

Attendees:

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I. Old Business

a. ACTFL OPI training

i. Scheduled by Dr. Davidson Devall for Spring 2014

ii. 3-day intensive workshop

1. Participants will be trained in OPI assessment techniques; will apply for process of official certification after the training workshop (this will take several months to complete).
2. Once process of official certification is complete for each applicant, they will be able to officially assess the oral proficiency in foreign languages and ESOL. This will aid FLED program in that there is currently only one certified OPI Assessor—because FLED students are required to achieve “Advanced Low” as defined by ACTFL, having additional raters will ensure increased access as well as greater reliability and validity.

II. New Business

a. Updates for FLED 2999

- i. GACE Content exam is a point of focus
- ii. FLED Advisor/FLED 2999 professors should be sure that students are completing the GACE within the appropriate eligibility time in order to achieve “Satisfactory” in the “Entry to the Profession” course (FLED 2999)
- iii. VSU students have two chances to take the exam. A passing score is necessary to proceed with FLED coursework.

b. FLED EdTPA Lesson Plans

- i. The FLED faculty will need to concretely establish how FLED courses will change regarding EdTPA requirements.
- ii. How will preparatory changes be implemented in FLED 3500 and 4500?

- iii. How will pilot (and, in future, concrete) changes be implemented in FLED 4780 and FLED 4800?
 - iv. Group discussion concluded that more details are needed from EdTPA regarding “World Languages” rubrics and measures to establish what will need to be changed in each class. This may be established during pilot period.
 - c. FLED Advisory Committee and Documentation
 - i. FLED Advisory Committee consisting of FLED and ESOL faculty; established professionals, and student representatives (among others) will be established. At least once each academic year, this Advisory Committee will meet to discuss ideas, concerns, changes, and affirmations regarding the FLED and/or ESOL programs. In addressing these subjects, the FLED section can review student and instructor needs. This Advisory Committee will be proposed and established in the spring 2014 and early fall 2014 semesters.
 - ii. Minutes will be taken during each FLED meeting such that the progression of program changes as well a record of proposals can be established.
 - iii. Discussion was entertained surrounding how to streamline advising using online measures—possibilities, including DegreeWorks, BlazeVIEW, apps—to be pursued by Dr. Davidson Devall.
 - iv. The FLED Advisory Committee can also aid in creating liaisons with educational partners in the communities: CPIE, tutoring, interpretation, after-school clubs, etc. Members from different sectors in the FLED or Education community can come together to promote awareness of languages and cultures.
 - d. Teacher Candidate Keys Observation Instrument (TCKES)
 - i. Based on the Teacher Keys observation instrument
 - ii. This observation instrument will be piloted during Spring 2014 for teacher candidates at VSU
 - iii. In FLED 3500, a version of the TCKES will be used for observations—although the document will need to be modified based on different circumstances, (model lessons, lessons with different age groups), students will gain familiarity with the instrument to be used. They will also use a modified version in their observations in order to glimpse part of the “other side” of the assessment process.
 - e. A new CoEHS Concern Form will be implemented for all students in this school that allows them to discuss concerns about their practicums, etc.
 - f. ACTFL update from Dr. Gladwin
 - i. Some familiarization with the rubrics was established
 - ii. Rubrics 6 – 9 should be used with videos or in classes

- iii. The new changes with EdTPA will be more time-consuming for the University Supervisor because their role will be expanded to include submission of correct artifacts and appropriate guidance as defined by the EdTPA program
- iv. Some new discussions related to options for assessment of FL Education students
 - 1. Is “Advanced-Low” the appropriate target for all teacher candidates?
General consensus dictates yes.
 - 2. Elimination of Option C
 - 3. New enrollment options for FLED programs in each language—5 or less in 3 years
 - 4. Should one assessment be dropped from ACTFL rubrics? Perhaps the culture paper? Discussion ensued as to what this would mean with regards to fulfilling requirements across other assessment matrices.
 - 5. The use of the OPIc—although some professors are currently completing their OPI assessment training, this format using computers could open up opportunities for those needing to take the OPI exam.