evaluated throughout internship. Consensus (University Supervisor, Cooperating Teacher, and Intern) evaluation reported at midterm and final of internship. Related items are:
  1. Applies reflective practices;
  2. Demonstrates a commitment to a safe, supportive learning environment;
  3. Demonstrates high values and a caring, fair, honest, responsible, and respectful attitude;
  4. Establishes rapport with students, families, colleagues, and community;
  5. Values diversity and exhibits sensitivity to and respect for cultures
- Portfolio evidence of instructional planning and teaching that includes the use of science investigations, and process skills. These portfolios will also demonstrate the use of assessments and reflective process in secondary settings. Prior to internship, evaluated in Methods, Teaching Reading in the Content areas, and

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Special Methods. Evaluated throughout internship. Consensus (University Supervisor, Cooperating Teacher, and Intern) evaluation reported at midterm and final of internship. Related portfolio evaluation items:

8. Creates positive environments for student learning
9. Understands and builds upon developmental levels of students. Understands diversity of students, families and communities.

**Curriculum.** Teachers of science plan and implement an active, coherent, and effective curriculum that is consistent with the goals and recommendations of the National Science Education Standards. They begin with the end in mind and effectively incorporate contemporary practices and resources into their planning and teaching. To show that they are prepared to plan and implement an effective science curriculum, teachers of science must demonstrate that they **(a)** understand the curricular recommendations of the National Science Education Standards, and can identify, access, and/or create resources and activities for science education that are consistent with the standards; and **(b)** plan and implement internally consistent units of study that address the diverse goals of the National Science Education Standards and the needs and abilities of students.

**Teacher candidates will be evaluated on this standard through the use of the following assessments:**

- ADEPT APS 1-9 – Prior to internship, evaluated in Methods, Teaching Reading in the Content areas, and Special Methods. Evaluated throughout internship. Consensus (University Supervisor, Cooperating Teacher, and Intern) evaluation reported at midterm and final of internship.  
APS 1 – Long range planning;  
APS 2 – Short range planning of instruction;  
APS 3 – Short range planning, development and use of assessments;  
APS 4 – Establishing and maintaining high expectations for learners;  
APS 5 – Using instructional strategies to facilitate learning;  
APS 6 – Providing content for learners;  
APS 7 – Monitoring and enhancing learning;  
APS 8 – Maintaining an environment that promotes learning;  
APS 9 – Managing the classroom;
- Content Area Evaluation by Content area certified and ADEPT trained Internship Supervising Teacher – related items (reported at midterm of internship and at final):
  - 1) Demonstrates knowledge of the central concepts and tools of inquiry of the field.
  - 2) Demonstrates and applies structures of the field delineated in professional, state, and institutional standards through inquiry, critical analysis and synthesis.
  - 3) Content: The candidate structures and interprets the concepts, ideas, and relationships in science needed to advance student learning in the area of licensure, as defined by state and national standards.
  - 8) Curriculum: The candidate develops coherent meaningful goals, plans and materials and finds resources appropriate for addressing the needs, abilities and interests of students.
  - 10) Assessment: The candidate uses a variety of contemporary assessment strategies to evaluate the intellectual, social and personal development of the learner in all aspects of science.
- Portfolio evidence of instructional planning and teaching that includes the use of science investigations, and process skills. These portfolios will also demonstrate the use of assessments and reflective process in secondary settings. Prior to internship, evaluated in Methods, Teaching Reading in the Content areas, and Special Methods. Evaluated throughout internship. Consensus (University Supervisor, Cooperating Teacher, and Intern) evaluation reported at midterm and final of internship. Related portfolio evaluation items:
  6. Demonstrates knowledge of the central concepts and tools of inquiry of the field
  7. Demonstrates and applies structures of the field delineated in professional, state, and institutional standards through inquiry, critical analysis and synthesis

**Science in the Community.** Teachers of science relate their discipline to their local and regional communities, involving stakeholders and using the individual, institutional, and natural resources of the community in their teaching. They actively engage students in science-related studies or activities related to locally important issues. To show that they are prepared to relate science to the community, teachers of science must demonstrate that they **(a)** identify ways to relate science to the community, involve stakeholders, and use community resources to promote the learning of science; and **(b)** involve students successfully in activities that relate science to resources and stakeholders in the community or to the resolution of issues important to the community.

