

**RE-IMAGINING THE FOREIGN LANGUAGE EDUCATION PROGRAM AT
THE UNIVERSITY OF DELAWARE**

by

Barbara Musik Moltchanov

An education leadership portfolio submitted to the Faculty of the University of Delaware in partial fulfillment of the requirements for the degree of Doctor of Education in Educational Leadership

Summer 2018

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ABSTRACT

The primary focus of this Educational Leadership Portfolio centers on the recruitment and retention of students to the Foreign Language Education (FLed) major. The severe decline in FLed majors in the last ten years has brought concern to the University of Delaware (UD) and to the State. While this problem is consistent across many institutions, the fact remains that there is an urgent need to address the issue due to the State of Delaware's wide-spread promotion of foreign language learning.

Former governor Jack Markell has been vocal about the importance of young Delawareans learning a foreign language and the State is "committed to providing an aggressive K-12 world language education plan that prepares Delaware students with the language skills they need to compete in an ever-changing global economy at home and around the world." (<https://www.doe.k12.de.us/domain/139>). The Governor's World Language Expansion Initiative was created in 2011 in order to prepare Delaware students with the language skills needed to compete in the global economy. Current governor John Carney has continued the campaign for foreign language learning by signing the Delaware Certificate of Multiliteracy bill on July 21, 2017, making Delaware the 26th state in the country to establish an award that honors and recognizes students with high levels of proficiency in languages.

Amid the increased emphasis on the importance of foreign language learning, all Delaware school districts report foreign language as a critical area of need. Furthermore, foreign language has been identified as a critical area of need by the

federal TEACH grant program indicating the national level to which the foreign language teacher shortage has reached. The continued lack of foreign language teachers may soon have an impact on Delaware's high school graduation requirements. Regulations of the Delaware Department of Education, (<http://regulations.delaware.gov/AdminCode/title14/500/505.shtml>), outline high school graduation requirements which include earning a minimum of two foreign language credits in the same language, or demonstrating novice-high or higher proficiency level on a nationally recognized assessment of language proficiency.

To address the issue of recruitment and retention, I looked to a 2016 report by Dr. John Pelesko, University of Delaware's Associate Dean for the Natural Sciences and Professor of Mathematical Sciences. This report provides some insight into where the University can effect change when it comes to retaining FLed majors. Therefore, I began by conducting studies on effective teacher preparation programs along with an analysis of our own FLed program. I also conducted interviews with current pre-service teachers in their final semester of study.

I organized an open house at UD for all World Language (WL) teachers in the State in an effort to connect with our K-12 counterparts. I developed a collaborative professional development program with current K-12 WL teachers, and conducted focus group interviews to learn more about educator needs in the state.

Based on the results of my work, I made proposals to adjust the current FLed coursework and I created opportunities for collaborative work with other language educators in the state. I proposed new courses for candidates seeking certification

through the alternative routes program, and I was awarded a grant to develop a course to address the needs of freshman language majors.

Chapter 1

INTRODUCTION

Problem Statement

The University of Delaware (UD) has seen a severe decline in Foreign Language Education (FLed) majors in the last ten years. While this problem is consistent across many institutions, the fact remains that there is an urgent need to address and remediate the lack of FLed majors at the University due to the increasing importance the State has placed on foreign language learning. This need is only made more critical by the fact that the only foreign language teacher preparation program in the State resides within UD.

Former governor Jack Markell created the Governor's World Language Expansion Initiative in 2011, and has been vocal about the importance of young Delawareans learning a foreign language and the State is "committed to providing an aggressive K-12 world language education plan that prepares Delaware students with the language skills they need to compete in an ever-changing global economy at home and around the world." (<https://www.doe.k12.de.us/domain/139>).. Current governor John Carney has continued the campaign for foreign language learning by signing the Delaware Certificate of Multiliteracy bill on July 21, 2017, making Delaware the 26th

state in the country to establish an award that honors and recognizes students with high levels of proficiency in languages.

Amid the increased emphasis on the importance of foreign language learning, all Delaware school districts report foreign language as a critical area of need. The continued lack of foreign language teachers may soon have an impact on Delaware's high school graduation requirements. Regulations of the Delaware Department of Education, (<http://regulations.delaware.gov/AdminCode/title14/500/505.shtml>), outline high school graduation requirements which include earning a minimum of two foreign language credits in the same language, or demonstrating novice-high or higher proficiency level on a nationally recognized assessment of language proficiency.

According to a report by the U.S. Education Department Office of Postsecondary Education, Delaware has experienced a consistent teacher shortage in foreign languages since the 2002-2003 school year. This of course speaks to the need for more foreign language teachers, but the struggles in finding, preparing, and retaining these teachers must be investigated. Data drawn from Cognos reports from the Department of Languages Literatures and Cultures (DLLC) shows a shrinking population of majors going into the FLed program and an even smaller percentage staying in the program. There was a 95% decrease in students graduating with a degree in Foreign Language Education between 2008 and 2017, as illustrated in figure 1 below.

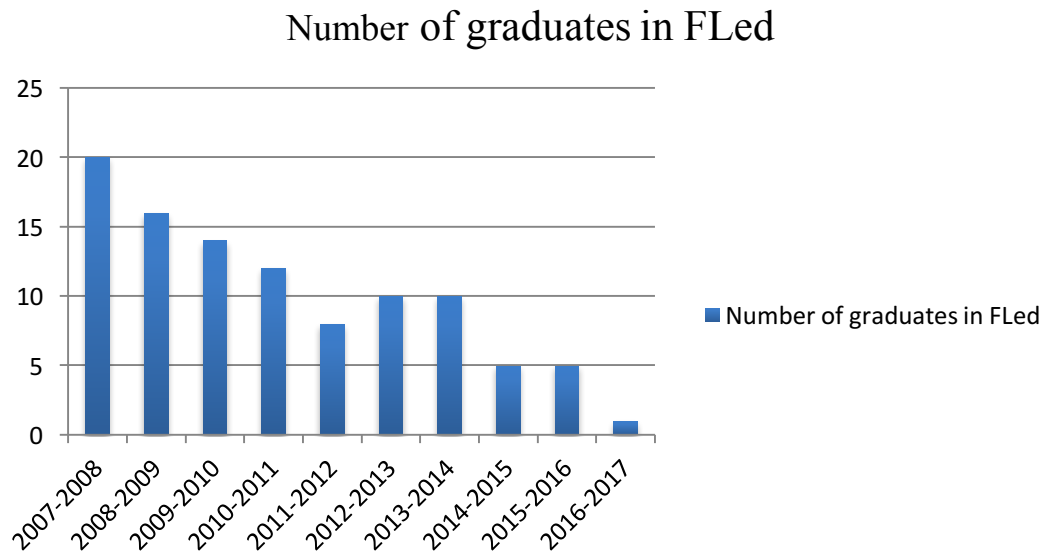


Figure 1 Graduates in Foreign Language Education from 2008-2017

This unfortunate trend is replicated in a large number of secondary education majors. According to a policy brief prepared by UD's Partnership for Public Education (<https://sites.udel.edu/ppe/2016/11/15/teacher-preparation-brief/>), the decreased number of students entering teacher preparation programs in Delaware appears to be worse than the national situation. The report also highlights that Delaware school districts reported the areas of critical need, such as foreign language, high school mathematics and science, as well as special education, had the least number of high-quality potential applicants during the 2015 hiring season.

The focus of this Educational Leadership Portfolio (ELP) is to address the need for reform in the changing landscape of teacher preparation and support for current K-12 educators with the development of partnerships between the UD, Local Education

Agencies (LEA's), and local professional organizations. To address this problem, I investigate methods to recruit and retain students in the major, and to support current K-12 educators in the State. I review literature regarding characteristics of effective teacher preparation programs and the best methods of support for pre-service and in-service educators. Following the literature reviewed, I analyze the current FLed program in comparison to similar programs. I conduct interviews with current pre-service teachers to evaluate their perception of preparedness and feelings about the organization of the FLed program. I conduct interviews with current K-12 educators to determine educator needs in terms of preparation and professional support. I propose new courses to address the needs of traditional students and those pursuing certification through the University's alternative routes program. Finally, recommendations for future work are provided.

Organization of ELP

This portfolio is organized into six chapters and appendices. Chapter 2 will present the problem addressed and the material presented in the proposal. Chapters 3 and 4 will present the improvement strategies and their results. Chapters 5 and 6 will discuss my reflections on the improvement strategies, and my personal reflections on leadership development. Finally, I include the appendices, which demonstrate my efforts.

1. ELP Proposal: This document provides detailed information about the organizational context in which my problem exists, describes my role in this organization including my responsibility to address the problem, argues why this problem is worth addressing, and declares my improvement goal.
2. Synthesis of Selected Literature: This literature review increased my knowledge of effective teacher preparation programs and methods of support for current in-service educators. Studies relating to best practices, most mutually beneficial models, and the outcomes of school-university partnerships, can inform the development of partnerships between UD and LEA's.
3. Event Summary: This artifact describes an open house event that I organized for all World Language educators in the state of Delaware. On October 5th, 2017, the DLLC hosted a World Language Educator Open house for all language teachers in the state of Delaware. The purpose of the event was to inform educators of the undergraduate and graduate offerings UD has for language study, to offer information about admissions procedures and financial resources for Delaware students and it served as an opportunity for us to find out more about educator needs. A survey concerning educator needs was distributed along with the invitation and the responses were analyzed. This event was a first step in connecting with k-12 language teachers and we hope it will lead to further collaboration, and increased support for language educators and students in Delaware schools.

4. Development of a Faculty Learning Community (FLC): This white paper makes the case for collaborative professional development between K-12 educators and UD faculty in the form of a FLC.
5. Professional Development Proposal: This professional development plan offers a model, which utilizes essential components of a FLC as described in the white paper. This artifact describes the development of the year-round FLC that is planned for the 2018-2019 academic year.
6. Curriculum Analysis: The curriculum analysis informs the DLLC and FLEAC about the degree to which our teacher preparation program aligns with other language education programs in universities, identifying the areas of alignment and the gaps that exist. This analysis guides the proposal of curricular adjustments as well as the proposal of a new course.
7. Student Teacher Interviews: These interviews will seek to understand the degree to which students' feel prepared for teaching during the student teaching semester. Students' perception of preparedness in the semester prior to student teaching will be assessed and then compared to their perceptions of preparedness once their student teaching placement has begun. This artifact will inform us of the gaps in course content (if any exist) in preparing pre-service teachers for the realities of the classroom.
8. World Language Educator Focus Groups: This artifact reports on the needs of current world language educators. The report offers a view of what gaps in support and in preparedness exist for current teachers.

9. Course Proposal for all Foreign Language Majors: This artifact contains a grant proposal for the development of a course designed for all freshmen language majors at UD. The proposal is informed by the literature reviewed, and the report prepared by Dr. John Pelesko for the University Council on Teacher Education. (I was awarded the grant on April 20th, 2018 for work to begin in the summer. I am required to work closely with the Center for Teaching and Assessment of Learning, therefore the course itself will be designed during the summer and piloted in the fall of 2018.)
10. Course Proposal for ARTC candidates: This artifact will propose a methods of teaching course for ARTC specific to world language education candidates which can be taken as a seminar or for graduate credits.
11. Website for FLed program: This website will be used as a promotional tool for interested future educators to learn more about the program and the FLed faculty.

Chapter 2

PROBLEM ADDRESSED

In a 2016 report for the University Council on Teacher Education, Dr. John Pelesko, University of Delaware's Associate Dean for the Natural Sciences and Professor of Mathematical Sciences, provides some insight into where the University can effect change when it comes to retaining FLed majors. Dr. Pelesko noted that the easiest and most accessible place to influence retention is with those students who have transferred into the major and those who have transferred out, labeled as "changers". Figure 2 shows the changes of language education majors in the first two semesters of study.

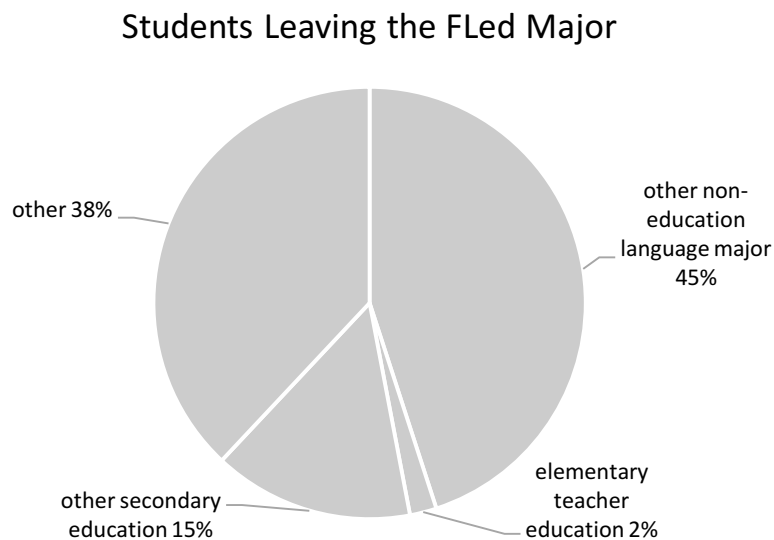


Figure 2 Students Leaving from FLed Major in First Two Semesters of Study from 2000-2015

Dr. Pelesko's recommendations included a focus on the changers and an examination of the degree program.

Organizational Context

The University of Delaware is a state assisted, privately governed major research university with a large number of graduate programs and clear dedication to high quality undergraduate and professional education. With the main campus located in Newark, Delaware, a secondary campus used as the research and teaching headquarters for marine sciences and oceanography is located in Lewes, Delaware. The University of Delaware also has an Associate in Arts program which operates on three campuses in Wilmington, Dover and Georgetown. According to the University of Delaware website, the school is host to just over 18,000 undergraduates and approximately 4,500 graduate students. The school's Commitment to Delawareans assures admission to all Delaware residents whose academic records predict success, and about 65 percent of those students will be accepted (University of Delaware n.d).

The University's mission statement highlights the fact that, "University faculty are committed to the intellectual, cultural and ethical development of students as citizens, scholars and professionals. University graduates are prepared to contribute to a global society that requires leaders with creativity, integrity and a dedication to service." (University of Delaware n.d). Furthermore, the DLLC mission statement clearly identifies a department goal to "Work with the School of Education to prepare

foreign language teachers for the schools of Delaware and nearby states, and collaborate with the Delaware Department of Education to facilitate articulation between secondary and post-secondary foreign language in the State.” Further investigation into departmental meeting minutes revealed several suggestions that the DLLC should support the foreign language curriculum in the state and increase contact with secondary language educators.

The guiding principles of Delaware’s Path to Prominence strategic plan have continued to guide the Delaware Will Shine initiative that was approved by the board of trustees in 2015. This document outlines seven “grand challenges” and the five strategic initiatives UD proposed to address the “grand challenges”. Members of the University community are called to engage in the strategic initiatives which include “A Welcoming and Collaborative Campus Community”, “Innovative Education Design”, and “Community Engagement” among others. The

The words “cultural” and “global” recurrently appear in the recent initiatives and mission statements, indicating their significance in the identified areas of need. These words, the definitions behind them, and all they encompass, are in essence what foreign language teachers impart to their students daily.

Organizational Role

Throughout my 13 years as a faculty member at the University for Delaware, I have seen my role in the Department of Languages Literatures and Cultures change in

a number of ways. None however, were so drastic as the changes that took place in the spring of 2017, during my last semester of coursework in the Doctorate of Educational Leadership program.

The most recent expansion of my responsibilities began in the spring semester of 2016 when I was asked to serve on the Foreign Language Education Advisory Committee (FLEAC). The Foreign Language Education Program Director had recently retired and the FLEAC committee was expanded to seven members. During the interim director's tenure, a search began for an assistant professor of Spanish and Applied Linguistics whose main responsibility would be serving as program director for the language education major.

In the year prior to securing a new director, I was in constant contact with the former program director, who offered support and served as a great source of information about all things related to the major, including the advisement of students. My understanding of the major and of the process of teacher preparation in Delaware was furthered by my contact with organizations such as the Delaware Association of Colleges of Teacher Education (DACTE) and my own research into the requirements of the program. I have had the opportunity to review accreditation reports, and to contribute to the reports our program has submitted to the Council for the Accreditation of Educator Preparation (CAEP) and the American Council on the Teaching of a Foreign Language (ACTFL). I have been involved in the creation of new rubrics for assessments, and the adjustment of existing rubrics used for our

accreditation reports. I also served as the primary adviser to five FLed students, assessing their e-portfolios and providing advisement in course selection.

In the spring of 2017, I was asked to teach two foreign language pedagogy courses due to an emergency leave of absence taken by a colleague. At the end of that semester I was invited to officially continue with the teaching of pedagogy courses in language education. My experiences as the teacher of a methods course, the language education capstone course, and the advisement of students, have afforded me the opportunity for close interaction with our majors. Through my new teaching responsibilities, and through my coursework in the doctorate program, I have developed a network of contacts in the Office of Clinical Studies, the Delaware Center for Teacher Education and the School of Education. Having this network of individuals, and the increased knowledge of secondary education practices and needs, positions me very well to undertake the project proposed in this ELP.

Problem Statement

There is a pressing need to increase the number of students pursuing a degree in foreign language education. Developing a sustainable partnership plan to provide effective and continual support of both in-service and pre-service teachers may hold the key for foreign language teacher recruitment and retention (Robbins & Stein, 2005). A plan to address the needs of pre-service teachers, in-service teachers,

students, and the University of Delaware is developed using findings from teacher education literature.

In a letter dated August 24th, 2017 (see Appendix), two representatives of the Delaware Council on the Teaching of Foreign Languages (DECTFL) discuss the desire language educators have to increase contact with UD. Unsure of how to undertake this venture, and noting its importance due to the developments in the state with regard to state expectations, language acquisition goals, and teacher preparation, the representatives of DECTFL requested a meeting with the language chair. Unfortunately, the letter was not-received and was therefore left unanswered until I, through contacts made at the World Language Educator Open House, learned of this letter and addressed the authors directly. The DECTFL members are hoping for “enhanced coordination between our organizations to support vertical articulation between primary, secondary, and post-secondary schools, in keeping with the goals of the Department of Education. DECTFL believes that it would be mutually beneficial for our organization, which is the representative of foreign language teachers in our state, for the leadership of the State of Delaware, and for the University of Delaware to collaborate on how we can continue to improve language education in our state.” Areas of interest noted by the authors of the letter include students reaching higher levels of language proficiency, promoting the continuation of language study by their students in higher education, and the encouragement of those who study languages to become teachers in the state. A meeting was scheduled between myself and the two representatives on November 16th, 2017. I am hopeful that during this meeting we can

each outline our visions of what a partnership would entail and can move forward with support from our respective institutions.

Further emphasis on the importance of teacher preparation and support came in the form of a white paper, written by Drs. John Pelesko and Laura Glass, examining the need to strengthen teacher preparation programs at UD. Three challenges were defined: ensuring a robust, aligned supply; ensuring a diverse teacher workforce; and ensuring excellence in the teacher's career life cycle. While each school district may have needs that vary in terms of teacher shortage, all Delaware districts report foreign language as an area of need. Furthermore, foreign language has been identified as a critical area of need by the federal TEACH grant program indicating the national level to which the foreign language teacher shortage has reached.

Research has shown that widespread partnership programs have improved the preparation of pre-service teachers, and have increased high school completion rates and college access for underrepresented students. Magiera and Geraci (2014) conducted a study based on a 22-year rural school–university partnership that served students with disabilities and at-risk students. The researchers evaluated participant responses in regard to benefits for stakeholders and why they believed the program had such longevity. Themes that emerged from responses included “increased academic benefits for students and teacher candidates” and “interpersonal benefits for all stakeholders” (Magiera & Geraci, 2014, p. 14). In addition, Parker et al. (2012) claim that both K–12 and university participants can benefit from a collaborative partnership. In their study, not only did K–12 teachers and teacher candidates gain

real-world experiences to apply to learning and teaching, but university faculty also benefitted from opportunities for producing scholarly works during the process (Parker et al., 2012). Fostering relationships between K–12 educators and university faculty can provide mutually beneficial opportunities for growth and the support of quality education. Partnerships are the key to developing innovative modes of instruction, professional development, scholarship, and new educational initiatives.

Improvement Goal

My overarching goals are to improve retention of pre-service teachers, to increase support for in-service teachers and to increase the enrollment in the FLed program by developing partnerships with LEA's, and with professional organizations such as the DECTFL. Our goal is to produce enough world language educators to staff Delaware schools through the simultaneous renewal of schools and teacher education programs.

Chapter 3

IMPROVEMENT STRATEGIES

Rationale

The white paper, written by Drs. John Pelesko and Laura Glass, examining the need to strengthen teacher preparation programs at UD, and the subsequent report prepared by Dr. John Pelesko provided the overall basis and rationale for my work. There is a broad research base for characteristics of effective teacher preparation programs and for successful professional development models, this research base provides solid reasoning for the implementation of chosen strategies contained in this ELP.

Action Steps

The review of the literature on effective teacher preparation programs and support for current in-service educators guided me to create a theory of action (see figure 3) to support my two overarching goals.

1. To improve retention of pre-service teachers within the FLed program.
2. To increase K-12 professional support for in-service teachers.

The overall outcome goal is to increase the enrollment in the FLed program by developing partnerships with LEA's, and with professional organizations such as the DECTFL.

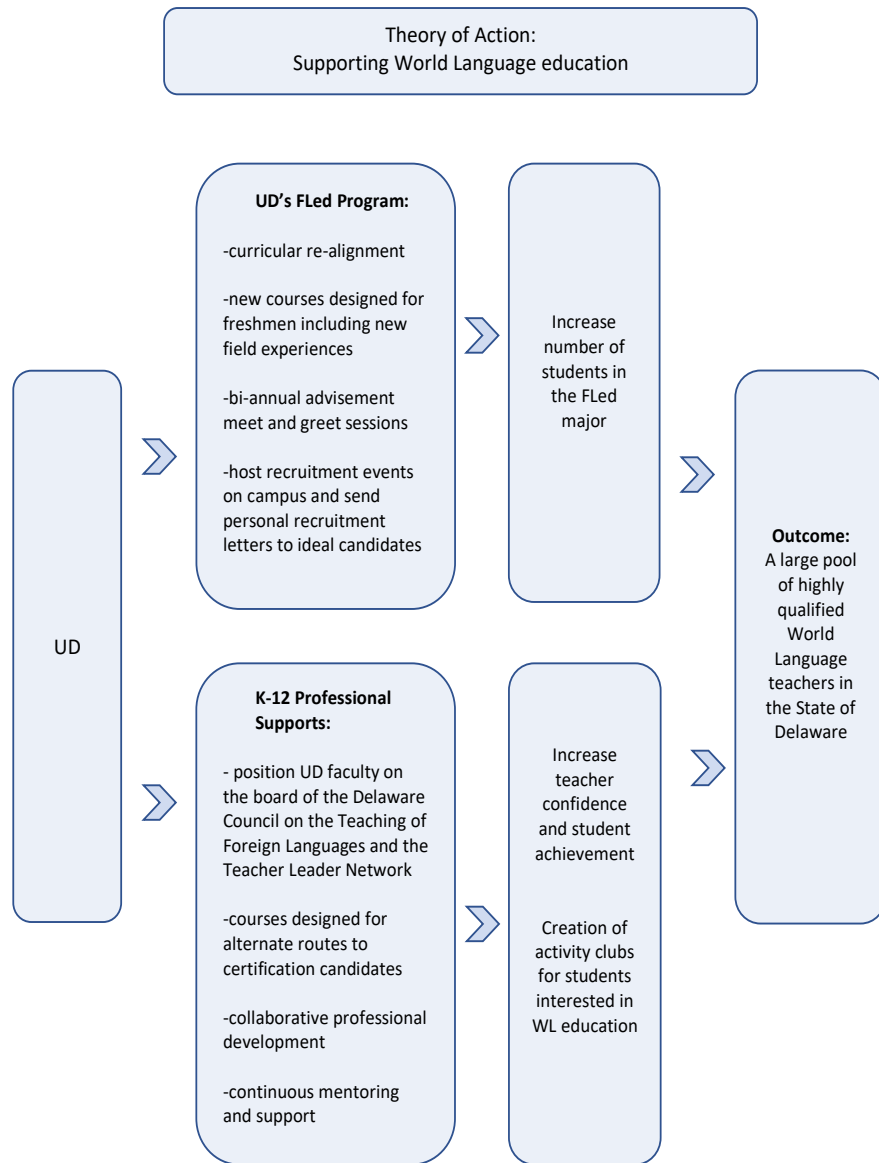


Figure 3 Theory of Action

Goal 1: To improve retention of pre-service teachers

In an effort to improve upon the retention of pre-service teachers I first studied and reviewed the literature on effective teacher preparation programs (Appendix B). In this review of literature, existing and relevant literature is examined relating to characteristics of effective teacher preparation programs and professional support for practicing teachers. Darling-Hammond (2002) found that teacher preparation is a stronger associate of student achievement than class size or school spending. But what constitutes effective teacher preparation? A search using the terms “effective” and “teacher preparation” yielded dozens of empirical articles on the issue. An examination of the literature indicates that there is a fundamental body of knowledge that teacher candidates need to be familiar with. The literature identifies seven components that can be grouped into two general categories, curriculum and professionalism.

Research has also shown a large number of teachers leave the profession during their first three years on the job (Darling-Hammond & Sykes, 2003; Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2008). A search of the terms “new teacher support” and “teacher support” produced articles across which several underlying interventions can be seen. The interventions found included a variety of forms, but all originated from mentoring and professional development through strategic partnerships.

The literature surrounding effective teacher preparation programs and professional support for practicing teachers provides an outline of ways the University of Delaware can improve upon the FLed curriculum and the professional supports offered to K-12 language educators. Collaboration provides opportunities for universities to be responsive and begin programs that are beneficial to the university, K-12 schools, and students alike. Universities benefits include having a hand in making students better prepared to enter post-secondary education, access to research opportunities and service roles. K-12 school benefits include support from local universities, professional development opportunities and access to resources and expertise. The ultimate benefit to such a school – university collaboration is student achievement.

As another means to address the goal of improving the retention of pre-service teachers, I conducted an analysis of UD's FLed program as compared to several secondary language education programs (Appendix F). I conducted a search of the best secondary education programs within the US News and World Report's national university rankings. I chose the top 15 schools listed and I searched their individual websites for foreign language education as an undergraduate major.

My analysis framework consisted of program requirements in professional credits, core credits, minimum GPA, student teaching credits, and field experiences prior to student teaching. I made this decision based on the "best practices" of teacher preparation programs noted in a Blue Ribbon Report by the National Council for the Accreditation of Teacher Education (NCATE) and a Teachers for a New Era (TNE)

document. I chose to analyze these components as both reports noted the importance of content area knowledge, training in pedagogy, and clinical practice. I reviewed the program components, answering the research questions:

1. To what extent does the University of Delaware's Foreign Language Education program align with the programs at nationally ranked universities?
2. To what extent does the University of Delaware's Foreign Language Education program align with best practices found in literature?

Due to the constraints of this project I had to limit my analysis to the information available and the chosen program components. I made this decision based on the "best practices" of teacher preparation programs noted in the NCATE Blue Ribbon Report and the TNE document. I chose to analyze these components as both reports noted the importance of content area knowledge, training in pedagogy, and clinical practice.

The findings showed that while an equal number of credits are required in the content area of each of the programs, three of the four programs compared required between eight and eleven more professional credits than the University of Delaware's program. Most of the field experience requirements were aligned with one another, with students typically having field placements in two courses prior to the student teaching placement. While most components of the FLed program at UD showed a strong degree of alignment to the program components at the four other institutions, the number of professional credits required by UD does not align well with the other programs. UD requires just 19 professional credits in pedagogy while University of

Illinois Urbana-Champaign requires up to 36 credits. There is also a very weak degree of alignment to the best practices described in the literature, and the Blue-Ribbon Report and the TNE document.

I conducted interviews with current pre-service teachers in their final semester of study. These interviews were designed to determine the degree to which students' feel confident for teaching during the student teaching semester. Student feelings of preparedness informed us of the gaps in course content in preparing pre-service teachers for the realities of the classroom (Appendix G). The sample was comprised of the three FLed majors in their final year of study at the University of Delaware (UD). This sample of convenience is extremely small due to the small FLed program at UD.

Interview questions were developed with input from colleagues on the Foreign Language Education Advisory Committee (FLEAC) and were designed to gather in-depth information and detail regarding the preparation received in the FLed program. Interviews were held in April of 2018, once student teachers had taken on the responsibility of solo teaching. The interviews were recorded, transcribed and coded for themes. Three common themes emerged that seemed to permeate the responses to each question. The themes surrounded effectiveness of coursework, field experiences, and support during time in the program.

The findings from the interviews indicate that there is a major difference in the lens with which they reflect on coursework and field experiences once they are out in the field. The realities of classroom teaching gave insight into the on-campus

components of the FLed program concerning coursework, field experiences, and the support provided by FLed faculty during students' time in the program.

The final means to address this goal came in the form of a grant submission to UD's Center for Teaching and Assessment of Learning (CTAL) to fund the creation of a new course designed for freshmen language majors (Appendix G). The course entails a field placement in a local dual immersion school and addresses the need for an early field experience. Research indicates that effective teacher preparation programs provide early and frequent opportunities to practice in the field (Larson, 2005). Exemplary teacher preparation programs provide ample opportunities for the practical application of theory, in appropriate settings, through clinical practice prior to student teaching (Larson, 2005). Studies have shown the importance of creating carefully constructed field experiences that are coordinated with campus courses. These experiences are more influential and effective than the disconnected field experiences that have historically been dominant in teacher education (Darling-Hammond, 2006; Tatto, 1996).

I was awarded the grant in the amount of \$5,000.00 to develop this course, LLCU167 Intro to World Language Learning: An FYE Course for all World Language Majors, during the summer months of 2018. A pilot section will be offered during the fall of 2018.

Goal 2: To increase support for in-service teachers

In order to reach out to current WL educators, I organized an open house at UD for all WL teachers in the State (Appendix C). The purpose of the event was to inform educators of the undergraduate and graduate offerings UD has for language study, to offer information about admissions procedures and financial resources for Delaware students, and it served as an opportunity for us to connect with our K-12 counterparts. Members of the Department of Languages Literatures and Cultures (DLLC) held a series of meetings to plan the event. An initial meeting between myself, the acting chair of the DLLC and the department's business administrator was held on June 28th to discuss the objectives and outcomes of the open house. It was decided that we would seek to work with the Delaware Department of Education (DEDOE), the Partnership for Public Education (PPE) and the School of Education (SOE). The objectives of the event were outlined as the following:

- the fundamental purpose is outreach to teachers and secondary students (creating a pipeline for future prospects)
- to strengthen the undergraduate and graduate programs in foreign language education in the DLLC
- to gauge interest in a master's program specifically for language educators
- to determine to what extent there is a need for a new master's program
- to determine current educator needs in the state of Delaware

A planning meeting with all parties involved was held on July 10th. In attendance were Dr. Jorge Cubillos, acting chair of the DLLC, Dr. Cristina Guardiola, director of graduate studies, Dr. Gregory Fulkerson from the DEDOE, Arianna Minella from the PPE, David Hannah, academic support coordinator in the College of

Education and Human Development, Ariadne Lopez, business administrator for the DLLC, Elle Bornemann, administrative assistant for the DLLC, and myself.

Invitations to the event were sent via Dr. Fulkerson to his list of teacher leaders in the state on September 14th and I sent invitations to the chairs of world language departments in private schools located close to the University. These schools included Archmere Academy, Salesianum, Ursuline Academy, Sanford School, Caravel Academy and Wilmington Friends School. Additionally, I wrote to each language chair in the DLLC and invited them to attend and represent their language. The majority of the faculty responded with overwhelming positivity and support for the event.

Funding for the event, held on October 5th, 2017, was generously provided by the DLLC, Vista Higher Learning, the PPE, and Dr. John Pelesko. In attendance were approximately 23 language educators, and five individuals with administrative roles from K-12 schools in the state. Presentations describing current undergraduate and graduate offerings in the DLLC were made by Drs. Cristina Guardiola, director of graduate studies and Persephone Brahm, director of undergraduate studies. Dr. Liz Farley-Ripple spoke about the work of the Partnership for Public Education, and its role in strengthening education in the State of Delaware. Tim Danos, Assistant Director of Admissions, provided information about the admissions processes and Reynaldo Blanco, senior Student Financial Services officer, shared information about financial programs and resources for Delaware undergraduate students and options for funding graduate study for current educators.

A reception followed in the Rollins Conference room of Jastak-Burgess Hall where many faculty members representing a large number of languages, spoke with the K-12 educators and school leaders. In the days following the event I was contacted by a few attendees with varying requests for information; some were seeking certification information, another was interested in pursuing a MA. Each request received a response and I placed some individuals in touch with the appropriate faculty member to answer their questions.

As a result of connections made during the open house, I began working with the advocacy committee of the DECTFL to design a collaborative professional development (Appendices D and E). This Faculty Learning Community (FLC) will support K-12 educators and UD faculty alike, and will provide opportunities for language teachers in two sectors of education to develop meaningful relationships.

A FLC is based on the concept of a community of practice that engages in “a continuous process of learning and reflection, supported by colleagues, with an intention of getting things done” (McGill & Beaty, 2001, p. 11). FLC’s are more than just workshop or seminar series, formal committees or project teams, they are shaped by a particular set of characteristics and qualities. McGill and Beaty (2001), describe FLC’s as groups that meet for a period of at least 6 months, have voluntary membership, and meet at a designated time and in an environment conducive to learning. FLC’s are meant to, among other things, develop empathy among members, and energize and empower participants, (Cox, 2004). Establishing such

communication between K-12 and UD opens the door for further support of World Language education in the State.

The “Path to Proficiency from K-16” will take place during the 2018-2019 academic year. The objective of this collaboration is to deepen participants’ understanding of contemporary world language education at the elementary, secondary, and higher education levels and to foster improved vertical articulation of instruction from K-16. Participants will work together towards gaining a greater understanding of what it means to teach for proficiency according to ACTFL guidelines and to practice communicative language instruction. Instructors will come away from the sessions with instructional materials and practical strategies to use in the classroom.

To explore avenues in which support can be increased for in-service teachers, I conducted a study through focus group interviews to determine current WL educators’ perceptions about their collective professional needs, and how they feel about the support they receive (Appendix H). Qualitative approaches such as focus groups are particularly useful because they allow a researcher to uncover people’s subjective attitudes and experiences that are typically inaccessible through other means of research (Krueger & Casey, 2015). Focus groups also tap into subjective experiences and are an efficient way to collect large amounts of data that describes, compares, or explains a social phenomenon (Fink, 2006) because they allow participants to interact with one another and build on one another’s comments, and they allow the facilitators to probe for details.

The sample for my focus group invitations was comprised of all WL educators in the State of Delaware who are members of the Delaware Council on the Teaching of Foreign Languages (DECTFL). A sign-up genius was created to organize one group held at John Dickinson High School, and an individual contact in the Appoquinimink School district organized a second group held at Everett Meredith Middle school in Middletown, Delaware. A total of two focus groups were held in April of 2018. Groups ranged in size from three to five participants and lasted approximately one hour. Each focus group represented at least two languages taught, and participants' years of teaching experience ranged from nine to 27.

Focus group questions were designed to cover a range of support topics such as in-school support by way of assigned mentors, to district and state support in terms of professional development offerings. During the focus group meetings, I took copious notes and the sessions were also recorded. The notes indicate recording times of when several people spoke about a topic at once in order to easily review that the notes were thorough and accurate. A preliminary review of the notes was conducted in order to get a general sense of the data and reflect on its meaning. Next, I divided the notes into segments or units that reflected specific thoughts, attitudes, and experiences of the participants. Finally, a list of topics and sub-topics emerged and became the key findings.

The key findings related to general in-school support, the preparation of world language teachers, professional development (PD) opportunities, and the involvement of UD with K-12 education. These discussions with current WL educators have led to

some interesting and important topics that should be addressed at the state level, but also some issues that can be addressed by the University. There are a great many individuals with a passion and dedication to teaching World Languages in our state, and the responsibility that UD has in producing WL educators for the State should be considered when it comes to supporting language education in the State. Funding for various initiatives should be investigated and we should be looking to answer the questions, what can we do with the time and resources we currently have? and where should we look for additional resources?

Finally, to address in-service teacher support, I examine one avenue for teacher certification in the State of Delaware, the Alternate Routes to Certification (ARTC) program (Appendix J). The ARTC program allows qualified candidates to be employed as full-time teachers while completing professional education coursework. Once a candidate qualifies for ARTC and secures a teaching position, they complete five graduate-level professional education courses and are provided with supervision and mentoring in their school. This program currently enrolls 60 to 70 individuals every year, however according to the ARTC program director, World Language (WL) candidates are among the largest group in the program with 21 candidates entering their second year in the program in the fall of 2018.

WL teachers have very specific needs that cannot be addressed by generic teacher preparation courses. One fundamental difference is that WL language teachers are attempting to teach a language while using that language as the mode of instruction. General teaching standards do not always translate well into foreign

language classes. While it may seem a good solution to find native speakers to fill foreign language classrooms, they are generally inadequate when it comes to teaching the language in which they are so very fluent. The specifics of pedagogical content knowledge are extremely important to the foreign language classroom. Without a highly specific course for foreign language instruction, teachers will struggle to make sense of national standards and implement the methods recommended by the State.

The purpose of this course is to provide support and professional development for foreign language teachers during their first months of teaching. The focus is developing instructors who can teach the target language in context and facilitate meaningful interaction. Instructional activities will be based on theories of second language acquisition and students will be expected to justify their instructional choices and practice in relation to these principles.

Overall Goal: To increase enrollment in the FLed program

Building relationships with stakeholders was crucial to addressing my overall goal in this ELP. Actively building strong relationships involved sending e-mails, planning phone calls and attending meetings, however the most important aspect to building relationships involved sharing my vision with the various stakeholders I addressed and involving those stakeholders in the process. I am by no means an expert in the area of student retention and teacher support so it was important to listen to the individuals with whom I worked. Professionalism and dedication to the cause

should go without mentioning when addressing the manner in which to build successful relationships. All too often our enthusiasm for a topic can be impacted by our desire to remain detached and professional in certain settings. Making sure I did not hide my passion while remaining respectful and trustworthy was a conscious choice I made during each interaction. Finally having an open mind about the direction of my vision was considered. While keeping the big picture in mind, I made sure to genuinely consider all suggestions and thank individuals for their input. I wanted everyone to feel their value and worth and understand the mutually beneficial way in which I viewed each interaction.

By supporting the goals of pre-service teacher retention, and increasing support for in-service teachers, I believe we will build the capacity to increase enrollment in the FLed program. Building relationships with individual educators and schools, will increase UD's ability to promote the creation of clubs and activities designed for students interested in language education. Research has shown that students involved in clubs and activities with like-minded individuals gain self-esteem and self-confidence (Miller & Zittlemen, 2010; Brown, 2000). By participating in extracurricular academic activities students learn lessons in leadership, teamwork, organization, analytical thinking, and problem solving. By participating in such activities students can learn how something they enjoy can be parlayed into a career and often times can help them find a job in this field (Massoni, 2011).

Building these relationships, along with ones with professional organizations such as the DECTFL, and the Delaware Department of Education (DEDOE) will

increase UD's opportunity for field placements and will aid in keeping up-to-date with developments in WL education happening at the state level. The DECTFL members represent a wide variety of languages and schools, including public, charter, private and parochial. The partnerships will keep in mind the five principles that have guided UD's strategic initiatives:

-Delaware First: The preference for teachers to work close to where they grew up is a distinct characteristic of teachers. The implications of these tendencies are far reaching. Schools that are traditionally hard to staff will have a deficit that continues to grow if there are no concerted efforts within those individual schools in terms of teacher support and student recruitment to the profession.

-Diversity: Two counties in the state of Delaware are at a geographic disadvantage when it comes to accessibility to UD's main campus. These two counties can serve as a great source for recruiting a diverse student population into the major, including some heritage speakers of Spanish, a population well positioned to become secondary language, and immersion school teachers. Educating the "global" citizen cannot happen without a "global" teacher workforce.

-Partnerships: We will create partnerships, with each LEA having the independence to determine their desired level of engagement and priority of needs.

-Engagement: Students participating in clinical experiences and learning activities in local schools will have a change for more formal engagement with language educators and students in the state.

-Impact: Partnership activities will hopefully impact the landscape of language education in the State, along with improved achievement in low-performing schools.

Chapter 4

EFFICACY OF IMPROVEMENT STRATEGIES

The timeline of my efforts to effect improvement was a rather short one given my very recent entrance into working with the FLed program. My work in the FLed program came with a very steep learning curve, and due to my unique timeline, the improvement strategies discussed do not all have measurable or even observable results at the present moment. Therefore, I would like to examine the evident progress on the goals of this project. The first being improvements made to increase the retention of pre-service teachers while the second involved improvements made to support current WL educators. Lastly, I would like to examine the relationships built to increase our capacity to effect change in enrollment in the FLed program. I would also like to emphasize the significance of the as-of-yet unobserved improvement strategies as they have laid the foundation to effect meaningful change in the coming months and years.