**Teacher candidates will be evaluated on this standard through the use of the following assessments:**

- ADEPT APS 1-9 – Prior to internship, evaluated in Methods, Teaching Reading in the Content areas, and Special Methods. Evaluated throughout internship. Consensus (University Supervisor, Cooperating Teacher, and Intern) evaluation reported at midterm and final of internship.  
APS 1 – Long range planning;  
APS 2 – Short range planning of instruction;  
APS 3 – Short range planning, development and use of assessments;  
APS 4 – Establishing and maintaining high expectations for learners;  
APS 5 – Using instructional strategies to facilitate learning;  
APS 6 – Providing content for learners;

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- APS 7 – Monitoring and enhancing learning;  
APS 10 – Fulfilling professional duties and responsibilities
- Content Area Evaluation by Content area certified and ADEPT trained Internship Supervising Teacher – related items (reported at midterm of internship and at final):
    - 3) Content: The candidate structures and interprets the concepts, ideas, and relationships in science needed to advance student learning in the area of licensure, as defined by state and national standards.
    - 9) Social Context: The candidate relates science to the community and uses human and institutional resources in the community to advance the education of her/his students in science.
  - Dispositions are evaluated prior to internship in Exceptional Child, Methods, Teaching Reading, and Special Methods as well as by the Admission and Retention Committee. They are also evaluated throughout internship. Consensus (University Supervisor, Cooperating Teacher, and Intern) evaluation reported at midterm and final of internship. Related items are:
    1. Applies reflective practices;
    2. Demonstrates a commitment to a safe, supportive learning environment;
    3. Demonstrates high values and a caring, fair, honest, responsible, and respectful attitude;
    4. Establishes rapport with students, families, colleagues, and community;
    5. Values diversity and exhibits sensitivity to and respect for cultures
  - Portfolio evidence of instructional planning and teaching that includes the use of science investigations, and process skills. These portfolios will also demonstrate the use of assessments and reflective process in secondary settings. Prior to internship, evaluated in Methods, Teaching Reading in the Content areas, and Special Methods. Evaluated throughout internship. Consensus (University Supervisor, Cooperating Teacher, and Intern) evaluation reported at midterm and final of internship. Related portfolio evaluation items:
    8. Creates positive environments for student learning
    9. Understands and builds upon developmental levels of students. Understands diversity of students, families and communities.
    11. Understands policy contexts in work settings

**Assessment.** Teachers of science construct and use effective assessment strategies to determine the backgrounds and achievements of learners and facilitate their intellectual, social, and personal development. They assess students fairly and equitably, and require that students engage in ongoing self-assessment. To show that they are prepared to use assessment effectively, teachers of science must demonstrate that they **(a)** use multiple assessment tools and strategies to achieve important goals for instruction that are aligned with methods of instruction and the needs of students;

**(b)** use the results of multiple assessments to guide and modify instruction, the classroom environment, or the assessment process; and **(c)** use the results of assessments as vehicles for students to analyze their own learning, engaging students in reflective self-analysis of their own work.

**Teacher candidates will be evaluated on this standard through the use of the following assessments:**

- PRAXIS II – Principles of Teaching and Learning – Prior to internship. Must pass prior to recommendation for graduation and certification
- ADEPT APS 1-9 – Prior to internship, evaluated in Methods, Teaching Reading in the Content areas, and Special Methods. Evaluated throughout internship. Consensus (University Supervisor, Cooperating Teacher, and Intern) evaluation reported at midterm and final of internship.