Retention of Pre-Service Teachers

Improvements made to the FLed program as a result of the work carried out in the ELP are numerous. The comparative analysis of FLed teacher preparation programs (see Appendix F) informed the student teacher interviews (Appendix G), the grant proposal (Appendix I), and the course proposal for ARTC candidates (Appendix J). The results of the analysis of FLed program components are presented in table 1:

Table 1 Program Requirements of Five Institutions

School	University of Delaware	The Pennsylvania State University	University of Michigan Ann Arbor	University of Illinois Urbana-Champaign	Villanova University
Professional credits	19	27	31	21	28
Core credits	30	33	30	33-36	30
Total credits for graduation	124	126	120	123	126
Minimum GPA	3.0	3.0	3.0	2.5	3.0
Student teaching credits	9	15	not specified	8	9
Field experiences prior to student teaching	two typically beginning junior year	two typically beginning sophomore year	two, specifically in the chosen discipline, typically beginning junior year	two, specifically in the chosen discipline, typically beginning junior year	not specified, begin in the first education course, typically freshmen year

UD has the lowest required number of professional credits required. This finding is the basis upon which we can implement new program requirements in terms of professional credits. The findings show room for courses to be proposed based on the results of the WL educator focus groups and the student teacher interviews.

The interviews I conducted with current student teachers showed a clear lack of connections or purpose of the required field placements prior to student teaching. The interview results also showed a desire for more content pedagogy courses and a more varied exposure to the professional field. The findings are presented in Table 2.

Table 2 Student Teacher Confidence Interviews

Themes	Sub-topics
Coursework	More language specific pedagogy courses
	Courses to begin sooner than junior year
	Strengthen connection between coursework and professional assessments and professional work
Field experiences	More structure needed in field experiences
	More varied field experiences
	Earlier field experiences
Support within FLed program	Importance of program director
	More opportunities for social interaction with other FLed majors

These findings informed the development of the course for all freshman language majors, and will also inform changes made to the field placement already in place in our undergraduate methods course.

The final improvement currently underway, is the development of a course designed to increase retention in the foreign language education major, to recruit students to the major, and to address the needs of first year foreign language majors. The course will encompass first-year seminar objectives, along with basic fundamentals of language learning. Students will explore what it means to learn language collaboratively, and across a variety of cultural contexts. Students will also participate in a field experience, visiting a local dual language immersion school.

The course will focus on students' own language learning and its relationship to instruction. The objectives of this course will be the following:

1. gain basic understanding of the processes of second language learning in a classroom

2. understand wide issues surrounding classroom second language learning
3. relate understanding of the processes of second language learning to their own language learning
4. develop the ability to think critically about findings in second language classroom research.

Aside from the need for more foreign language educators, this project has a number of implications for all students majoring in foreign languages. The majority of foreign language majors are not required to take any course that touches on the fundamental basics of how languages are learned. General models of first and second language learning are not part of the foreign language curriculum, nor is an overall understanding of how learning happens. This course will give those students who are majoring in FLed early access to the FLed faculty, and an early field experience.

The student and teacher responses have communicated to me how valuable input from these two populations really is in terms of program development. Both groups noted the need or desire for program components that literature touts as “best practices”. From varied and early field experiences to courses that address pedagogical concerns such as classroom management the ideas brought forth from the focus groups and student teacher interviews align with the ideal components of effective teacher preparation programs found in the reviewed literature.

In-Service Teacher Support

The World Language Educator Open House really opened the door to interaction with WL educators and professional organizations in Delaware such as DECTFL, and the Teacher Leaders Network. The event took months of planning and the collaborative effort of many individuals in the DLLC. The support received from UD's Partnership for Public Education and Dr. John Pelesko was instrumental in making the event a success. The event was well attended and gave many UD faculty the opportunity to interact with their K-12 counterparts.

It was from this event that I began working with members of DECTFL on the collaborative professional development program, and began having exchanges with individuals concerning the current landscape of the WL classroom. These exchanges led to the development of several artifacts presented in this ELP. The white paper on FLC's was a direct result of the DECTFL's desire to work with, and not simply learn from, UD. The following FLC proposal was developed over several months with input from members of both DECTFL and the FLEAC group. While there are no outcome results from this project, it has garnered support from the DEDOE and we are looking to make it a yearly series with modification to topics and structure. The current series will be framed by a recently published book by one of the leading scholars in second language acquisition (see Appendix E).

The WL educator focus groups, held as a direct result of my contact with K-12 language educators, yielded some interesting information. The majority of time

during the focus groups was spent discussing teacher preparation and building excitement for students to continue their language study (see Appendix H). Since most of the discussion time was dedicated to these two topics I realized that current educators would like to have a say, or at least be aware of what is being presented in the teacher preparation programs.

Here are the results I observed:

Table 3 Focus Group Interview Themes

Themes	Sub-topics
In-school support	Appropriate mentors
	Push in support for special education students
	Funding for language related activities, field trips, clubs etc.
	ARTC candidates struggle
Preparation of teachers	More varied field experiences
	More coursework in special education and classroom management
	Funding for students pursuing FLed
Support for professional development opportunities	Better opportunities that are content specific
	Funding for substitutes in order to visit other classes, participate in PD, travel
	Better advertising of opportunities
Involvement of UD	Host events for K-12 students
	Visit local schools that have World Language activity clubs

Having more current educators serve as field placements for observations and student teaching is one way to increase the level of communication between K-12 and UD. Continued contact with UD for K-12 educators and their students also seemed to be a priority. The recommendation of hosting field trips and events will be taken to

the FLEAC group and also discussed at our first fall 2018 department meeting. I found that using a focus group was an effective way to gather information and to increase reflection among the K-12 educators about their role in mentoring, curriculum design and implementation, and supporting pre-service teachers.

Finally, there is now a clear understanding in the ARTC program that the methods of language teaching and learning are very unique and something that candidates will not get in a general methods of teaching course (see Appendix J). I have worked with the ARTC program director in several capacities and we continue to work together to implement this course which will be offered in the spring of 2019. The course will subsequently move in the ARTC schedule to be the first course required by WL teaching candidates. The course will begin a permanent rotation in the fall of 2019.

Increasing Enrollment in the FLed Program

The unobservable improvement to the enrollment in the FLed program is overshadowed by the immense progress made in addressing the two aforementioned goals. I am confident that the relationships built in order to address support for pre-service and in-service teachers will have an effect of enrollment numbers.

Demonstrating UD's commitment to WL education in the state and sharing with stakeholders the vision we have for the future will lead to maintain and strengthening the relationships that have been cultivated. This in turn will help to build a teacher

preparation program that is in strict alignment with best practices and will create a reputation for developing strong WL teachers.

Chapter 5

REFLECTION ON IMPROVEMENT EFFORTS

Reflecting on the work I have done in the past year, I feel as though I have laid a solid foundation for reaching my three outlined goals. Because of my unexpected start with the FLed program, and the timing of the change in leadership, I feel I had a unique opportunity to formulate a plan to ensure the success of the program. Our new FLed director has been quick to learn about the program, and is eager to find ways to improve upon what is currently in place. Because of her willingness to explore new ideas, I was able to conduct a fair amount of research, and make recommendations concerning the academic program components, the social aspect of being a FLed major, and UD's involvement with K-12 students and educators. I sincerely trust that this work will inform the ideals and principles of the FLed program, and its faculty.

Reflections on Teacher Support

What was most encouraging was the eager participation of WL educators in the focus groups and needs survey. Based on the information I gathered from teachers, I believe I found out more about their opinions on teacher preparation than their actual needs as educators. Perhaps this is due to a long-standing feeling of marginalization by UD, or their sincere desire to have a say in the teacher preparation program due to their own experiences.

While encouraged by the overall participation, I am left wondering how many will commit to the year-long professional development program. Although many

expressed a desire to work with UD, an equal number noted their disdain for being “taught” by UD. The collaborative model of PD may be just what the State needs to unite the language educators of both K-12 and UD, with common goals.

The PD program planned for the 2018-2019 school year has garnered much support and excitement. I have been working with the State Director for Language Acquisition and the model proposed is one that has his full backing. Because we both believe that teachers love, and learn from, watching great teachers teach, the state director has offered to pay for substitutes of the PD participants. This will afford the K-12 participants time to come observe language classes at UD. The offer also indicates the State’s endorsement of our model of PD.

I believe I was at least marginally successful in trying to understand teacher needs. I say marginally successful because I do believe that I have gained some insight what teachers want, but I still feel deficient in my knowledge of what they need. For example, if I was asked to motivate an otherwise un-engaged teacher to participate in our collaborative PD, I am skeptical that I would be successful. The concerns raised by members of DECTFL were that only the same teachers would participate in this PD as in other state organized events. There is a small population of teachers who consistently look to improve upon their practice, and these teachers are generally seen as those who need the least amount of help. I think it takes a skilled educator to teach any student, and a skilled leader to motivate the un-motivated. Just as it is more difficult to teach high-needs students, I think I am far from being able to reach the most challenging teachers. Moving forward, I need to find out more about

teacher motivation to improve. Knowing this would help me advance my own practices as I attempt to work with less amenable teachers.

Reflecting on this challenge from another lens, I began to see the importance of how UD positions itself relative to the K-12 educator. If we truly want to support teachers we need to position ourselves as co-creators and peers in the educational process rather than as experts on all things language teaching related. Building relationships with educators and schools is invaluable and can help change the view of the University as an authoritative overseer to that of a partner.

Reflections on Improvements to the Foreign Language Education Program

Making changes to the FLed program is where I see the most room to effect change, but I must note that this is probably the easiest place to effect change. Housed within my own department, making subtle yet impactful programmatic changes will not be a difficult task. We all know our numbers have been dwindling, there is no denying those facts. However, although our faculty acknowledge this decline in majors, and desire to improve the program, they are too busy with their own teaching assignments and research responsibilities. Because all my recommendations were grounded in research, the FLEAC members have been supportive of my work and I believe everyone will be willing to try new ideas and implement new components to see if we can affect the number of students staying in the major, and to increase the satisfaction of those students.

Implementing the recommended changes has the potential to effect substantial change in the State of Delaware. With the increase in immersion programs the need for teachers is also increasing. The University is in the unique position of housing the only Foreign Language Teacher preparation program in the state. We therefore have the opportunity and the expertise to touch upon all facets of language education.

What I Would Have Done Differently

If I were to be asked what recommendations I had for others who were trying to solve a similar problem, I would tell them to gather as much information from as many resources as possible. Having a wide knowledge base and a solid understanding of the problem through a variety of lenses is extremely important. There may be clear indications from research of what direction to take when addressing a problem, but things are not always that simple. Understanding the problem from the view of the student, the program faculty, the University, and the current professionals in the field could have given us a broader understanding of the problem and more ways to effect change. Given more time and resources, I would talk to the FLed program faculty, reach out to recently graduated students, speak with more current professionals in the field, and interview those who left the major. Furthermore, I would engage in an in-depth analysis of the ARTC candidates and why they chose to pursue teaching a language after getting a degree in another field.

I have witnessed many FLed students go through the program, only to stop short of student teaching. These students essentially graduate with enough knowledge to become teachers, but do not qualify for certification and licensure. That is why I believe that if I really want to improve the FLed program and teaching in the state, I need to find out what motivates individuals to become teachers and what motivates those leaving the major and the profession.

From a technical standpoint, I would have found a global framework for instruments creation. I relied on my knowledge and the knowledge of FLEAC to address program specific ideals in the surveys and interviews. It is good to know if what we aim to achieve does or does not happen, but it would be better to use a global instrument that can provide us with a comparison or benchmark to other programs to further inform our initiatives.

Next Steps

I believe that in order to improve the program and reach our long-term goals, it will be important for the FLEAC members to engage in constant self-assessment. I further recommend that we develop a system of data collection and compilation of resources that will allow current and future FLed faculty the access to information that can help us improve upon our courses. Continuing with student teacher interviews and maintaining relationships with current WL educators is also necessary to improve program retention.

Chapter 6

REFLECTION ON LEADERSHIP DEVELOPMENT

My Growth as a Scholar, a Problem Solver, and a Partner

My motivation for pursuing a doctorate degree was both personal and professional. At the time I began the program, the only leadership roles I held were as a classroom teacher and as a mother. I had been working at UD as an Instructor of Spanish for over ten years, but experienced only modest professional growth as a teacher. While my journey to become a better scholar, problem solver and partner took longer than some to begin, the outcomes have far surpassed what I had originally hoped to accomplish. I have grown immensely, as a result of embarking upon this journey.

Academically this program has made me much more skilled at finding solid, peer reviewed, high quality research, and understanding the importance of that research in decision-making. I have learned how to use data and outcomes in decision-making and planning. I have learned the importance of reflecting and re-reflecting upon a problem prior to making any decisions. I have learned just how critical it is to take a scholarly approach to any change or improvement initiative, and how equally important it is to be able to explain those research-based decisions to all stakeholders.

As an educator, I was often subjected to unilateral decisions made about curriculum, grading practices, and other components that affected my classroom

autonomy. As a young and unskilled novice teacher, I came to appreciate, in a way, the un-burdening of decision making and I was happy to follow the status quo. As the years passed and I gained experience, I found my voice and my identity as a teacher. It turned out that my novice instincts had not always been wrong. While I may have been a quiet follower at one point, now, as a leader, I value the opinions and ideas of my colleagues, no matter their years of experience or level of training. Collective decision making not only creates a sense of unity among stakeholders, but also make for better informed decisions that are more likely to be followed and implemented with fidelity.

My Growth as a Leader

I now define leadership in a much different way than before I began the doctorate program. While I do believe that some personality traits inherently lend themselves to leadership, I have come to realize that learning about leadership and how leaders are able to make a significant impact, is really what makes for a great leader.

I will close this chapter with my final reflective question and thoughts on what we, as educators of future educators, should be pondering. “Where does it begin and where does it end?” I propose that there is no beginning or end to educating educators. Teacher preparation encompasses pre-service and in-service teachers so it can be argued that there is no pinpoint to determine when preparation begins. The relationships may change, but the ultimate goal is the same; supporting educators to ensure the best possible outcomes for our students, who are our future.

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Appendix A

ELP PROPOSAL

Overview

The University of Delaware (UD) has seen a severe decline in foreign language education (FLed) majors in the last ten years. While this problem is consistent across many institutions, the fact remains that there is an urgent need to address and remediate the lack of FLed majors at the University. This need is only made more critical by the fact that the only foreign language teacher preparation program in the State resides within UD.

According to a report by the U.S. Education Department Office of Postsecondary Education, Delaware has experienced a consistent teacher shortage in foreign languages since the 2002-2003 school year. This of course speaks to the need for more foreign language teachers, but the struggles in finding, preparing, and retaining these teachers must be investigated. Data from the Department of Languages Literatures and Cultures (DLLC) shows a shrinking population of majors going into the FLed program and an even smaller percentage staying in the program. There was a 95% decrease in students graduating with a degree in Foreign Language Education between 2008 and 2017. This unfortunate trend is replicated in a large number of secondary education majors. According to a policy brief prepared by UD's Partnership for Public Education, the decreased number of students entering teacher preparation programs in Delaware appears to be worse than the

national situation. The report also highlights that Delaware school districts reported the areas of critical need, such as foreign language, high school mathematics and science, and special education, had the least number of high-potential applicants during the 2015 hiring season.

The DLLC has seen some recent changes in the Fled program faculty due to the retirement of the program director. A new director was hired and the Foreign Language Education Advisory Committee (FLEAC) was expanded to seven members. The re-invigorated team is motivated to make any necessary changes to the program to increase interest and retention. The focus of this Educational Leadership Portfolio (ELP) is to address the changing landscape of teacher preparation and support with the development of structured partnerships between the UD and Local Education Agencies (LEA's).

Organizational Context

The University of Delaware is a state assisted, privately governed major research university with a large number of graduate programs and clear dedication to high quality undergraduate and professional education. With the main campus located in Newark, Delaware, a secondary campus used as the research and teaching headquarters for marine sciences and oceanography is located in Lewes, Delaware. The University of Delaware also has an Associate in Arts program which operates on three campuses in Wilmington, Dover and Georgetown. According to the University

of Delaware website, the school is host to just over 18,000 undergraduates and approximately 4,500 graduate students. The school's Commitment to Delawareans assures admission to all Delaware residents whose academic records predict success, and about 65 percent of those students will be accepted (University of Delaware n.d).

The University's mission statement highlights the fact that, "University faculty are committed to the intellectual, cultural and ethical development of students as citizens, scholars and professionals. University graduates are prepared to contribute to a global society that requires leaders with creativity, integrity and a dedication to service." (University of Delaware n.d). Furthermore, the DLLC mission statement clearly identifies a department goal to "Work with the School of Education to prepare foreign language teachers for the schools of Delaware and nearby states, and collaborate with the Delaware Department of Education to facilitate articulation between secondary and post-secondary foreign language in the State." Further investigation into departmental meeting minutes revealed several suggestions that the DLLC should support the foreign language curriculum in the state and increase contact with secondary language educators.

The guiding principles of Delaware's Path to Prominence strategic plan have continued to guide the Delaware Will Shine initiative that was approved by the board of trustees in 2015. This document outlines seven "grand challenges" and the five strategic initiatives UD proposed to address the "grand challenges". Members of the University community are called to engage in the strategic initiatives which include

“A Welcoming and Collaborative Campus Community”, “Innovative Education Design”, and “Community Engagement” among others.

The words “cultural” and “global” recurrently appear in the recent initiatives and mission statements, indicating their significance in the identified areas of need. These words, the definitions behind them, and all they encompass, are in essence what foreign language teachers impart to their students daily.

Organizational Role

Throughout my 13 years as a faculty member at the University for Delaware I have seen my role in the Department of Languages Literatures and Cultures change in a number of ways, but none were so drastic as the changes that took place in the spring of 2017, during my last semester of coursework in the Doctorate of Educational Leadership program.

The most recent expansion of responsibilities began in the spring semester of 2016 when I was asked to serve on the Foreign Language Education Advisory Committee (FLEAC). The Foreign Language Education Program Director had recently retired and the FLEAC committee was expanded to seven members. During the interim director’s tenure, a search began for an assistant professor of Spanish and Applied Linguistics whose main responsibility would be serving as program director for the language education major.

In the year prior to securing a new director, I was in constant contact with Dr. Lees, who offered support and served as a great source of information about all things related to the major, including the advisement of students. My understanding of the major and of the process of teacher preparation in Delaware was furthered by my contact with organizations such as the Delaware Association of Colleges of Teacher Education (DACTE) and my own research into the requirements of the program. I have had the opportunity to review accreditation reports, and to contribute to the reports our program has submitted to the Council for the Accreditation of Educator Preparation (CAEP) and the American Council on the Teaching of a Foreign Language (ACTFL). I have been involved in the creation of new rubrics for assessments, and the adjustment of existing rubrics used for our accreditation reports. I also served as the primary adviser to 5 Fled students, assessing their e-portfolios and providing advisement in course selection.

In the spring of 2017, I was asked to teach two foreign language pedagogy courses due to an emergency leave of absence taken by a colleague. At the end of that semester I was invited to officially continue with the teaching of pedagogy courses in language education. My experiences as the teacher of a methods course, the language education capstone course, and the advisement of students, have afforded me the opportunity for close interaction with our majors. Through my new teaching responsibilities, and through my coursework in the doctorate program, I have developed a network of contacts in the Office of Clinical Studies, the Delaware Center for Teacher Education and the School of Education. Having this network of

individuals, and the increased knowledge of secondary education practices and needs, positions me very well to undertake the project proposed in this ELP.

Problem Statement

There is a pressing need to increase the number of students pursuing a degree in foreign language education. Developing a sustainable partnership plan to provide effective and continual support of both in-service and pre-service teachers may hold the key for foreign language teacher recruitment and retention (Robbins and Stein, 2005). A plan to address the needs of pre-service teachers, in-service teachers, students, and the University of Delaware will be developed using findings from teacher education literature.

In a letter dated August 24th, 2017 (see Appendix A.1), two representatives of the Delaware Council on the Teaching of Foreign Languages (DECTFL) discuss the desire language educators have to increase contact with UD. Unsure of how to undertake this venture, and noting its importance due to the developments in the state with regard to state expectations, language acquisition goals, and teacher preparation, the representatives of DECTFL requested a meeting with the language chair. Unfortunately, the letter was not-received and was therefore left unanswered until I, through contacts made at the World Language Educator Open House, learned of this letter and addressed the authors directly. The DECTFL members are hoping for “enhanced coordination between our organizations to support vertical articulation

between primary, secondary, and post-secondary schools, in keeping with the goals of the Department of Education. DECTFL believes that it would be mutually beneficial for our organization, which is the representative of foreign language teachers in our state, for the leadership of the State of Delaware, and for the University of Delaware to collaborate on how we can continue to improve language education in our state.”

Areas of interest noted by the authors of the letter include students reaching higher levels of language proficiency, promoting the continuation of language study by their students in higher education, and the encouragement of those who study languages to become teachers in the state. A meeting held on November 16th, 2017 between myself and the two representatives. I am hopeful that during this meeting we can each outline our visions of what a partnership would entail and can move forward with support from our respective institutions.

Further emphasis on the importance of teacher preparation and support came in the form of a white paper, written by Drs. John Pelesko and Laura Glass, examining the need to strengthen teacher preparation programs at UD. Three challenges were defined: ensuring a robust, aligned supply; ensuring a diverse teacher workforce; and ensuring excellence in the teacher’s career life cycle. While each school district may have needs that vary in terms of teacher shortage, all Delaware districts report foreign language as an area of need. Furthermore, foreign language has been identified as a critical area of need by the federal TEACH grant program indicating the national level to which the foreign language teacher shortage has reached.

Research has shown that widespread partnership programs have improved the preparation of pre-service teachers, and have increased high school completion rates and college access for underrepresented students. Magiera and Geraci (2014) conducted a study based on a 22-year rural school–university partnership that served students with disabilities and at-risk students. The researchers evaluated participant responses in regard to benefits for stakeholders and why they believed the program had such longevity. Themes that emerged from responses included “increased academic benefits for students and teacher candidates” and “interpersonal benefits for all stakeholders” (Magiera & Geraci, 2014, p. 14). In addition, Parker et al. (2012) claim that both K–12 and university participants can benefit from a collaborative partnership. In their study, not only did K–12 teachers and teacher candidates gain real-world experiences to apply to learning and teaching, but university faculty also benefitted from opportunities for producing scholarly works during the process (Parker et al., 2012). Fostering relationships between K–12 educators and university faculty can provide mutually beneficial opportunities for growth and the support of quality education. Partnerships are the key to developing innovative modes of instruction, professional development, scholarship, and new educational initiatives.

Improvement Goal

The review of the literature on effective teacher preparation programs and support for current in-service educators guided me to create a theory of action (see figure 2) to support my two overarching goals.

1. To increase support for in-service teachers and improve retention of pre-service teachers.

2. To increase the enrollment in the FLed program by developing partnerships with LEA's, and with professional organizations such as the DECTFL.

Based on research and current practice in schools such as the Pennsylvania State University and The University of Michigan Ann Arbor, curricular adjustments in UD's FLed program need to be investigated. Proposals to adjust coursework, meant to support and retain pre-service teachers, will also consider the data gathered from surveys, interviews and focus groups. By creating partnerships with LEA's, the University will have access to a variety of placement options for the field experiences of our majors. Research indicates that effective teacher preparation programs provide early and frequent opportunities to practice in the field (Larson, 2005). Exemplary teacher preparation programs provide ample opportunities for the practical application of theory, in appropriate settings, through clinical practice prior to student teaching (Larson, 2005). Studies have shown the importance of creating carefully constructed field experiences that are coordinated with campus courses. These experiences are more influential and effective than the disconnected field experiences that have

historically been dominant in teacher education (Darling-Hammond, 2006; Tatto, 1996).

Building relationships with individual educators, schools, and professional organizations such as the DECTFL will increase UD's opportunity for field placements and will aid in keeping up-to-date with developments in WL education happening at the state level. The DECTFL members represent a wide variety of languages and schools, including public, charter, private and parochial. The partnerships will keep in mind the five principles that have guided UD's strategic initiatives:

-Delaware First: The preference for teachers to work close to where they grew up is a distinct characteristic of teachers. The implications of these tendencies are far reaching. Schools that are traditionally hard to staff will have a deficit that continues to grow if there are no concerted efforts within those individual schools in terms of teacher support and student recruitment to the profession.

-Diversity: Two counties in the state of Delaware are at a geographic disadvantage when it comes to accessibility to UD's main campus. These two counties can serve as a great source for recruiting a diverse student population into the major, including some heritage speakers of Spanish, a population well positioned to become secondary language, and immersion school teachers. Educating the "global" citizen cannot happen without a "global" teacher workforce.

-Partnerships: We will create loosely coupled partnerships, with each LEA having the independence to determine their desired level of engagement and priority of needs.

-Engagement: Students participating in clinical experiences and learning activities in local schools will have a change for more formal engagement with language educators and students in the state.

-Impact: Partnership activities will hopefully impact the landscape of language education in the State, along with improved achievement in low-performing schools

Our overall goal is to produce enough world language educators to staff Delaware schools through the simultaneous renewal of schools and teacher education programs.

1 **Planned Artifacts**

2 Table 1

3 *Artifacts*

Number	Artifact	Type	Audience	Description	Status	Timeline
1	Literature Review	Literature Review	Committee / DLLC / FLEAC	This artifact summarizes the literature surrounding effective teacher preparation and K-16 partnerships, to inform the development of partnerships.	Revise as deemed necessary	Complete
2	Event summary		Committee / DLLC / FLEAC	This artifact describes an open house event that I organized for all World Language educators in the state of Delaware. Data analysis is included about the survey which was distributed along with the invitation.	Revise as deemed necessary	Complete
3	Development of a Faculty Learning Community	White Paper EDUC819	Committee / DLLC / FLEAC	This white paper makes the case for collaborative professional development to be planned between K-12 educators and UD faculty.	Revise FLC paper from EDUC819 include K-12 components	Will be completed by December 2017
4	Professional Development proposal	Proposal	Committee / partners	This artifact will inform the development of faculty learning communities as a form of year-round professional development.	Needs to be revised and expanded	Will be completed by the end of March 2018

5	Curriculum Analysis		Committee / DLLC / partners	This curriculum analysis will inform the DLLC and FLEAC about the degree to which our teacher preparation program courses align with other language education programs in nearby universities identifying the areas of alignment and the gaps that exist.	Needs to be created	Will be completed by the end of March 2018
6	Survey of students who will student teach in the spring of 2018	Survey and interview results	Committee / DLLC / FLEAC / partners	Students' perception of preparedness in the semester prior to student teaching will be assessed. Students' perception of preparedness during the semester during student teaching, while enrolled in the capstone course, will be assessed and then compared.	Needs to be created	Will be completed by November 2017
7	Focus group	Interview of current K-12 language teachers	Committee / DLLC / FLEAC/ partners	This artifact will report on the needs of current WL teachers. It will inform curricular changes and PD opportunities.	Needs to be created	Questions will be completed by January 2018
8	Course Proposal	Grant for funding	Committee / FLEAC / DLLC	This course proposal will address the needs of first year foreign language education.	Needs to be created with feedback from FLEAC	Will be completed by the end of March 2018
9	Course Proposal	For ARTC candidates: Methods of teaching	Committee / DLLC	This artifact will inform the development of a methods course for ARTC candidates who are seeking to be language educators.	Needs to be created	Will be completed by the end of April 2018

10	Website for all practicing teachers and interested students	Website from EDUC639: Computational Thinking	Committee / DLLC / prospective students / current students	This artifact is a website that will serve as a promotional space where interested students and practicing teachers can come to learn about the faculty and the language education program.	Needs to be revised / updated	Will be completed by the end of April 2018
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Artifact Narratives

Artifact 1: The literature review studies research regarding effective teacher preparation programs and methods of support for current in-service educators. Studies relating to best practices, most mutually beneficial models, and the outcomes of school-university partnerships, can inform the development of partnerships between UD and LEA's.

Artifact 2: On October 5th the DLLC hosted a World Language Educator Open house for all language teachers in the state of Delaware. The purpose of the event was planned to inform educators of the undergraduate and graduate offerings UD has for language study, to offer information about admissions procedures and financial resources for Delaware students and it served as an opportunity for us to find out more about educator needs. A survey concerning educator needs was distributed along with the invitation and the responses were analyzed. This event was a first step in connecting with k-12 language teachers and we hope it will lead to further collaboration, and increased support for language educators and students in Delaware schools.

Artifact 3: White paper about the development of a Faculty Learning Community (FLC). This paper makes the case for collaborative professional development between K-12 educators and UD faculty in the form of a FLC.

Artifact 4: This professional development plan offers a model which utilizes essential components of a FLC as described in the white paper. This artifact describes the development of the year-round FLC that is planned for the 2018-2019 academic year.

Artifact 5: The curriculum analysis will inform the DLLC and FLEAC about the degree to which our teacher preparation program aligns with other language education programs in universities, identifying the areas of alignment and the gaps that exist. This analysis guides the proposal of curricular adjustments as well as the proposal of a new course.

Artifact 6: The survey and interviews with student teachers will seek to understand the degree to which students' feel prepared for teaching during the student teaching semester. Students' perception of preparedness in the semester prior to student teaching will be assessed and then compared to their perceptions of preparedness once their student teaching placement has begun. This artifact will inform us of the gaps that exist in preparing pre-service teachers for the realities of the classroom.

Artifact 7: This artifact will report on the needs of current world language educators. The report offers a view of what gaps in support and in preparedness exist for current teachers.

Artifact 8: This artifact will contain a course proposal and a grant for funding the development of a course designed for all freshmen language majors at UD. The proposal will be informed by the literature reviewed, and the report prepared by Dr. John Pelesko for the University Council on Teacher Education.

Artifact 9: This artifact will propose a methods of teaching course that is specific to foreign language teaching for candidates in UD's ARTC program. The course for ARTC candidates can be taken as a seminar or for graduate credits.

Artifact 10: This website will be used as a promotional tool for interested future educators to learn more about the program and the FLed faculty

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Appendix A.1

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Charter School of Wilmington
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August 24, 2017

Dr. Jorge Cubillos
Chair, Department of Languages, Literatures and Cultures
University of Delaware
30 E. Main Street
103A Jastak-Burgess Hall
University of Delaware
Newark, Delaware 19716

Dear Dr. Cubillos:

I, Andea F. LaCombe, am writing on behalf of the DECTFL (Delaware Council on the Teaching of Foreign Languages) in the hope of establishing a conversation about how our organizations can work together to benefit the future of World Language study in the State of Delaware at all levels of education.

In the last decade, there have been dramatic developments in our state in terms of language acquisition goals, state standards expectations, and teacher preparation. We see an opportunity for enhanced coordination between our organizations to support vertical articulation between primary, secondary, and post-secondary schools, in keeping with the goals of the Department of Education. DECTFL believes that it would be mutually beneficial for our organization, which is the representative of foreign language teachers in our state, for the leadership of the State of Delaware, and for the University of Delaware to collaborate on how we can continue to improve language education in our state. For example, we are interested in how we can support students in reaching higher levels of language proficiency, promote continuation of language study at the university level, and encourage greater numbers of those who study languages to go on to become language teachers in our state.

If the University is agreeable, DECTFL would like to set up a time to meet to discuss these topics and others at a mutually convenient location and time. Please feel free to contact me at alacombe@charterschool.org or 302-588-0146.

Respectfully submitted on behalf of the DECTFL,
Andea F. LaCombe

Appendix B

TEACHER PREPARATION AND SUPPORT: WHAT WORKS

Introduction

Concerns over teacher effectiveness and teacher shortages have brought to the forefront the need to restructure how teachers are developed, supported and retained in the profession. Teachers are tasked with providing children the cognitive, social, and behavioral tools to enable them to become capable and contributing members of society. Just as children and families rely upon those who teach them, districts, schools and teachers rely upon those who train the teachers. The important function of educators, the preparation of teachers, is of great importance to our society as a whole (Ambe, 2006; Darling-Hammond, & Baratz Snowden, 2005, Wise & Leibrand, 2000).

In this review of literature, existing and relevant literature is examined relating to characteristics of effective teacher preparation programs and professional support for practicing teachers. Table 1 displays the basic organization of the review of related literature.

Table 1:
Organization of the Literature

Topics	Subtopics	Key References
Characteristics of effective teacher preparation programs	Classroom management Engagement and motivation Diverse learners Content and pedagogy Field experiences Continued professional growth Meaningful collaboration	Bruning, 2006 Darling-Hammond, 1999 Darling-Hammond & Bransford, 2005 Jacobs, 2001 Larson, 2005 Perry & Taylor, 2001
Professional support for practicing teachers	Partnerships Mentoring Professional Development	Barnes, Crowe, & Schaefer, 2007 Burk & Eby, 2010 <i>Darling-Hammond</i> , Andree, Richardson, Orphanos & Wei, 2009 Ermeling, 2010 Joyce and Showers, 2002 Russell & Flynn 2000 Sutcher, Darling-Hammond & Carver-Thomas, 2016 Waddell & Brown 1997

Colleges and universities have the continuous challenge of assuring their teacher preparation programs provide the necessary components to develop well-prepared teacher candidates. New teachers today must meet more rigorous professional and content standards that previous generations of new teachers; they must be prepared to teach a standards-based curriculum to a diverse student population (Darling-Hammond, Bradford, & LePage, 2005). New teachers also need a transitioning period into the profession with job support systems and ongoing professional development (Gilbert, 2005).

Characteristics of Effective Teacher Preparation Programs

Teacher preparation programs have the ethical and professional responsibility to assure the public that they are preparing effective teachers for U.S. schools.

Darling-Hammond (2002) found that teacher preparation is a stronger associate of student achievement than class size or school spending. But what constitutes effective teacher preparation? A search using the terms “effective” and “teacher preparation” yielded dozens of empirical articles on the issue. An examination of the literature indicates that there is a fundamental body of knowledge that teacher candidates need to be familiar with. The literature identifies seven components that can be grouped into two general categories, curriculum and professionalism.

Curriculum

Teacher education programs help introduce pre-service teachers to the need to see beyond just one perspective (Darling-Hammond, 1999). A teacher must understand unique learner needs and provide the best possible learning environment for each student. Skills in classroom management, motivation and engagement, the understanding of diverse learners, knowledge in content and pedagogy, and field experiences must all be connected together to develop and prepare teacher candidates.

Classroom Management. According to Perry and Taylor (2001) some universities have claimed the only way to gain classroom management knowledge is from classroom experience and “on the job” training. This has led to inconsistencies in how university programs teach classroom management to pre-service teachers (Perry

& Taylor, 2001). Classroom management instruction occurs through many avenues, including a stand-alone classroom management course, methods courses, field experiences and student teaching (Darling-Hammond & Bransford, 2005). As stated by Liu and Meyer (2005), many traditional teacher education programs lack coursework in classroom management instruction. These programs emphasize subject matter and content knowledge, but provide little instruction for managing behavior issues (Liu & Meyer, 2005). Student teachers and beginning teachers often feel less prepared in dealing with classroom management issues than content issues (Perry & Taylor, 2001).

Classroom management is a key factor in creating a learning environment conducive to student growth and achievement. According to Barbetta, Norona, and Bicard (2006), a classroom that lacks boundaries and is subject to frequent disturbances can prevent students from engaging in the learning process. Beginning teachers must develop classroom management skills to avoid losing valuable instructional time.

Motivation and Engagement. Teacher education programs should be exposing students to a variety of motivation and engagement theories. “Research consistently shows that it is . . . the teacher who creates an engaging and appropriate learning environment that translates into student learning” (Bruning, 2006, p.1). Just as individual student learning needs are quite diverse, so too are motivational factors. It is important for the pre-service teacher to understand and be aware of the approaches used to motivate students (Minor et al, 2002).

Diverse Learners. Many pre-service teachers have had few interactions and experiences with students from diverse backgrounds (Jacobs, 2001). The landscape of schools today is far more heterogeneous than the one of a few years ago, and it continues to change. According to Jacobs (2001) teacher education programs must train pre-service teachers to acknowledge the cultural backgrounds with which students approach learning. The ability to see learners through a variety of lenses will aid in reaching diverse learners.

Content and Pedagogy. Minor et al. (2002) found that there is a direct positive correlation between teachers' content knowledge and their impact on student learning. A teacher's knowledge of the subject matter must be strong enough that they can present and engage with the material in a variety of ways to reach all types of learners (Minor et al., 2002).

Although content knowledge is important, teachers who are well prepared in pedagogy are better able to incorporate teaching strategies and respond to student needs (Jacobs, 2001). Jacobs (2001) found that the kinds of teaching methods that are presented in teacher preparation courses have a significant impact on what pre-service teachers do, once in the field. There have been many arguments regarding coursework in teacher education programs and most focus on the fact that the coursework is heavy on theory and light on practical application (Darling-Hammond, 1999). However, the research on teacher preparation programs by Darling-Hammond (1999) found that teachers who had a greater knowledge of teaching and learning were more highly rated and were more effective with their students, especially at tasks requiring higher order

thinking skills. Darling-Hammond, Bradford, and LePage's book (2005) emphasized the importance of making the curriculum in teacher preparation programs more research based with greater opportunities for practical application.

Field Experiences. A component often noted as a characteristic of an effective teacher preparation program is early and frequent opportunities to practice in the field (Larson, 2005). The National Commission on Teaching and America's Future (1996) indicated that many students complete their coursework before they begin student teaching and there were few, if any, connections made between theory and practice. Exemplary teacher preparation programs provide ample opportunities for the practical application of theory, in appropriate settings, through clinical practice prior to student teaching (Larson, 2005).

Research has clearly shown that field experiences are important occasions for transformational teacher learning rather than just opportunities for teacher candidates to demonstrate or apply things previously learned (Darling-Hammond, 2006; Zeichner, 2002). Two in-depth national studies of teacher education in the United States have shown that carefully constructed field experiences that are coordinated with campus courses are more influential and effective in supporting teacher learning than the disconnected field experiences that have historically been dominant in teacher education (Darling-Hammond, 2006; Tatto, 1996).

Professionalism

Professionalism in the field of education refers to the dispositions that a teacher must possess in order to be successful in the classroom. It encompasses, among other things, continued professional growth, and meaningful collaboration.

Continued Professional Growth. Aside from content and pedagogical knowledge, new teachers should also understand the importance of professional growth. Jacobs (2001) recommended that teacher preparation programs should have pre-service teachers reflect on their experience and how to put their knowledge to use. Understanding the importance of continued professional development, and a constant ability to reflect on and adjust teaching methodologies were noted as an important skill for new teachers. (Bruning, 2006).

Meaningful Collaboration. Working with fellow teachers and other members of the education community serves as an opportunity for growth. Pre-service teachers must learn how to work and communicate appropriately with colleagues, administrators, parents and other members of the community (Darling-Hammond, 1999). Berry (2005) noted that the ability to communicate with parents is viewed as a quality of a good teacher. Acquiring exposure to such interactions can demonstrate appropriate behavior to the pre-service teacher.

Professional support for practicing teachers

The beginning years in a classroom are crucial for educators as this is the time where the greatest evolution in teachers' skills occurs (Rivkin, Hanushek, and Kain 2005; Rockoff 2004). The Carnegie Foundation for the Advancement of Teaching

designates the beginning years of teaching as the “make or break” stage (Headden, 2014). Research has shown a large number of teachers leave the profession during their first three years on the job (Darling-Hammond & Sykes 2003; Boyd et al. 2008).

A search of the terms “new teacher support” and “teacher support” produced articles with across which several underlying interventions can be seen. The interventions found included a variety of forms, but all originated from mentoring and professional development through strategic partnerships.

Mentoring

Acclimating new teachers into the profession is a critical component to sustain and retain newly hired and/or first year teachers (Lambert, 2003). School districts use practices such as mentoring and coaching to transition new teachers into the profession (Bond & Hargreaves, 2014). Research suggests that these practices can aid with new teacher turnover when implemented well (Barnes, Crowe, & Schaefer, 2007).

The beginning years in a classroom are crucial for educators as this is the time where the greatest evolution in teachers’ skills occurs (Rivkin, Hanushek, & Kain, 2005; Rockoff, 2004). The Carnegie Foundation for the Advancement of Teaching describes the beginning years of teaching as the “make or break” stage (Headden, 2014). Research suggests a growing number of teachers leave the profession during their first three years on the job (Darling-Hammond & Sykes 2003). Riggs (1997) claims that between 40% and 50% of teachers will leave the classroom within their first five years.

For school administrators, finding high quality mentors is a challenge, but the importance cannot be ignored when it comes to teacher recruitment, retention, and attrition (Sutcher, Darling-Hammond & Carver-Thomas, 2016). Mentoring programs falter for a host of reasons. These explanations can include the absence of suitable mentors, lack of sufficient time, or cost restraints that can burden the organization (Burk & Eby, 2010). When the pairing of a mentor and a mentee is well-matched, a strong and effective relationship can develop. However, when the mentor and mentee are mismatched, a negative mentoring situation can develop and have serious consequences (Burk & Eby, 2010; Sutcher, Darling-Hammond & Carver-Thomas 2016).

Professional Development

Professional development programs and teacher preparation programs should work together to support teachers across all career stages (Danielson, 2007). It is essential for formal professional development to be focused, which can be done through data analysis of teacher evaluations and through needs assessments (Wiener, 2014). According to Wiener (2014), giving teachers a voice in the process of shaping the types of supports they receive is an excellent way to ensure the teachers investment in those supports.

Over 90 percent of teachers participate in workshop-style training sessions during a school year and they have minimal exposure to other forms of professional development (Darling-Hammond et al., (2009). According to Darling-Hammond et al. the workshop model has a poor record for changing teachers' practice. Short, one-shot

workshops often do nothing to change teacher practice and have no effect on student achievement. This is due to of the lack of support during the implementation stage.