APS 1 – Long range planning;  
APS 2 – Short range planning of instruction;  
APS 3 – Short range planning, development and use of assessments;  
APS 4 – Establishing and maintaining high expectations for learners;  
APS 5 – Using instructional strategies to facilitate learning;  
APS 6 – Providing content for learners;  
APS 7 – Monitoring and enhancing learning;  
APS 8 – Maintaining an environment that promotes learning;  
APS 9 – Managing the classroom;  
APS 10 – Fulfilling professional duties and responsibilities
- Content Area Evaluation by Content area certified and ADEPT trained Internship Supervising Teacher – related items (reported at midterm of internship and at final):
  - 7) Skills of Teaching: The candidate uses diverse and effective actions, strategies and methodologies to teach science.
  - 10) Assessment: The candidate uses a variety of contemporary assessment strategies to evaluate the intellectual, social and personal development of the learner in all aspects of science.
- Dispositions are evaluated prior to internship in Exceptional Child, Methods, Teaching Reading, and Special Methods as well as by the Admission and Retention Committee. They are also evaluated throughout internship. Consensus (University Supervisor, Cooperating Teacher, and Intern) evaluation reported at midterm and final of internship. Related items are:
  1. Applies reflective practices;
- Portfolio evidence of instructional planning and teaching that includes the use of science investigations, and

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process skills. These portfolios will also demonstrate the use of assessments and reflective process in secondary settings. Prior to internship, evaluated in Methods, Teaching Reading in the Content areas, and Special Methods. Evaluated throughout internship. Consensus (University Supervisor, Cooperating Teacher, and Intern) evaluation reported at midterm and final of internship. Related portfolio evaluation items:

8. Creates positive environments for student learning
9. Understands and builds upon developmental levels of students. Understands diversity of students, families and communities.

**Safety and Welfare.** Teachers of science organize safe and effective learning environments that promote the success of students and the welfare of all living things. They require and promote knowledge and respect for safety, and oversee the welfare of all living things used in the classroom or found in the field. To show that they are prepared, teachers of science must demonstrate that they **(a)** understand the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials; **(b)** know and practice safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction; **(c)** know and follow emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students; and **(d)** treat all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respect legal restrictions on their collection, keeping, and use.

**Teacher candidates will be evaluated on this standard through the use of the following assessments:**

- PRAXIS II – Principles of Teaching and Learning – Prior to internship. Must pass prior to recommendation for graduation and certification
- ADEPT APS 1-9 – Prior to internship, evaluated in Methods, Teaching Reading in the Content areas, and Special Methods. Evaluated throughout internship. Consensus (University Supervisor, Cooperating Teacher, and Intern) evaluation reported at midterm and final of internship.
  - APS 1 – Long range planning;
  - APS 2 – Short range planning of instruction;
  - APS 3 – Short range planning, development and use of assessments;
  - APS 4 – Establishing and maintaining high expectations for learners;
  - APS 5 – Using instructional strategies to facilitate learning;
  - APS 6 – Providing content for learners;
  - APS 7 – Monitoring and enhancing learning;
  - APS 8 – Maintaining an environment that promotes learning;
  - APS 9 – Managing the classroom;
  - APS 10 – Fulfilling professional duties and responsibilities
- Content Area Evaluation by Content area certified and ADEPT trained Internship Supervising Teacher – related items (reported at midterm of internship and at final):
  - 3) Content: The candidate structures and interprets the concepts, ideas, and relationships in science needed to advance student learning in the area of licensure, as defined by state and national standards.
  - 7) Skills of Teaching: The candidate uses diverse and effective actions, strategies and methodologies to teach science.
  - 11) Environment: The candidate designs and manages safe and supportive learning environments reflecting high expectations for the success of all students.
- Dispositions are evaluated prior to internship in Exceptional Child, Methods, Teaching Reading, and Special Methods as well as by the Admission and Retention Committee. They are also evaluated throughout internship. Consensus (University Supervisor, Cooperating Teacher, and Intern) evaluation reported at midterm and final of internship. Related items are:
  1. Applies reflective practices;
  2. Demonstrates a commitment to a safe, supportive learning environment;
  3. Demonstrates high values and a caring, fair, honest, responsible, and respectful attitude;
  4. Establishes rapport with students, families, colleagues, and community;
  5. Values diversity and exhibits sensitivity to and respect for cultures
- Portfolio evidence of instructional planning and teaching that includes the use of science investigations, and process skills. These portfolios will also demonstrate the use of assessments and reflective process in secondary settings. Prior to internship, evaluated in Methods, Teaching Reading in the Content areas, and Special Methods. Evaluated throughout internship. Consensus (University Supervisor, Cooperating Teacher, and Intern) evaluation reported at midterm and final of internship. Related portfolio evaluation items:
  8. Creates positive environments for student learning
  9. Understands and builds upon developmental levels of students. Understands diversity of students, families and communities.
  11. Understands policy contexts in work settings