Initial attempts to use a new skill or teaching strategy are almost always met with failure. According to Joyce and Showers (2002), mastery comes only as a result of continuous practice despite awkward performance and frustration in the early stages. In a number of case studies, even the most experienced teachers struggled with a new instructional technique in the beginning (Ermeling, 2010; Joyce and Showers, 2002). In fact, studies have shown it takes approximately 20 separate instances of practice, before a teacher has mastered a new skill (Joyce and Showers, 2002). When professional development merely describes a skill to teachers very few teachers transfer it to their practice; however, when teachers are coached through the difficult phase of implementation, many can successfully use the skill (Ermeling, 2010; Joyce and Showers, 2002).

Partnerships

In several formal papers and reports (e.g. Holmes Group, 1995; Levine, 2006; National Commission on Teaching and America's Future, 1996) partnerships between K-12 schools and universities are noted as interventions that improve the quality of teaching of individuals. As opposed to seeing these interventions as a one-time series of events or a fixed number of contacts, teacher preparation through partnerships has been conceptualized as an ongoing, ever evolving process (Stephens and Boldt, 2004). Aside from the ability to leverage resources, personnel and expertise, school-

university partnerships pave the way for a more extensive view of teacher preparation, one that is beneficial to all involved.

Partnership defined. When used as a means to improve teacher preparation, and to support current teachers, partnerships should follow the definitions set forth in much of the literature on the topic. Skage (1996) describes a partnership as “an undertaking to do something together...a relationship that consists of shared and/or compatible objectives and an acknowledged distribution of specific roles and responsibilities among participants” (p. 24). Peters (2002) defines it as “a process that utilized resources, power, authority, interest, and people from each organization to create a new organization entity for the purpose of achieving common goals” (p. 56). Likewise, Waddell and Brown (1997) describe partnership as a wide range of inter-organizational collaborations where information and resources are shared and exchanged to produce outcomes that each partner would not achieve by working alone. Partnerships are often formed in response to a problem, shared vision, or desired outcome and depend on high levels of commitment, mutual trust, common goals, and equal participation.

Characteristics of Effective Partnerships. Analysis of the literature revealed a set of characteristics promoted by various researchers as necessary components of successful partnerships between K-12 schools and universities. These characteristics include the following:

- A shared vision and clear objectives among the participating educational organizations

- Effective communication among the participating educational organizations
- Respect for differences between the partners
- Continuous evaluation and use of data to determine and improve effectiveness
- Adequate resources to implement partnership activities
- An appropriate organizational model
- Committed and responsible members

There is general agreement in the research literature about the above characteristics being fundamental components of a successful partnership. For example, Galligani (as cited in Thorkildsen & Stein, 1996) found in his two qualitative studies of the curriculum enhancement projects participating in the California Academic Partnership Program from 1984 to 1987 and 1987 to 1990 a set of characteristics which contribute to effective partnerships. These include a clear establishment of goals, mutual trust and respect, sufficient time to develop and strengthen relationships, quality and commitment of individuals involved, periodic formative evaluation, and shared responsibility and accountability. Russell and Flynn (2000) also found many elements shared by effective partnerships, such as the willingness to listen to other partners, mutual respect, long-term commitment, frequent communication, and careful initial selection of partners.

Conclusion

The literature surrounding effective teacher preparation programs and professional support for practicing teachers provide an outline of ways the University of Delaware can become more involved. Our responsibility does not begin when teacher candidates walk into our classrooms and it does not end when those teacher candidates graduate from our program.

Russell and Flynn (2000) state that there are many reasons for collaborating, including “a sense of responsibility to address the issues and problems confronting society, creating links between action and inquiry, opportunities to interact with and provide support to a long-ignored population or community, development of common solutions to multiple problems, assuring readiness by teachers for the demands of the coming century,” (pp.198-199). Collaboration provides opportunities for universities to be responsive and begin programs that are beneficial to the university, K-12 schools, and students alike. Universities benefits include having a hand in making students better prepared to enter post-secondary education, access to research opportunities and service roles. K-12 school benefits include support from local universities, professional development opportunities and access to resources and expertise. The ultimate benefit to school – university partnership is student achievement.

Effective clinical educators are described as experienced teachers who engage in reflective practice and instructional supervision of teacher candidates over an

extended period of time, typically one year (Yendol-Hoppey, 2007; Castle, Fox, & Souder, 2006). A study conducted by Yendol-Hoppey (2007) determined that teacher education programs benefit when clinical educators embrace the role of teacher educator. The study concluded that well-trained teacher candidates scored higher on evaluations of content accuracy as well as classroom management. These results indicate a need for “teacher preparation that is deliberate and systematic in building connectivity between schools and universities so that teacher candidates can build connectivity between theory and practice” (Castle, Fox, & Souder, 2006, p. 78).

Russell and Flynn (2000) state that there are many reasons for establishing partnerships, including “a sense of responsibility to address the issues and problems confronting society, creating links between action and inquiry, opportunities to interact with and provide support to a long-ignored population or community, development of common solutions to multiple problems, assuring readiness by teachers for the demands of the coming century,” (pp.198-199). Partnerships provide opportunities for universities to be responsive and begin programs that are beneficial to the university, K-12 schools, and students alike. Universities benefits include having a hand in making students better prepared to enter post-secondary education, access to research opportunities and service roles. K-12 school benefits include support from local universities, professional development opportunities and access to resources and expertise. The ultimate benefit to school – university partnership is student achievement.

Creating school-university partnerships is a complex process, however the identified components for success clearly outline a model. Understanding differences, careful selection of partners, mutual respect, clear objectives, commitment, communication, and flexibility are all necessary ingredients to developing a worthwhile partnership. By combining these elements into the organization, policies and culture of the collaboration, partnerships will be effective and sustainable.

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Appendix C

WORLD LANGUAGE EDUCATOR OPEN HOUSE

Introduction

During the spring semester of 2017, I taught a course titled Methods of Teaching Foreign Language in Elementary Schools. While getting to know my small class of eight students, one common theme emerged among the group; each and every student had pursued language education as a major because of an outstanding experience they had with a language teacher in either middle or high school.

This is not a phenomenon unique to those pursuing language education degrees, but also a theme found to be common among a large number of students who continue with language study at the University of Delaware. It was during a conversation with a colleague about this very topic that the idea for the World Language Educator Open house was born. While discussing the vast shortage of language educators in the state, emphasis was placed on the fact that these world language (WL) educators are our “front lines” in terms of providing initial and long-term contact with a given language. I considered the idea that if more secondary language educators had contact with their UD counterparts and felt supported and inspired, it could increase enrollment in language courses across the board.

Purpose and Planning

The World Language Educator Open House was designed as a first step in creating a connection with current K-12 educators, administrators and other teacher leaders in the field of World Languages. In an effort to increase contact, and increase participation with language educator in the State, members of the Department of Languages Literatures and Cultures (DLLC) held a series of meetings to plan the event. An initial meeting between myself, the acting chair of the DLLC and the department's business administrator was held on June 28th to discuss the objectives and outcomes of the open house. It was decided that we would seek to work with the Delaware Department of Education (DEDOE), the Partnership for Public Education (PPE) and the School of Education (SOE). The objectives of the event were outlined as the following:

- the fundamental purpose is outreach to teachers and secondary students (creating a pipeline for future prospects)
- to strengthen the undergraduate and graduate programs in foreign language education in the DLLC
- to gauge interest in a master's program specifically for language educators
- to determine to what extent there is a need for a new master's program
- to determine current educator needs in the state of Delaware

A planning meeting with all parties involved was held on July 10th. In attendance were Dr. Jorge Cubillos, acting chair of the DLLC, Dr. Cristina Guardiola, director of graduate studies Dr. Gregory Fulkerson from the DEDOE, Arianna Minella from the PPE, David Hannah, academic support coordinator in the College of

Education and Human Development, Ariadne Lopez, business administrator for the DLLC, Elle Bornemann, administrative assistant for the DLLC, and myself.

Dr. Fulkerson provided some information about language teachers in the state of Delaware. There was discussion about the desire for continued education being strong, meaning teachers are interested in pursuing a master's degree and many are looking for online or hybrid options. In terms of language skills, teachers are looking to improve / maintain fluency, not many are looking to take courses in literature. Dr. Fulkerson mentioned that many teachers have attended a summer program at Southern Oregon University but they would prefer something closer. He also shared some estimated figures regarding language teachers in the state, claiming that approximately 60% of the 225 full time language teachers do not hold a master's degree. The immersion program needs were also discussed, not just staffing the immersion schools, but how to address the needs of those graduates once they enter high schools. Currently, high school teachers are not dealing with very high levels of proficiency and will need to accommodate the immersion students in the coming years. This growing population may increase teacher interest in pursuing a Master's degree specific to increasing proficiency and teaching to students with a higher level of language competence.

I created a survey and received feedback from Drs. Cubillos, Guardiola, and Brahm. Dr. Deborah Steinberger, director of French graduate studies and Dr. Meredith Ray, chair of the Italian section also provided feedback on the survey items. The survey was designed to collect demographic information and to determine

educator needs and interest in pursuing a master's degree (see Appendix C.1). The findings will be used to determine the proposal of future collaborations with K-12 educators, the proposal of professional development programs, and the proposal of a new master's program (see Appendix C.2).

Invitations to the event, along with a survey of educator needs, were sent via Dr. Fulkerson to his list of teacher leaders in the state on September 14th. I sent invitations to the chairs of world language departments in private schools located close to the University. These schools included Archmere Academy, Salesianum, Ursuline Academy, Sanford School, Caravel Academy and Wilmington Friends School. Additionally, I wrote to each language chair in the DLLC and invited them to attend and represent their language. The majority of the faculty responded with overwhelming positivity and support for the event.

Funding for the event was generously provided by the DLLC, Vista Higher Learning, the PPE, and Dr. John Pelesko. Folders were prepared for attendees with information for undergraduate and graduate programs in the DLLC, the annual report from the PPE, and information from the office of admissions. The folders also included a contact list for language chairs and other members of the DLLC, and for all presenters.

Description of the Event

The World Language Educator Open House took place on October 5th, 2017. In attendance were approximately 23 language educators, and five individuals with administrative roles from K-12 schools in the state. Presentations describing current undergraduate and graduate offerings in the DLLC were made by Drs. Cristina Guardiola, director of graduate studies and Persephone Brahm, director of undergraduate studies. Dr. Liz Farley-Ripple spoke about the work of the Partnership for Public Education, and its role in strengthening education in the State of Delaware. Tim Danos, Assistant Director of Admissions, provided information about the admissions processes and Reynaldo Blanco, senior Student Financial Services officer, shared information about financial programs and resources for Delaware undergraduate students and options for funding graduate study for current educators.

A reception followed in the Rollins Conference room of Jastak-Burgess Hall where many faculty members representing a large number of languages, spoke with the K-12 educators and school leaders. In the days following the event I was contacted by a few attendees with varying requests for information; some were seeking certification information, another was interested in pursuing a MA. Each request received a response and I placed some individuals in touch with the appropriate faculty member to answer their questions.

Conclusions and Recommendations

The results of the survey and the overall event have given the DLLC an idea of what WL educators look like in the State, and what the needs are surrounding interest in and ideas about a master's program. Responses also indicated possible needs surrounding professional development. The results of the survey items regarding program characteristics and skill acquisition in a master's program have provided the DLLC with enough information to develop a new master's program specifically for practicing WL educators, however the small sample size should be considered before proposing a new program. These finding can also be used to make adjustments to the current undergraduate program.

The open house created opportunities for UD faculty and K-12 educators to meet and connect. I believe we were able to demonstrate to WL educators that UD is committed to developing a relationship with K-12 language educators and supporting initiatives in language education aimed at student success and teacher shortage concerns. To that end, I had a meeting in mid-November with two members of DECTFL to discuss the desire of many members of the organization to have a collaborative relationship with UD. Their goals are to continue improving language education in the state and to encourage more students to pursue teaching world languages. I have provided for them a list of professional development topics trending in the field of language learning and teaching. The topics were adjusted and approved by Dr. Tracy Quan, program director for Foreign Language Education at UD. A survey will be created regarding specific professional development topics of interest and DECTFL will circulate the survey and encourage WL educators to respond.

Recommendations

1. Collect data from more language educators.

Due to the relatively small sample size, it is necessary to continue to collect data to determine if the sample is truly representative. Further analysis could reveal that some educators may want to continue with coursework to reach a higher level of credits earned even though they may already hold a master's degree.

2. Examine the procedures for contact between UD and K-12 educators.

DECTFL is the largest professional group of foreign language educators in the State and could serve as an intermediary for contact between K-12 educators and UD.

Positioning key UD faculty in DECTFL will be important to maintain communication between the two organizations and inform one another of current needs.

Appendix C.1

WORLD LANGUAGE OPEN HOUSE SURVEY OF EDUCATOR NEEDS

1. What language do you currently teach?
2. How many years have you been a language?
3. What is the highest degree you currently hold?
4. Where did you receive this degree?
5. Did you go through an alternate route program to become certified?
6. Please rate your level of interest in pursuing a master's degree.
I have already applied to a master's program
I am very likely to apply, and actively researching my options
I am considering a master's, but have not done much research
I have not thought much about master's programs
I am not considering a master's degree
7. If you have already applied to graduate school, please tell us which school(s) and program(s).
8. If you are interested in a master's program, how soon would you be able to start?
Next semester Next year In two or three years In four or more years
9. Please rate the following factors in your selection of a master's program.

Programs reputation

Very Important Important Minimally Important Not Important

Convenient schedule

Very Important Important Minimally Important Not Important

Curriculum

Very Important Important Minimally Important Not Important

Cost

Very Important Important Minimally Important Not Important

Convenience

Very Important Important Minimally Important Not Important

10. Please rate in terms of importance to you the following program characteristics.

Face-to-face (in class) program

Very Important Important Minimally Important Not Important

Online format				
<i>Very Important</i>	<i>Important</i>	<i>Minimally Important</i>	<i>Not Important</i>	
Hybrid format				
<i>Very Important</i>	<i>Important</i>	<i>Minimally Important</i>	<i>Not Important</i>	
Semester format (15-16 weeks)				
<i>Very Important</i>	<i>Important</i>	<i>Minimally Important</i>	<i>Not Important</i>	
Accelerated format (5-7 weeks, one class at a time)				
<i>Very Important</i>	<i>Important</i>	<i>Minimally Important</i>	<i>Not Important</i>	
Summer course options				
<i>Very Important</i>	<i>Important</i>	<i>Minimally Important</i>	<i>Not Important</i>	
Study Abroad opportunities				
<i>Very Important</i>	<i>Important</i>	<i>Minimally Important</i>	<i>Not Important</i>	

11. Please rate the importance of these aspects listed below regarding the skills you hope to achieve through a master's program.

Advanced language proficiency				
<i>Very Important</i>	<i>Important</i>	<i>Minimally Important</i>	<i>Not Important</i>	
Ability to analyze the literature of the target language				
<i>Very Important</i>	<i>Important</i>	<i>Minimally Important</i>	<i>Not Important</i>	
In-depth understanding of the target language grammar				
<i>Very Important</i>	<i>Important</i>	<i>Minimally Important</i>	<i>Not Important</i>	
Higher cultural awareness				
<i>Very Important</i>	<i>Important</i>	<i>Minimally Important</i>	<i>Not Important</i>	
Innovative teaching strategies				
<i>Very Important</i>	<i>Important</i>	<i>Minimally Important</i>	<i>Not Important</i>	
Familiarity with second language acquisition research				
<i>Very Important</i>	<i>Important</i>	<i>Minimally Important</i>	<i>Not Important</i>	

12. Please list any professional development topics in which you are interested.

Appendix C.2

ANALYSIS OF THE WORLD LANGUAGE OPEN HOUSE SURVEY OF EDUCATOR NEEDS

Methodology

Sample

The initial sample for my survey was comprised of all World Language educators in the state of Delaware who received the invitation to the open house. The invitation was distributed by a select group of teacher leaders and therefore I consider this a sample of convenience.

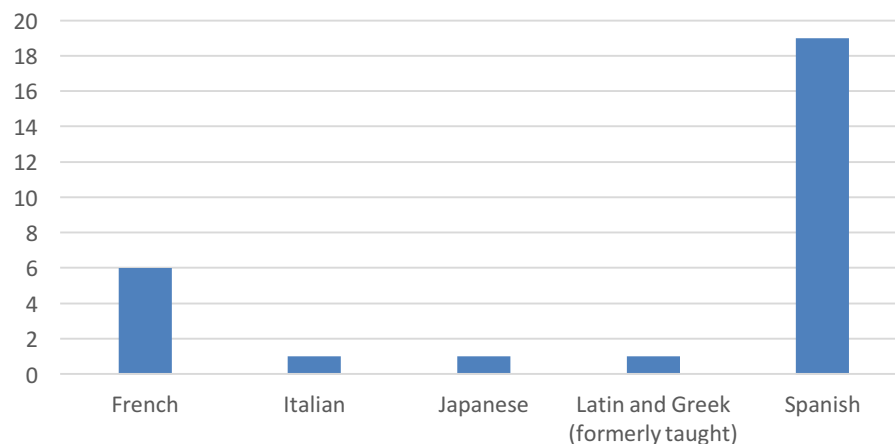


Figure 1: Languages Taught by Respondents

Analysis of the sample indicated that the sample is representative of the larger state demographics. Not surprisingly, the vast majority, 67.9%, of respondents teach Spanish, followed by 21.4% of respondents teaching French. We know from our conversations with Dr. Fulkerson that the majority of language teachers in the state teach Spanish, with French, Chinese and Italian following in popularity/demand. The degrees held by respondents is slightly less aligned with information we received from

the DEDOE. While 50% of respondents held a master's degree, only 40% held a bachelor's degree. Dr. Fulkerson estimated that roughly 60% of language teachers only have a bachelor's degree. I believe this sample is sufficiently representative of the larger population of world language teachers in the state.

Instruments

I created a survey, with input from several colleagues, to collect demographic information about current language educators, language educator needs, and to gauge interest in a new hybrid format master's program (see Appendix A). Participants were asked to answer questions regarding years of experience, language(s) taught, and their highest degree obtained. Information regarding interest in pursuing a master's degree, and the importance of program characteristics, were gathered through a simple Likert scale survey. The Likert items regarding professional development needs were eliminated in favor of an open text box as I was advised by a colleague that this would provide the richest data.

Data Collection and Analysis Procedures

The survey was sent by Dr. Fulkerson to his list of teacher leaders in the state on September 14th, and I sent the survey to the language chairs of several private and parochial high schools. Participants were told that the survey will be used to inform the University of Delaware of educator needs and to gauge interest in a new hybrid format Master's degree for current language educators. I analyzed the results of the survey by calculating the frequencies of responses for each item.

Results

Twenty-eight language educators completed the survey. Of the 28 respondents, 19 teach Spanish, 6 teach French and one respondent each teach Italian, Latin and Japanese. Of the 11 respondents considering a master's degree, 62.5% are actively researching options and are very likely to apply, and 37.5% have not yet done much research.

There were 18 items related to master's programs. Table 1 presents the responses to factors that are considered important in the selection of a program.

Table 1:
Responses to Survey Regarding Educator Needs

<i>Factors in the Selection of a Master's Program</i>	Very Important		Important		Minimally Important		Not Important	
	n	%	n	%	n	%	n	%
Program's reputation	15	53.6	10	35.7	3	10.7	0	0.0
Convenient schedule	22	78.6	6	21.4	0	0.0	0	0.0
Curriculum	15	53.6	13	46.4	0	0.0	0	0.0
Cost	22	78.6	6	21.4	0	0.0	0	0.0
Convenience	19	67.9	9	32.1	0	0.0	0	0.0

n=28

The responses showed that while an overwhelming 78.6% felt that cost and convenient schedule were very important in the selection of a master's program, convenience, curriculum, and the program's reputation also showed a strong response. Over half of the respondents rated these items as very important as well. Only one item received a rating of minimally important, only 10.7% of respondents felt that the programs reputation was minimally important in their decision of choosing a master's program.

Table 2 presents the responses to the characteristics of a master's program that are important to world language educators.

Table 2:
Responses to Survey Regarding Educator Needs

<i>Master's Program Characteristics</i>	Very Important		Important		Minimally Important		Not Important	
	n	%	n	%	n	%	n	%
Face to face format	8	28.6	12	42.9	4	14.3	4	14.3
Online format	6	21.4	11	39.3	9	32.1	3	10.7
Hybrid format	6	21.4	8	28.6	10	35.7	4	14.3
Semester format (15-16 weeks)	3	10.7	9	32.1	11	39.3	6	21.4
Accelerated format (5-7 weeks)	6	21.4	8	28.6	9	32.1	5	17.9
Summer course options	10	35.7	15	53.6	3	10.7	1	3.5
Study abroad opportunities	5	17.9	15	53.6	5	17.9	3	10.7

n=28

Summer course options were by far rated as the most important characteristic in a master's program with 89.3% of respondents rating this as important or very important. A face-to-face format, along with study abroad options were also rated highly, as 71.5% of respondents considered these items to be important or very important. There was an even distribution for the accelerated format option in a program with 50% of respondents considering it to be important or very important and 50% considering it to be minimally important or not important.

The final six items in the survey pertained to the skill acquisition respondents consider to be most important in a master's program. Table 3 presents the results of these items.

Table 3:
Responses to Survey Regarding Educator Needs

<i>Skill Acquisition in a Master's Program</i>	Very Important		Important		Minimally Important		Not Important	
	n	%	n	%	n	%	n	%
Advanced language proficiency	16	57.1	8	28.6	3	10.7	1	3.5
Ability to analyze the literature of the target language	7	25.0	9	32.1	5	17.9	7	25.0
In-depth understanding of the target language grammar	8	28.6	14	50.0	3	10.7	3	10.7
Higher cultural awareness	13	46.4	13	46.4	1	3.5	1	3.5
Innovative teaching strategies	22	78.6	4	14.3	1	3.5	1	3.5
Familiarity with second language acquisition research	12	42.9	9	32.1	6	21.4	1	3.5

n=28

The responses show that an overwhelming 78.6% of respondents are looking to learn innovative teaching strategies as this item was chosen as very important. Overall, respondents found innovative teaching strategies, advanced language proficiency, and higher cultural awareness to be key skills taught in a master's program with over 85.7% of respondents rating these items as important or very important. The least important skill that current educators are looking for in a master's program is the ability to analyze the literature of the target language, as 25% of respondents rated this item not important and 17.9% rated it as minimally important.

The final item on the survey was an open text box where participants were asked to list any professional development topics in which they are interested. There were zero responses on the survey in this section. Following the event, I did have two

individuals reach out to me and both mentioned the need for WL educators to understand and write a proficiency unit.

Appendix D

THE DEVELOPMENT OF A FACULTY LEARNING COMMUNITY FOR K-12 WORLD LANGUAGE EDUCATORS AND LANGUAGE FACULTY IN THE UNIVERSITY OF DELAWARE

"A pervasive lack of knowledge about foreign cultures and foreign languages threatens the security of the United States as well as its ability to compete in the global marketplace and produce an informed citizenry. The U.S. education system has, in recent years, placed little value on speaking languages other than English or on understanding cultures other than one's own. Although there have been times in the country's history when foreign languages were considered as important as mathematics and science, they have reemerged as a significant concern primarily after major events that presented immediate and direct threats to the country's future . . . It would be shortsighted, however, to limit national attention to the needs of government alone. Language skills and cultural expertise are also urgently needed to address economic challenges and the strength of American businesses in an increasingly global marketplace . . . Higher education needs the capacity to serve as a resource on the politics, economics, religions, and cultures of countries across the globe, countries whose positions on the world stage change over time, often in unpredictable ways." (National Research Council 2007)

Introduction

Nicholls (2000) defines professional development as "the enhancement of knowledge, skills and understanding of individuals or groups in learning contexts that may be identified by themselves or their institutions" (p. 371). Professional development can benefit the practice of teaching, the success of students and the overall culture of schooling (Borko, 2004; Knight, 2002). Teachers, who undergo meaningful professional development experiences, are "better prepared to make the most effective curriculum and instructional decisions" (Vrasidas & Zembylas, 2004, p.

326). However, professional development does not simply mean the learning of new information, facts, or teaching methods. Professional development should engage teachers in learning cycles that are dynamic. These engaging learning experiences should facilitate teachers to gain new understandings of current situations and contexts, and enhance their awareness of their own strengths and weaknesses.

There are many indications from research and literature that the traditional modes of professional development, mostly topic-based workshops, have failed in delivering meaningful experiences that are necessary to enhance teachers' competencies. Over 90 percent of teachers participate in the workshop-style training sessions during a school year (Darling-Hammond et al., 2009). According to Darling-Hammond et al., (2009) the workshop model has a poor record for changing teachers' practice, short, one-shot workshops often do nothing in terms of transformational change. When professional development merely describes a skill to teachers, very few teachers transfer it to their practice; however, when teachers are coached through the awkward phase of implementation, many can successfully use the skill (Ermeling, 2010; Joyce and Showers, 2002). Based on their review of research, Schlager and Fusco (2003), conclude that conventional professional development, organized at the school, and district levels, are "disconnected from practice, fragmented and misaligned. Many of the programs lack key pedagogical, content, and structural characteristics of effective professional development that are needed by the teachers they serve" (p. 205).

Background

In 2012, the State of Delaware adopted the Common Core State Standards. Because these standards do not explicitly include World Languages, the American Council on the Teaching of Foreign Languages (ACTFL) created a document that outlines the alignment of the English Language Arts Common Core Standards with the World Language Standards, giving explicit direction on how and where each standard supports the other. Refreshing Delaware's World Language Standards to include this information became crucial to properly align current World Language teaching practices with the Common Core Standards ([www. doe.k12.de.us](http://www.doe.k12.de.us)).

ACTFL revised their Standards for World Language Learning in 2013, using language that is inclusive of all learners and which reflects best practices, renaming them World-Readiness Standards for Learning Languages (www.actfl.org). Delaware's most recently refreshed World-Readiness Standards for Learning Languages were published in 2016 and reflect the shift in instruction from learning about the language, to engaging with the language ([www. doe.k12.de.us](http://www.doe.k12.de.us)). In this proficiency-oriented approach, students are being prepared with the skills to use language in meaningful, real-world contexts. This change in expectations reframes the view of the student as a learner of language to one where the student is seen as a creator of language. The shift in perspective creates the need for unique methods of teaching designed to engage students with the target language.

These changes have also necessitated higher education to address the methodologies and expectations in our own classrooms. Understanding world language programs and expectations at the K-12 level are important to many factors at the University of Delaware such as course placement and awarding credit for courses and examinations completed at the secondary level.

Proficiency-oriented language instruction

The Center for Advanced Research on Language Acquisition (CARLA) describes proficiency-oriented language instruction as more of a general framework for organizing instruction, curriculum, and assessment, than a method or a theory (www.carla.org). Within this framework, language learners practice listening, speaking, reading, and writing to communicate in the target language. Learning activities consist of meaningful and real-world purposes for use of the language. Proficiency-based instruction is student-centered and focuses on what the individual student can already do, and what they need.

Several characteristics of proficiency-oriented instruction have been identified by Tedick (1997), Hadley (2000), and CARLA. Proficiency-oriented instruction includes the following:

- Emphasizing meaningful language use for real communicative purposes.
- Students learning to use the language rather than learning about the language.
- Integrating the use of all four skills: listening, speaking, reading, writing
- Including the use of authentic foreign language texts and materials.
- Integrating language and content.

- Organizing language learning around themes, topics, and other disciplines.
- Incorporating authentic assessment of student performance.
- Encouraging students to be actively involved in the learning process.

The new focus of instruction is something teachers are expected to implement in their classrooms. Support for teachers in applying the changes is imperative as we are asking students and teachers alike to move away from methods that were once fundamental in language teaching and learning. Curriculum and pedagogy sometimes must change to align to new standards and the refreshed Delaware standards will help educators transform their practice in order to promote functional proficiency in all their students.

Faculty Learning Communities

“The success of ambitious education reform initiatives hinges, in large part, on the qualifications and effectiveness of teachers. As a result, teacher professional development is a major focus of systemic reform initiatives” (Garet, 2001).

A Faculty Learning Community (FLC) is based on the concept of a community of practice that engages in “a continuous process of learning and reflection, supported by colleagues, with an intention of getting things done” (McGill & Beaty, 2001, p. 11). FLC’s are more than just workshop or seminar series, formal committees or project teams, they are shaped by a particular set of characteristics and qualities. McGill and Beaty (2001), describe FLC’s as groups that meet for a period of at least 6

months, have voluntary membership, and meet at a designated time and in an environment conducive to learning. These groups should employ the Kolb (1986) experiential learning cycle (see figure 1), develop empathy among members, operate by consensus, develop their own culture, engage with complex problems, energize and empower participants, and have the potential of transforming institutions into learning organizations (Cox, 2004).

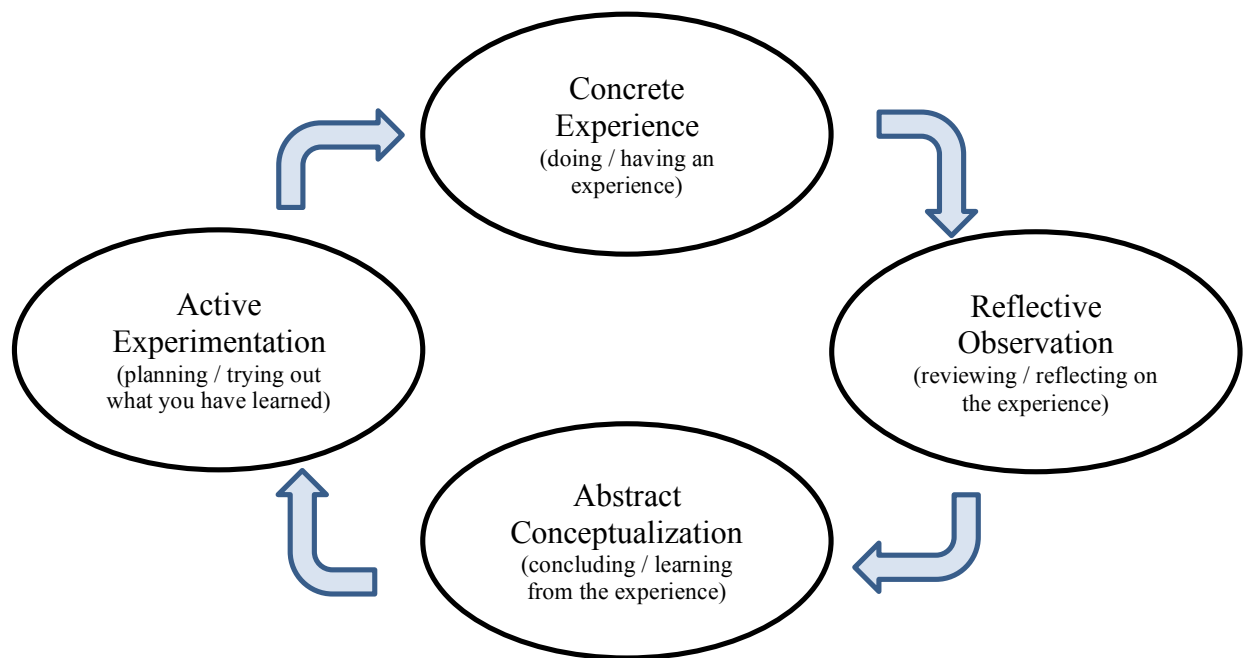


Figure 1: Kolb's experiential learning cycle

Cox (2004) further states that the qualities necessary for community in FLC's include safety and trust, respect, collaboration, challenge, enjoyment and empowerment. A successful FLC should include a mission and a purpose, curriculum topics, scholarly process assessment and rewards.

All too often, development is focused on a specific topic such as using one new technological tool, or learning management system. This often benefits the teacher more than the student, and focuses on the learning of a specific instrument rather than on developing a philosophy of teaching that supports a methodological approach to teaching (Layne, Froyd, Morgan, & Kenimer, 2002). A focus on specific tools, without the development of a philosophical foundation, is not likely to promote general principles of lifelong learning. This, then, does nothing to promote the advancement of the scholarship of teaching (Knowles, 1980). FLC's provide the forum of exchanges of ideas that foster not only community amongst participants, but also collaboration on philosophies of teaching and learning.

Researchers have observed how FLC's promote professional development through collaboration and reflective practice, how they strengthen collegial relationships, and how they develop faculty into better educators through a deeper understanding of pedagogy (Gabelnick, MacGregor, Matthews, & Smith, 1990; Layne, Froyd, Morgan, & Kenimer, 2002).

Purpose and Goals

“The success of a professional development program rests on what educators learn and are able to do in the classroom that benefits student learning” (Steele, Peterson, Silva & Padilla, 2009). Teachers become more engaged with professional learning when they see meaning in the learning, and worker commitment is known to

have a positive relationship with job satisfaction. Furthermore, job satisfaction has a positive relationship with preparedness, so one can hypothesize that professional development would enable teachers to perform better. Improved performance would provide higher job satisfaction which would result in higher levels of teachers' commitment. This would all lead to improved student achievement and improved teacher evaluations.

Student learning and achievement is, of course, the underlying goal of most professional development however, it is my view that another equally important goal of this particular FLC would be to promote collegiality and collaboration. The long-term goals for the FLC being proposed are as follows:

- To understand instructional concepts and teaching processes in K-12 and higher education.
- To provide tools needed to improve instructional practices, leading to increased use of best practices that lead to student achievement.
- To provide strategies to implement and assess the three modes of oral communication.
- To create an atmosphere of collegial support that enables all members to continue with their professional growth.
- To offer sustainable professional development opportunities.

- To help develop leaders who will provide a larger network of support for incoming teaching assistants in the DLLC and secondary teachers in the surrounding community.

Furthermore, it is my hope that this FLC will create the initial and most crucial support and motivation to endorse curricular changes, and have more K-12 educators join in recruitment efforts designed to increase interest in students pursuing a degree in foreign language education. Pre-service teachers will be invited to at least one session held during the academic year to develop a hands-on understanding of the importance of PD and to develop relationships with current educators.

Organization

The FLC proposed would be comprised of K-12 educators and non-tenure track faculty members in the DLLC, who teach 100 and 200 level language courses, with various ranks from part-time adjuncts to associate professors. The languages represented would be varied, ideally with representation from members of both groups in each language section. A survey, to be given during the month of April, will inform the organization of the PD program which would begin with a summer series spanning two to three days. Additional series of meetings will be organized throughout the academic school year. The meeting would take place during a day and time voted on as most convenient by members of the FLC, with consideration given to the UD and district's academic calendars. A common and core theme of each meeting would be

current research findings on the best practices of each of the topics chosen, along with exploring the epistemological beliefs and conceptions of the faculty involved.

Evaluation

The evaluation of the FLC will make use of on-line surveys to measure pre-and post-meeting perceptions about a variety of topics (see appendix A). Questions will be close and open ended about why individuals participated and how they benefited from participating. Questions relating to the reasons for participation will provide insight into the needs and expectations of the members, and questions relating to the benefits received from participation will provide insight into what gains were made in which of the intended goals.

The evaluation instruments will need to be completed by each participant before and after each session, as well as the completion of a year-end evaluation, which will include more open-ended questions. It will be important to keep track of any absences and incomplete / unanswered evaluations to ensure the reliability and validity of the instruments. Furthermore, the components and structure of the FLC will need to be reviewed at the end of the year to determine if they are sufficient to achieve the intended goal.

Conclusion

The implementation of a FLC will contribute to and aid in the creation of an active learning environment that will support the goals of the FLC, and in turn will support the goals of the DLLC and WL education in the State of Delaware. By contextualizing the learning, and having topics that are important to everyday teaching concerns and struggles, we can leverage the enthusiasm, interest and desire for resolution to increase the dissemination of new research in our field. We can additionally provide some peripheral education about epistemological beliefs and conceptions of faculty and what they mean for instruction and student achievement.

Further hope is that the involvement of pre-service teachers will strengthen the language education program at UD and entice more WL teachers to become clinical educators. A final desire is to increase the motivation of K-12 educators to facilitate activities specific to language learning and teaching, such as the Educators Rising initiative, in their schools.

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- www.actfl.org
- www.carla.org
- www.doe.k12.de.us

Appendix D.1

DELAWARE WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES



DELAWARE WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.	1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Cultures Interact with cultural competence and understanding	2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence	4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

Appendix D.2

PRE AND POST FLC PARTICIPATION SELF-

Pease rate how much you personally agree or disagree with the following statements:

1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree

I am familiar with current research in foreign language teaching.

1 2 3 4

I am familiar with current research on student learning, and learning environments.

1 2 3 4

I use a variety of resources and approaches to maximize all aspects of language learning.

1 2 3 4

I plan using current effective strategies and resources to meet the needs of all students.

1 2 3 4

My performance objectives are focused on proficiency targets and are based on meaningful contexts.

1 2 3 4

I incorporate opportunities for students to use previously acquired language and content in a variety of contexts.

1 2 3 4

I provide opportunities for students to gain competence in the three communicative modes

1 2 3 4

I plan opportunities for students to reflect on their attainment of unit performance objectives and their own learning goals.

1 2 3 4

I plan opportunities for students to reflect on their attainment of course performance objectives and their own learning goals.

1 2 3 4

Appendix E

PROFESSIONAL DEVELOPMENT PLAN

Introduction

Recent changes to the Delaware World-Readiness Standards for Learning Languages have necessitated a re-evaluation of current practices and methods for teaching world languages. As a result of the World Language Educator Open House that UD hosted in October of 2017, I began working with the members of the advocacy committee of the Delaware Council on the Teaching of Foreign Languages (DECTFL). DECTFL hoped to establish a relationship with the University of Delaware (UD) to benefit World Language education in the State. Because of the recent changes to World Language Standards the advocacy committee saw an opportunity to enhance the coordination of language curricula at every level of education, including primary, secondary and post-secondary. The members of the committee indicated a desire to address issues such as helping students reach higher levels of proficiency, promote continued language study at the university level, and inspire students to become language teachers in the state.

I met with the DECTFL advocacy committee several times during the fall of 2017 and with Dr. Gregory Fulkerson from the Delaware Department of Education (DEDOE). We all agreed to work on the proposal of a professional development program that would enable K-12 educators to work side-by-side with UD faculty teaching languages at the 100 levels.

Purpose of the Project

This project will offer a Faculty Learning Community (FLC) type of professional development (see Appendices E.2 and E.3). The launch will be six hour sessions held on August 14th and 15th, 2018 at the University of Delaware. The yearlong sessions will be held on Saturday mornings from 9:00-12:00.

Observations will be scheduled to allow both UD faculty and K-12 educators to observe one another. Funding for substitutes for K-12 educators will be provided by the DEDOE pending final approval. UD 100 level language courses operate on a four day a week schedule with the majority of faculty teaching three of those four days, leaving room for observations without the need for substitutes.

From this project, we will learn whether or not such a professional development collaboration can improve the vertical articulation between the K-12 and the post-secondary curriculums. We will also be informed about the possibility to develop on-line components for educators in Kent and Sussex counties who may not be able to travel for the collaborative work.

Methodology

Sample

The sample for my survey was comprised of all World Language educators in the state of Delaware who are members of DECTFL and any UD faculty who regularly teach languages at the 100 and 200 level. A link to the survey was sent via -

email by the current president of DECTFL to the organization's e-mail distribution list. This is a select group of teachers and teacher leaders therefore I consider this a sample of convenience.

Instruments

I created a survey, with input from members of UD's Foreign Language Education Advisory Committee (FLEAC), regarding current topics in language education. The initial list of thirteen topics was shared with the DECTFL board, who in turn edited the items to come up with the final version consisting of eight topics (see Appendix E.1). Participants were asked to rate the topics through a simple Likert scale survey.

Data Collection and Analysis Procedures

The survey was sent by the DECTFL board president to current members of DECTFL and I sent the survey to faculty at UD who regularly teach language classes at the 100 and 200 level. Participants were asked to complete the survey in order to inform a collaborative professional development opportunity to include K-12 language educators and UD language faculty. I analyzed the results of the survey by calculating the frequencies of responses for each item.

Results

Seventy-Eight K-12 language educators and fourteen UD faculty completed the survey. Table 1 presents the responses from K-12 educators.

Table 1:
K-12 Responses to Survey Regarding Educator Needs

Topics of need	Very Interested		Interested		Not Interested		Total
	n	%	n	%	n	%	n
Goal setting and assessment; planning with backwards design and aligning the curriculum with ACTFL standards	30	38.4	37	47.4	11	14.1	78
Planning a proficiency unit; designing task-based activities and promoting cultural competence	52	66.6	25	32.0	1	1.3	78
Project-based learning in the FL classroom	24	31.6	39	51.3	13	17.1	76
Teaching grammar in context (PACE model)	27	36.5	35	47.3	12	16.2	74
How to write an integrated performance assessment to promote growth	27	35.5	38	50.0	11	14.5	76
Designing lessons that facilitate 90%+ use of TL	57	76.0	15	20.0	3	4.0	75
Using technology in the FL classroom	33	43.4	32	42.1	11	14.5	76
Teaching the 4 language skills in a proficiency driven classroom	43	56.6	26	34.2	7	9.2	76

The responses showed that an overwhelming 76% of respondents indicated a desire to learn about designing lessons that facilitate 90%+ use of the target language. The need to learn about planning a proficiency unit came in second place with just over 66% of respondent indicating a rating of “very interested” for this topic.