#### NSTA STANDARD

**10. Professional Growth.** Teachers of science strive continuously to grow and change, personally and professionally, to meet the diverse needs of their students, school, community, and profession. They have a desire and disposition for growth and betterment. To show their disposition for growth, teachers of science must demonstrate that they **(a)** engage actively and continuously in opportunities for professional learning and leadership that reach beyond minimum job requirements; **(b)** reflect constantly upon their teaching and identify ways and means through which they may grow professionally; **(c)** use information from students, supervisors, colleagues and others to improve their teaching and facilitate their professional growth; and **(d)** interact effectively with colleagues, parents, and students; mentor new colleagues; and foster positive relationships with the community.

**Teacher candidates will be evaluated on this standard through the use of the following assessments:**

- ADEPT APS 1-10 – The narrative portion of teacher work sample includes reflective pieces related to each of the ADEPT Performance Standards. The Teacher work sample is evaluated prior to internship in Methods, Teaching Reading in the Content areas, and Special Methods. Evaluated throughout internship. Consensus (University Supervisor, Cooperating Teacher, and Intern) evaluation reported at midterm and final of internship.
  - APS 1 – Long range planning;
  - APS 2 – Short range planning of instruction;
  - APS 3 – Short range planning, development and use of assessments;
  - APS 4 – Establishing and maintaining high expectations for learners;
  - APS 5 – Using instructional strategies to facilitate learning;
  - APS 6 – Providing content for learners;
  - APS 7 – Monitoring and enhancing learning;
  - APS 8 – Maintaining an environment that promotes learning;
  - APS 9 – Managing the classroom;
  - APS 10 – Fulfilling professional duties and responsibilities
- Content Area Evaluation by Content area certified and ADEPT trained Internship Supervising Teacher – related items (reported at midterm of internship and at final):
  - 3) Content: The candidate structures and interprets the concepts, ideas, and relationships in science needed to advance student learning in the area of licensure, as defined by state and national standards.
  - 4) Nature of Science: The candidate engages students in activities defining the values, beliefs and assumptions inherent to the creation of scientific explanations.
  - 5) Inquiry: The candidate engages students in science inquiry and facilitates understanding of the role inquiry plays in the development of scientific knowledge.
  - 7) Skills of Teaching: The candidate uses diverse and effective actions, strategies and methodologies to teach science.
  - 11) Environment: The candidate designs and manages safe and supportive learning environments reflecting high expectations for the success of all students.
- Dispositions are evaluated prior to internship in Exceptional Child, Methods, Teaching Reading, and Special Methods as well as by the Admission and Retention Committee. They are also evaluated throughout internship. Consensus (University Supervisor, Cooperating Teacher, and Intern) evaluation reported at midterm and final of internship. Related items are:
  - 1. Applies reflective practices;
  - 2. Demonstrates a commitment to a safe, supportive learning environment;
  - 3. Demonstrates high values and a caring, fair, honest, responsible, and respectful attitude;
  - 4. Establishes rapport with students, families, colleagues, and community;
  - 5. Values diversity and exhibits sensitivity to and respect for cultures
- Portfolio evidence of instructional planning and teaching that includes the use of science investigations, and process skills. These portfolios will also demonstrate the use of assessments and reflective process in secondary settings. Prior to internship, evaluated in Methods, Teaching Reading in the Content areas, and Special Methods. Evaluated throughout internship. Consensus (University Supervisor, Cooperating Teacher, and Intern) evaluation reported at midterm and final of internship. Related portfolio evaluation items:
  - 8. Creates positive environments for student learning
  - 9. Understands and builds upon developmental levels of students. Understands diversity of students, families and communities.
  - 11. Understands policy contexts in work settings