Table 2 presents the responses from UD language faculty.

Table 2:

UD Faculty Responses to Survey Regarding Educator Needs

Topics of need	Very Interested		Interested		Not Interested		Total
	n	%	n	%	n	%	n
Goal setting and assessment; planning with backwards design and aligning the curriculum with ACTFL standards	6	46.1	6	46.1	1	7.7	13
Planning a proficiency unit; designing task-based activities and promoting cultural competence	8	57.1	5	35.7	1	7.1	14
Project-based learning in the FL classroom	5	38.5	7	53.9	1	7.7	13
Teaching grammar in context (PACE model)	5	35.7	7	50.5	2	14.2	14
How to write an integrated performance assessment to promote growth	2	14.3	10	71.4	2	14.3	14
Designing lessons that facilitate 90%+ use of TL	9	64.3	4	28.6	1	7.1	14
Using technology in the FL classroom	5	35.7	7	50.0	2	14.3	14
Teaching the 4 language skills in a proficiency driven classroom	6	42.9	7	50.0	1	7.1	14

The responses of UD language faculty mirrored the responses of the K-12 educators.

The largest percentage of respondents, 64.3%, indicated a rating of “very interested” in designing lessons that facilitate 90%+ use of the target language. The desire to learn about planning a proficiency unit also came in second place with 57% of respondents indicating a rating of “very interested”.

Conclusions

The results of the survey have given us a clear idea of what WL educators and UD faculty are interested in learning (see Appendix E.2) through a professional development program. These results indicate a lack of understanding or knowledge surrounding the proficiency goals the state has adopted in the newest version of the World-Readiness Standards for Learning Languages. In this proficiency-oriented approach, students are being prepared with the skills to use language in meaningful, real-world contexts. This change in expectations reframes the view of the student as a learner of language to one where the student is seen as a creator of language. The shift in perspective creates the need for unique methods of teaching designed to engage students with the target language.

The levels of interest indicated by both K-12 educators and UD faculty regarding planning a proficiency unit and teaching the 4 language skills in a proficiency driven classroom further supports the idea that a shift in the perspective of language learning creates the need for unique methods of teaching designed to engage students with the target language.

Appendix E.1

SURVEY OF EDUCATOR NEEDS

1. Goal setting and assessment; planning with backwards design and aligning the curriculum with ACTFL standards.

Very Interested

Interested

Not Interested

2. Planning a proficiency unit; designing task-based activities and promoting cultural competence

Very Interested

Interested

Not Interested

3. Project-based learning in the FL classroom.

Very Interested

Interested

Not Interested

4. Teaching grammar in context (PACE model).

Very Interested

Interested

Not Interested

5. How to write an integrated performance assessment to promote growth.

Very Interested

Interested

Not Interested

6. Designing lessons that facilitate 90%+ use of TL.

Very Interested

Interested

Not Interested

7. Using technology in the FL classroom.

Very Interested

Interested

Not Interested

8. Teaching the 4 language skills in a proficiency driven classroom.

Very Interested

Interested

Not Interested

Appendix E.2

INVITATION TO THE PD

DECTFL/UD Collaborative World Language Professional Learning Series:
The Path to Proficiency from K to 16
Summer 2018 & 2018-2019 Academic Year

The Delaware Council on the Teaching of Foreign Languages and the University of Delaware will be hosting series of collaborative professional learning opportunities for Delaware K-12 world language teachers and UD world language faculty this summer and during the 2018-2019 school year.

K-12 teachers and higher education faculty share the common goals of helping students succeed in gaining language proficiency and continuing on to higher levels of language study. The objective of this collaboration is to deepen participants' understanding of contemporary world language education at the elementary, secondary, and higher education levels and to foster improved vertical articulation of instruction from K-16. Participants will work together towards gaining a greater understanding of what it means to teach for proficiency according to ACTFL guidelines and to practice communicative language instruction. Instructors will come away from the summer sessions with instructional materials and practical strategies to use in the classroom. Those who choose to continue with the academic year sessions will have opportunities for continued learning, collaboration, and feedback throughout the year.

Required materials: While We're on the Topic: BVP on Language, Acquisition and Classroom Practice, Bill VanPatten (May be purchased on ACTFL website at <https://www.actfl.org/publications/books-and-brochures/while-were-the-topic>.)

Option 1: 2-Day Summer Session

- August 14-15, 2018 at the University of Delaware
- Collaborative learning related to teaching for proficiency, unit design, creating and facilitating communicative language tasks, and conducting class 90%+ in the target language
- Delaware K-12 teacher participants will receive 12 clock hours for recertification (6 hours/day)
- Interested participants may register at ... and in PDMS (Section #...) by...

Option 2: Summer Plus

- 2-Day professional learning session in August as described above, plus:

- 3 Saturday sessions from 9am-12pm at UD throughout the school year.
Tentative dates:
 - October 27, 2018
 - February 2, 2019
 - April 13, 2019
- Opportunity for teachers and UD faculty to observe the instructional practices of other participants in the summer collaboration. DOE will provide substitutes for Delaware K-12 public and charter school teachers for an observation during the school year.
- Saturday sessions will provide an opportunity for feedback and discussion related to putting summer learning into action. We will also delve deeper into topics such as using input-oriented versus output-oriented tasks, using authentic materials in the classroom, and teaching grammar in context.
- Delaware K-12 teacher participants will receive 9 clock hours for recertification
(3 hours/Saturday session)

Interested participants may register at ... and in PDMS (Section #...) by...

Appendix E.3

PROFESSIONAL DEVELOPMENT PROGRAM

Learning Outcomes:

At the conclusion of this professional development series, participants will be able to:

1. Identify the characteristics of Proficiency-Oriented Language Instruction and how they apply to the DE World-Readiness Standards for Language Learning
2. Identify keys to implementing the World-Readiness Standards for Language Learning (best practices, strategies, etc.)
3. Identify the three stages of backwards design and apply those principles to unit and lesson design

Program Outcomes:

At the conclusion of this professional development series, participants will have:

1. Designed a series of lessons within larger units that utilize 90%+ use of the target language
2. Aligned these classroom activities to the Proficiency Oriented Language Instruction Framework
3. Authored a teacher action plan (See Appendix E4)

DECTFL / UD Professional Development Day 1
Learning Objectives: 1. Identify the characteristics of Proficiency-Oriented Language Instruction and how they apply to the DE World-Readiness Standards for Language Learning. 2. Identify keys to implementing the World-Readiness Standards for Language Learning. 3. Identify the three stages of backwards design and apply those principles to lesson design.
Pre-work: Log on to the PD Canvas page and complete Module 1

<p>1. Readings:</p> <ul style="list-style-type: none"> -Delaware World-Readiness Standards for Learning Languages (pgs. 1-7) http://carla.umn.edu/articulation/MNAP_polia.html -CARLA's Characteristics of Proficiency-Oriented Language Instruction http://carla.umn.edu/articulation/MNAP_polia.html -Understanding by design in a nutshell http://www.jedc.org/stemak/sites/default/files/ubdnutshell.pdf <p>2. Videos:</p> <ul style="list-style-type: none"> Implementing World-Readiness Standards for Learning Languages https://www.youtube.com/watch?v=kCUubDQGF0&feature=youtu.be
<p>Session:</p> <p>Introduction to this collaboration and the goals for both K-12 and UD faculty</p> <p>Discussion: In groups by language</p> <ol style="list-style-type: none"> 1. Understanding the state standards and what they mean for higher education 2. What is teaching for proficiency? How do we set learning targets? 3. Introduction to "Understanding by Design" How can the principles of Backward Design (UbD) enhance our work? How can we plan a lesson in the target language using UbD? What challenges do we face in classroom-based language learning? How can we overcome these barriers? 4. 90%+ use of the Target Language Identify personal beliefs about TL use Understand common misconceptions about TL use Reflect on their own classroom practices <p>Design: In groups by language</p> <ul style="list-style-type: none"> Describe current classroom practices to one another Choose a common unit to re-work / design Watch video: Overcoming resistance to target language use https://www.youtube.com/watch?v=sWIDkJ_Wmho Additional resources:
<p>Post-work:</p> <p>Post unit topic in Canvas collaborations</p>

DECTFL / UD Professional Development Day 2
<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Evaluate strengths and weaknesses of their current language textbooks and ancillary materials using criteria associated with ideal language use in the proficiency-oriented classroom. 2. Identify and describe strategies for delivering comprehensible input in the target language. 3. Identify strategies that contribute to use of the target language in the classroom (by the instructor and students).
<p>Pre-work:</p> <p>Log on to the PD Canvas page and join the appropriate discussion board</p>
<p>Session:</p> <p>Unit and lesson designs in progress</p> <p>Discussion:</p> <ol style="list-style-type: none"> 1. To what extent do your current textbook(s) and ancillary materials align with a proficiency-oriented approach to language instruction? 2. Where must we compensate for shortcomings in the textbook(s) and ancillary materials? 3. Define “circumlocution” and “comprehensible input” and “inductive grammar instruction” <p>Design: In groups by language</p> <p>Integrate strategies to stay in the TL into lesson design</p>
<p>Post-work:</p> <p>Post one re-designed lesson within a larger unit in Canvas collaborations</p>

Appendix E.4

TEACHER ACTION PLAN

Student Learning Goal: _____ % of _____ students will demonstrate _____ _____		
Action Text:	Supports/ Resources:	Timeline (or) Frequency :
1.		
2.		
3.		

Professional Practice: I will use at least _____ proficiency-oriented assessment strategies such as _____ _____ each week. I will use the results of these assessments to _____ _____		
Action Text:	Supports/ Resources:	Timeline (or) Frequency :
1.		
2.		
3.		

Appendix E.5

PRE AND POST FLC PARTICIPATION SELF ASSESSMENT

Pease rate how much you personally agree or disagree with the following statements:

1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree

I am familiar with current research in foreign language teaching.

1 2 3 4

I am familiar with current research on proficiency-oriented instruction.

1 2 3 4

I use a variety of resources and approaches to maximize all aspects of language learning.

1 2 3 4

I plan using proficiency-oriented strategies and resources to meet the needs of all students.

1 2 3 4

My performance objectives are focused on proficiency targets and are based on meaningful contexts.

1 2 3 4

I incorporate opportunities for students to use previously acquired language and content in a variety of contexts.

1 2 3 4

I provide opportunities for students to gain competence in all three communicative modes.

1 2 3 4

I plan opportunities for students to reflect on their attainment of unit performance objectives and their own learning goals.

1 2 3 4

I plan opportunities for students to reflect on their attainment of course performance objectives and their own learning goals.

1 2 3 4

Appendix F

ANALYSIS OF THE FOREIGN LANGUAGE EDUCATION PROGRAM

Introduction

Effective teaching has long been an issue of national concern, but in recent years the focus has sharpened on the effectiveness of teacher education programs to produce high-quality teachers. Colleges and universities hold the challenge of ensuring their programs provide the necessary components to produce well prepared teachers (Capraro, Capraro, & Helfeldt, 2010). While the creation and implementation of national and state level teaching standards provide a framework upon which teacher education programs can build their curriculum, it is the responsibility of individual institutions of higher education to interpret the standards and use them in the construction of their programs. Throughout the process of applying the standards to university-based courses, there is an opportunity for great inconsistency (Cochran-Smith, 2009). Consequently, the responsibility to identify, through current research, characteristics of effective teacher preparation programs and subsequently build their curriculum on the foundation of these best practices, falls on the individual university or department.

There has been an evidence-based education movement taking hold, which maintains that decisions about practice and policy should be made on the basis of empirical evidence about outcomes (Moss, 2007). Metzler and Blankenship (2008) discussed a “paucity of systematically collected evidence” in teacher preparation

assessment despite it being central to the conduct and future of teacher education (p. 1098). Cochran-Smith (2003) speculated that formal program assessment efforts are noticeably lacking in teacher education. This shortage of evidence results confounds the potential solutions concerning teacher preparation, with insufficient ways to evaluate their promise (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2008).

This project aims to analyze the program requirements of the Foreign Language Education major (FLed) at the University of Delaware and to determine the degree to which our teacher preparation program courses align with other language education programs in other universities. I will identify the areas of alignment and the gaps that exist. I review the requirements for alignment to four nationally ranked universities with an undergraduate foreign language education program. My research questions are:

1. To what extent does the University of Delaware's Foreign Language Education program align with the programs at nationally ranked universities?
2. To what extent does the University of Delaware's Foreign Language Education program align with best practices found in literature?
3. What are the implications for the Foreign Language Education program at the University of Delaware?

The FLed major is under new leadership and has gained several more members new to the pedagogy side of the department. The change in leadership and in some program requirements such as the addition of the edTPA assessment and the removal of the Praxis Core as an entrance requirement, has given us an opportunity to review

the existing components and make recommendations for revisions; a sort of reimagining of the program as a whole.

A Review of the Literature

Teacher preparation programs need to demonstrate with evidence that teacher education makes a difference in K–12 student learning. The need for evidence of teacher impact comes from the ethical and professional responsibility of teacher education programs to assure the public that they are preparing effective teachers for U.S. schools. Darling-Hammond (2002) found that teacher preparation is a stronger associate of student achievement than class size or school spending. But what constitutes effective teacher preparation? A search using the terms “effective” and “teacher preparation” yielded dozens of empirical articles on the issue. An examination of the literature indicates that there is a fundamental body of knowledge that teacher candidates need to be familiar with. The literature identifies seven components that can be grouped into two general categories, curriculum and professionalism.

Curriculum

Teacher education programs help introduce pre-service teachers to the need and the capacity to see beyond just one perspective (Darling-Hammond, 1999). A teacher must understand unique learner needs and provide the best possible learning environment for each student. Skills in classroom management, motivation and

engagement, the understanding of diverse learners, knowledge in content and pedagogy, and field experiences must all be connected together to develop and prepare teacher candidates.

Classroom Management. Classroom management is a key factor in creating a learning environment conducive to student growth and achievement. According to Barbetta, Norona, and Bicard (2006), a classroom that lacks boundaries and is subject to frequent disturbances can prevent students from engaging in the learning process. Beginning teachers must develop classroom management skills to avoid losing valuable instructional time. In a study of pre-service teachers, conducted by Minor, Onuegbuzie, Witcher, and James (2002), classroom management was identified as one of seven categories of effective teaching.

Motivation and Engagement. Teacher education programs should be exposing students to a variety of motivation and engagement theories. “Research consistently shows that it is not the methodology employed but rather the teacher who creates an engaging and appropriate learning environment that translates into student learning” (Bruning, 2006, p.1). Just as individual student learning needs are quite diverse, so too are motivational factors. It is important for the pre-service teacher to understand and be aware of the approaches used to motivate students (Minor et al, 2002).

Diverse Learners. Many pre-service teachers have had few interactions and experiences with students from diverse backgrounds (Jacobs, 2001). The landscape of schools today is far more heterogeneous than the one of a few years ago, and continues to change. According to Jacobs (2001) teacher education programs must

train pre-service teachers to acknowledge the cultural backgrounds with which students approach learning. The ability to see learners through a variety of lenses will aid in reaching diverse learners.

Content and Pedagogy. There have been many arguments regarding coursework in teacher education programs and most focus on the fact that the coursework is heavy on theory and light on practical application (Darling-Hammond, 1999). However, research on teacher education has found a direct positive correlation between teachers' content knowledge and their impact on student learning (Minor et al., 2002). According to Minor et al. (2002) the teachers' knowledge of the subject matter must be strong enough that they can present the material in a variety of ways to reach diverse learners. Although content knowledge is important, teachers who are well prepared in pedagogy are better able to incorporate teaching strategies and respond to student needs (Jacobs, 2001). Jacobs (2001) found that the kinds of teaching methods that are presented in teacher preparation courses have a significant impact on what pre-service teachers do, once in the field.

Field Experiences. A component often noted as a characteristic of an effective teacher preparation program was early and frequent opportunities to practice in the field (Larson, 2005). The National Commission on Teaching and America's Future (1996) indicated that many students complete their coursework before they begin student teaching and there were few, if any, connections made between theory and practice. Exemplary teacher preparation programs provide ample opportunities for the

practical application of theory, in appropriate settings, through clinical practice prior to student teaching (Larson, 2005).

Professionalism

Professionalism in the field of education refers to the dispositions that a teacher must possess in order to be successful in the classroom. It encompasses, among other things, continued professional growth, and meaningful collaboration.

Continued Professional Growth. Aside from content and pedagogical knowledge, new teachers should also understand the importance of professional growth. Jacobs (2001) recommended that teacher preparation programs should have pre-service teachers reflect on their experience and how to put their knowledge to use. A constant ability to reflect on and adjust teaching methodologies was noted as an important skill for new teachers. (Bruning, 2006).

Meaningful Collaboration. Working with fellow teachers and other members of the education community serves as an opportunity for growth. Pre-service teachers must learn how to work and communicate appropriately with colleagues, administrators, parents and other members of the community (Darling-Hammond, 1999). Berry (2005) noted that the ability to communicate with parents is viewed as a quality of a good teacher. Acquiring exposure to such interactions will demonstrate model behavior to the pre-service teacher.

Foreign Language Education at the University of Delaware

The FLed program at the University of Delaware (UD) resides within the Department of Languages, Literatures and Cultures (DLLC). The number of graduates from the foreign language education program has seen a sharp decline since 2008. While there are a number of factors that could be the cause of such a decline, a recent change in program faculty has led to a refocus on the program, its structure and the required components.

The guiding principles of the program are a commitment to excellence in foreign language teaching with a careful balance of theory and practice (see Appendix F.3). Students are introduced to sociocultural theories of foreign language teaching and learning, and issues in second language acquisition. Students learn about the stages of language development and the importance of providing “comprehensible input” and opportunities for “comprehensible output” to foster language learning. Furthermore, the program is committed to providing various opportunities for students to engage with practical applications such as lesson planning and carrying out micro-teaching sessions, in the confines of the University classroom.

Students interested in the FLed major must first declare a language major and identify education as an “interest”. Students are not formally admitted to the program until junior year. Majors are required to take 19 professional credits in education and content area pedagogy, 30 core credits in the content area, i.e. the foreign language, and complete a semester of student teaching which earns candidates nine credits.

During junior and senior year, the remaining program requirements must be fulfilled. Requirements include a minimum GPA of 3.0, the up-to-date completion of the e-portfolio, the passing of the Oral Proficiency Interview (OPI) at a level of advanced low, and the passing of the Praxis II content knowledge exam. There is also a required e-portfolio which students begin as early as their second semester at the university, prior to formally declaring the major. The e-portfolio requires students to upload samples of their work from core classes, and to respond to several prompts regarding their growth and development as students and as future teachers. Each entry is accompanied by a rubric which aims to promote self-awareness and reflection.

Field experiences for FLed majors consists of three field experiences overall. During the adolescent development and educational psychology course, students spend 25 hours working in a middle or high school, typically in an AVID (advancement via individual determination) program. During the first semester of senior year, or the semester just prior to student teaching, student engage in 25 hours of observation of his/her clinical educator. Finally, there is a 15-week student teaching placement. During the student teaching placement, the candidate conducts one week of observations before starting to pick up classes. The candidate then takes on first class at the lowest level. The schedule continues from there with the addition of one class per week until the candidate has assumed all of the courses. This begins the two-week solo teaching period. After the solo period, the candidate immediately returns the first class taught to the CE. Over the remaining weeks, the candidate

returns classes in the order in which they were taken up, and typically observes for the last two days of the placement.

The Foreign Language Education program has a unique set of assessments which is however, consistent with the unit's assessment system. Certain assessments are congruent throughout the university-wide professional education unit, including: Praxis II content area tests, the student teaching evaluation, Lesson Planning assessment (program-specific) and the Assessing Student Learning project (also program-specific). The Lesson Planning, and Assessing Student Learning assessments were derived from the UD Teacher Education conceptual framework and were developed and implemented in conjunction with the Teacher Education Unit.

In addition to these but also consistent with the unit's assessment system, the Foreign Language Education program has adopted three other assessments in accordance with the American Council on the Teaching of Foreign Languages (ACTFL) standards: the Oral Proficiency Interview, a Writing Assessment (developed by our pedagogy faculty in consultation with all faculty in our department), and a Professionalism Assessment. The quality assurance of accreditation has been very important to the program, as we are the only FLed program in the State of Delaware.

Theoretical Framework

Since the reauthorization of the Higher Education Act (HEA) in 1998, federal policymakers have sought to implement data collection that would yield systematic

information on the characteristics and the outcomes of teacher preparation programs. (Coggshall et. al. 2012). The annual reporting requirements represent the first step in systematizing data collection, using common definitions, and making information public. Each state's data includes things such as the successful passing rates on assessments used in certifying or licensing teachers, requirements for obtaining teaching certificates and licensure, what improvement efforts have been made in the past year. States must report 440 data elements each year (Duncan. 2011).

Former U.S. Secretary of Education Arne Duncan argued that gathering such data wastes the time and the resources of teacher preparation programs. He proposed a change in the collection of data, from measuring inputs to measuring outputs (Duncan. 2011). Ultimately, several alternatives for a more efficient reporting system were suggested, focusing on outcome measures, including identifying the job placement and retention rates of the graduates of teacher preparation programs, with particular attention to shortage areas and collecting the perceptions of performance and effectiveness via surveys of the graduates of teacher preparation programs and their principals (U.S. Department of Education. 2011b. p. 10)

Recent work such as the 2010 National Council for the Accreditation of Teacher Education (NCATE) Report of the Blue-Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning, notes the need for drastic changes to take place in teacher preparation programs. The report highlights the notion that in order to “prepare effective teachers for 21st century classrooms, teacher education

must shift away from a norm which emphasizes academic preparation and course work loosely linked to school-based experiences.” (NCATE. p. ii).

The report lists five overarching goals and outlines ten design principles for clinically based teacher preparation, as well as a list of strategies that can be used to make changes to existing programs. The five goals and the ten design principles can be found in the Appendices F.1 and F.2 respectively. The five goals include, among others, strengthening candidate placement and revamping curricula. The report ends with a call to action, and a series of recommendations that will lead to changes in practice, policies and the culture surrounding teacher preparation.

In 2001, the Carnegie Corporation of New York along with the Annenberg Foundation, and the Ford Foundation, developed Teachers for a New Era (TNE). This reform initiative was intended to encourage the creation of excellent teacher education programs. Participation was by invitation only for select colleges and universities.

The TNE establishes three guiding principles as critical in the redesign of programs that prepare teachers, these guiding principles are outlined below:

I. Decisions Driven by Evidence

A. Drawing upon research

B. The role of pupil learning

II. Engagement with the Arts and Sciences

A. Subject matter understanding

B. General and liberal education

III. Teaching as an Academically Taught Clinical Practice Profession

- A. Pedagogy
- B. Schools as clinics
- C. Teachers on faculty appointment
- D. Residency (induction)
- E. Preparation of candidates for professional growth

The TNE initiative proposed a theoretical framework for the development of an evidence portfolio to evaluate a teacher education program's success (Cochran-Smith, 2009). While there are numerous components to such a portfolio, the first area of importance is a survey and tracking of graduates. Blanton, Sindelar, and Correa (2006) identified large-scale surveys, and comparison to standards as two ways in which beginning teacher preparation quality may be examined.

Both the Blue-Ribbon Panel report and the TNE consider that teacher education program should be guided by a respect for evidence, including attention to student achievement of teachers who are graduates of the program. Faculty in the disciplines of the arts and sciences should be fully engaged in the education of prospective teachers, especially in the areas of subject matter understanding and general and liberal education. Finally, education should be understood as an academically taught clinical practice profession, requiring close cooperation between colleges and actual practicing schools; teachers as clinical faculty in the college of education; and residencies for beginning teachers during a two-year period of induction (NCATE, 2010 and Carnegie Corporation, 2001).

Methodology

I conducted a search for the best secondary education programs within the US News and World Report's national university rankings. I chose the top 12 schools listed, all were within the top 70 schools in the overall standings. From those 12 schools, I searched their individual websites for foreign language education as an undergraduate major. I chose the programs that had the best defined FLed programs on their individual websites. Although some programs were lacking specific and clear details, I was able to determine most program standards by reading requirements posted and perusing the course catalogs for individual course descriptions.

My analysis framework consists of program requirements in professional credits, core credits, minimum GPA, student teaching credits, and field experiences prior to student teaching. First, I review the program components, answering the questions:

1. To what extent does the University of Delaware's Foreign Language Education program align with the programs at nationally ranked universities?
2. To what extent does the University of Delaware's Foreign Language Education program align with best practices found in literature?

Due to the constraints of this project I had to limit my analysis to the information available and the chosen program components. I made this decision based on the "best practices" of teacher preparation programs noted in the NCATE Blue Ribbon Report and the TNE document. I chose to analyze these components as both

reports noted the importance of content area knowledge, training in pedagogy, and clinical practice.

Findings

The undergraduate teacher preparation programs in foreign language education of the University of Delaware, The Pennsylvania State University, the University of Michigan Ann Arbor, the University of Illinois Urbana-Champaign, and Villanova University were compared. Table 1 presents the finding of the compared criteria.

Table 1:
Program requirements of five institutions

School	University of Delaware	The Pennsylvania State University	University of Michigan Ann Arbor	University of Illinois Urbana-Champaign	Villanova University
Professional credits	19	27	31	21	28
Core credits	30	33	30	33-36	30
Total credits for graduation	124	126	120	123	126
Minimum GPA	3.0	3.0	3.0	2.5	3.0
Student teaching credits	9	15	not specified	8	9
Field experiences prior to student teaching	two typically beginning junior year	two typically beginning sophomore year	two, specifically in the chosen discipline, typically beginning junior year	two, specifically in the chosen discipline, typically beginning junior year	not specified, begin in the first education course, typically freshmen year

The comparison shows that while an equal number of credits are being required in the core (or content) area of each of the programs, three of the four programs compared required between eight and eleven more professional credits than the University of Delaware's program. The program at the University of Michigan, Ann Arbor required the highest number of professional credits at 31, and also had the lowest number of credits required for graduation with just 120 credits required.

Most of the field experience requirements were aligned with one another, with students typically having field placements in two courses prior to the student teaching placement. However, the program description at Villanova University states that students "begin their observations in area schools with their first Education course. . . as candidates advance in the program, they assume greater responsibility in the cooperating classrooms, from observation to small group instruction, to large group instruction and lesson planning." (www.villanova.com)

The programs at three of the four institutions compared, admit students to the major much in the same way as the University of Delaware. Students begin their studies as a general language major (Spanish Studies, French Studies etc.) and declare a foreign language education "interest". Junior year students can be admitted to the specified foreign language education major if they have met the minimum entrance requirements. Villanova University is the only institution where students can declare the foreign language education major as freshmen.

Conclusions

While most components of the FLed program at UD show a strong degree of alignment to the program components at four other well respected institutions, the number of professional credits required by UD does not align well with the other programs. UD requires just 19 professional credits in pedagogy while University of Illinois Urbana-Champaign requires up to 36 credits. There is also a very weak degree of alignment to the best practices described in the literature, and the Blue-Ribbon Report and the TNE document. Students at UD engage with K-12 students in just one course prior to student teaching. Such limited exposure to the processes of collaboration with teachers, and the practical application of the theories learned, should be addressed.

Recommendations

While the components of the FLed program at UD has shown to align well to the program components at four other well respected institutions, it is reasonable to further investigate ways to impose more of the “best practices” outlined in the literature surrounding effective teacher preparation programs. Existing courses should be re-evaluated and steps taken to explore the possibility of additional fieldwork being required.

In addition to coursework adjustments, partnerships should be formed with existing strong clinical educators and potential new clinical educators. The

partnerships should involve cooperative professional development, along with an increased role for K-12 educators in the University coursework of pre-service teachers, and increased contact with pre-service teachers.

There should be a database for tracking job placement of FLed graduates. Knowing where students are employed, and staying in touch with program graduates, both in state and out of state, can give us valuable insight into teacher needs, a sample for future research, and a pipeline of potential clinical educators.

Finally, new courses should be designed, specifically aimed at first semester language majors who have declared an interest in FLed. In a 2016 report for the University Council on Teacher Education, Dr. John Pelesko, University of Delaware's Associate Dean for the Natural Sciences and Professor of Mathematical Sciences, provides some insight into where the University can effect change when it comes to retaining FLed majors. Dr. Pelesko noted that the easiest and most accessible place to influence retention is with those students who have transferred into the major and those who have transferred out. Dr. Pelesko urged secondary education programs to focus on the "changers", those students who changed out of a secondary education major to a non-secondary education major (Pelesko, 2016).

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www.psu.edu/

www1.villanova.edu/

Appendix F.1

NCATE'S FIVE GOALS FOR REVAMPAING TEACHER EDUCATION PROGRAMS

Goal	Description
More rigorous accountability	All teacher education programs should be accountable for – and their accreditation contingent upon – how well they address the needs of schools and help improve P-12 student learning. School districts will have a more significant role in designing and implementing teacher education programs, selecting candidates for placement in their schools, and assessing candidate performance and progress. (NCATE. 2010. p. iii)
Strengthening Candidate Selection and Placement	The selection process must take into consideration not only test scores but key attributes that lead to effective teachers. The report calls for clinical internships to take place in school settings that are structured and staffed to support teacher learning and student achievement. Clinical faculty – drawn from higher education and the P-12 sector – will have a say about whether teacher candidates are ready to enter the classroom on the basis of the candidate's performance and student outcomes. (NCATE. 2010. p. iii)
Revamping Curricula, Incentives, and Staffing	We also call for significant changes in the reward structure in academe and the staffing models of P-12 schools to value clinical teaching and support effective mentoring and improvement in clinical preparation. Higher education must develop and implement alternative reward structures that enhance and legitimize the role of clinical faculty and create dual assignments for faculty with an ongoing role as teachers and mentors in schools. This report also urges the development of rigorous criteria for the preparation, selection, and certification of clinical faculty and mentors. (NCATE. 2010. p. iii)
Supporting Partnerships	State policies should provide incentives for such partnership arrangements, and should remove any inhibiting legal or regulatory barriers. Incentives also should reward programs that produce graduates who do want to teach and are being prepared in fields where there is market demand. Universities should ensure that their teacher education programs are treated like other professional programs, and get their fair share of funding from the revenues they generate to support the development of clinically based programs. (NCATE. 2010. p. iv)

Expanding the Knowledge Base to Identify What Works and Support Continuous Improvement	<p>Currently, there is not a large research base on what makes clinical preparation effective. We urge the federal and state government and philanthropy to invest in new research to support the development and continuous improvement of new models and to help determine which are the most effective. NCATE* should facilitate a national data network among interested collaborators to help gather and disseminate what we learn from this research. Sharing this information across the nation will help to shape future research as well as public policies on preparation.</p> <p>(NCATE. 2010. p. iv)</p>
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Appendix F.2

NCATE'S TEN DESIGN PRINCIPLES FOR CLINICALLY BASED TEACHER PREPARATION PROGRAMS

Design principle	Description
Student learning is the focus	P-12 student learning must serve as the focal point for the design and implementation of clinically based teacher preparation, and for the assessment of newly minted teachers and the programs that have prepared them. Candidates need to develop practice that advances student knowledge as defined by, for example, the Common Core State Standards, for those subjects for which they have been developed. (NCATE. 2010. p. 5)
Clinical preparation is integrated throughout every facet of teacher education in a dynamic way	The core experience in teacher preparation is clinical practice. Content and pedagogy are woven around clinical experiences throughout preparation, in course work, in laboratory-based experiences, and in school-embedded practice. (NCATE. 2010. p. 5)
A candidate's progress and the elements of a preparation program are continuously judged on the basis of data	Candidates' practice must be directly linked to the InTASC core teaching standards for teachers and Common Core Standards, and evaluation of candidates must be based on students' outcome data, including student artifacts, summative and formative assessments; data from structured observations of candidates' classroom skills by supervising teachers and faculty; and data about the preparation program and consequences of revising it. (NCATE. 2010. p. 5)
Programs prepare teachers who are expert in content and how to teach it and are also innovators, collaborators and problem solvers	Candidates must develop a base of knowledge, a broad range of effective teaching practices, and the ability to integrate the two to support professional decision-making. Further, effective teachers are innovators and problem solvers, working with colleagues constantly seeking new and different ways of teaching students who are struggling. (NCATE. 2010. p. 5)
Candidates learn in an interactive professional community	Candidates need lots of opportunities for feedback. They must practice in a collaborative culture, expecting rigorous peer review of their practice and their impact on student learning.

	(NCATE. 2010. p. 5)
Clinical educators and coaches are rigorously selected and prepared and drawn from both higher education and the P-12 sector	Those who lead the next generation of teachers throughout their preparation and induction must themselves be effective practitioners. They should be specially certified, accountable for their candidates' performance and student outcomes, and commensurately rewarded to serve in this crucial role. (NCATE. 2010. p. 6)
Specific sites are designated and funded to support embedded clinical preparation	All candidates should have intensive embedded clinical school experiences that are structured, staffed, and financed to support candidate learning and student achievement. (NCATE. 2010. p. 6)
Technology applications foster high-impact preparation	State-of-the-art technologies should be employed by preparation programs to promote enhanced productivity, greater efficiencies, and collaboration through learning communities. Technology should also be an important tool to share best practices across partnerships, and to facilitate on-going professional learning. (NCATE. 2010. p. 6)
A powerful R&D agenda and systematic gathering and use of data supports continuous improvement in teacher preparation	Effective teacher education requires more robust evidence on teaching effectiveness, best practices, and preparation program performance. While not every clinically based preparation program will contribute new research knowledge or expand development, each must systematically gather and use data, and become part of a national data network on teacher preparation that can increase understanding of what is occurring and evidence of progress in the field. (NCATE. 2010. p. 6)
Strategic partnerships are imperative for powerful clinical preparation	School districts, preparation programs, teacher unions, and state policymakers must form strategic partnerships based on the recognition that none can fully do the job alone. Each partner's needs can be met better by defining clinically based teacher preparation as common work for which they share responsibility, authority, and accountability covering all aspects of program development and implementation. (NCATE. 2010. p. 6)

Appendix F.3

UNIVERSITY OF DELAWARE CONCEPTUAL FRAMEWORK FOR PROFESSIONAL EDUCATION PROGRAMS

Effective Fall 2012

The University of Delaware Conceptual Framework provides the goals and outcomes for the candidates, faculty, and administrators in professional education programs. The University prepares educators with the knowledge, skills, and dispositions that are required to fulfill the responsibilities of an uncompromised commitment to serving the needs and interests of students, families, and communities. As professionals in education, the preservice teachers, inservice teachers, and other educators¹ in our programs will implement recognized best practices and continue throughout their careers as leaders in the advancement of their profession. They will recognize students and professionals as whole persons who are developing across the cognitive, social, emotional, and physical domains within families, communities, cultural, and economic contexts.

To these ends, candidates in University of Delaware professional education programs will:

- continuously engage in inquiry, reflection, learning and improvement of their practice, informed by evidence and their experience, as well as by research and professional literature, and they will help contribute to the knowledge base of education through their own professional learning and experience;
- respond in creative, empathetic and flexible ways to the needs and interests of the students, families and communities whom they will serve and advocate for their needs and interests both in their own institutions and in broader policy arenas;
- be committed to their students' academic, social and emotional learning and inspire their students' desire for learning and for the content being learned;
- be passionate about their profession and seek opportunities for professional growth and leadership;
- situate their knowledge in local, state, national and global contexts and recognize others' perspectives; and

¹ Examples of other educators are school psychologists, school leaders, and school librarians.

- believe that all students can learn and structure their practices to promote equity and equality in education.

Candidates will embody three qualities as they move on their trajectory to become the professionals described above: knowledge and skills, leadership and commitment to equity. They will develop these interdependent qualities through rich experiences in their programs and achieve the following outcomes associated with them.

Knowledge and Skills

Candidates will have a deep understanding of the content of their discipline and apply this knowledge appropriately and flexibly, using deliberate and informed decision-making based on evidence. Preservice and inservice teachers will know how to make this significant content, as represented in standards, accessible to students through creative, developmentally appropriate and challenging learning experiences. The learning experiences they plan will be grounded in knowledge of how students learn, engage students in their own learning through inquiry about ideas or problems and motivate students to make connections to their lived worlds. They will create classroom and school environments that encourage and facilitate learning and use teaching strategies and technologies for the range of abilities and backgrounds in the diverse populations served. They will be able to apply multiple, research-based assessment methods to improve instruction and student learning. Other educators will have the knowledge and skills to support and promote continual improvement in communities of learning.

Leadership

Well-prepared leaders are essential in the school improvement and reform process. Candidates will be leaders who have the skills and drive to be a part of the decision-making process that impacts students and schools and have the capacity to influence instructional and policy decisions about teaching and learning. Candidates will be advocates for students, families, and communities and collaborate with families, colleagues and community service providers to develop and implement effective programs to support the development and learning of all students. They will engage in critical examination of current policies and practices to advance individual and collective efficacy; they want to move the profession forward.

Commitment to Equity

Increasingly, the participants in the U.S. education system represent a range of diversities that include ethnicity, gender, race, religion, socio-economic status, family composition, age, geographic area, language, sexual orientation and identification, abilities and disabilities. Candidates will have an understanding of the diverse

students' learning needs and backgrounds, a recognition and understanding that equity and equality are not the same and the compassion to modify teaching and leadership practices to respond to the needs of diverse learners and their families, teachers, and administrators.

Outcomes

The outcomes for candidates are consistent with Delaware state standards, national accreditation standards, national specialty organization standards, and the InTASC Model Core Teaching Standards. Candidates will demonstrate in their professional education programs:

1. a commitment to education as a scholarly profession that requires ethical standards, a continuing process of learning, evidence-based decision making, and the reflective re-examination of content knowledge and pedagogy.
2. a commitment to the belief that learners of all ages and abilities can be educated by interacting with others appropriately and respectfully, addressing preconceptions, being receptive to feedback and employing strategies that emphasize interacting in a positive manner.
3. the capacity to create and implement productive, safe, and engaging learning experiences and evidence-based assessments that reflect an understanding of:
 - a. human development and learning so that their actions are developmentally appropriate for students of all ages and abilities;
 - b. the content knowledge and pedagogical content knowledge that promote students' knowledge, skill development, critical reflection and problem-solving according to the methods of inquiry and standards of evidence used in their area of expertise;
 - c. appropriate and effective use of technologies; and
 - d. the range of diversity in students including their ethnicity, gender, race, religion, socio-economic status, family composition, age, geographic area, language, sexual orientation and identification, abilities and disabilities.
4. the capacity to work as partners with students, families, other professionals and the wider community to provide a supportive, safe, and caring learning environment to optimize every learner's educational attainment.

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Appendix G

STUDENT TEACHER INTERVIEWS

Introduction

There are three pre-service teachers currently student teaching in the FLed program. During the semester prior to student teaching they each completed a survey to determine their perception of confidence and preparedness to begin the student teaching placement. Interviews concerning their feelings of preparedness were conducted during the student teaching placement and compared to the survey results. Student feelings of preparedness will inform us of the gaps in course content when preparing pre-service teachers for the realities of the classroom.

Methodology

Sample

The sample for my survey was comprised of all FLed majors in their final year of study at the University of Delaware (UD). A link to the survey was sent via-email by the current program director during the fall semester of 2017. The sample consisted of two females and one male, all between the ages of 21-23. All students in the sample have attended UD for the entirety of the program with one student beginning in the Associate in Arts program.

Instruments

I created a Qualtrics survey, with input from members of UD's Foreign Language Education Advisory Committee (FLEAC). Participants were asked to rate topics through a simple Likert scale survey (see Appendix G.1) regarding their feelings of preparedness for teaching. Interview questions were also developed with input from the FLEAC members and were designed to gather more in-depth information and detail regarding the preparation received in the FLed program.

Data Collection and Analyses

The survey was sent by the FLed program director to the students taking LLCU 422 in December of 2017. Participants were asked to complete the survey in order to inform the FLEAC members about their experiences in the program. I analyzed the results of the survey by calculating the frequencies of responses for each item. Interviews were held in April of 2018, once student teachers had taken on the responsibility of solo teaching. The interviews were recorded, transcribed and coded for themes.

Results

Survey

During the fall semester of their senior year, just prior to the student teaching placement, three pre-service teachers completed a survey regarding their feelings of confidence and preparedness to teach. The results are presented in Table 1.

Table 1:
Student Teacher Confidence Survey

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%
I had good experiences with my middle and/or high school language teachers.	1	33.3	2	66.6	0	0.0	0	0.0
I feel confident in my Spanish language skills.	1	33.3	2	66.6	0	0.0	0	0.0
I feel confident in my ability to teach heritage speakers of Spanish.	0	0.0	3	100	0	0.0	0	0.0
I feel prepared by my college courses to lesson plan effectively.	0	0.0	3	100	0	0.0	0	0.0
I feel prepared by my college courses to deal with classroom management issues.	0	0.0	1	33.3	2	66.6	0	0.0
I feel prepared by my college courses to respect cultural diversity in my classroom.	0	0.0	2	66.6	1	33.3	0	0.0
I feel prepared by my college courses to teach culture in my classroom.	0	0.0	1	33.3	2	66.6	0	0.0
I feel prepared by my college courses to differentiate my instruction to learners with diverse needs/disabilities.	0	0.0	0	0.0	3	100	0	0.0
I feel prepared by my college courses to align my lesson plans and assessments to ACTFL standards.	0	0.0	3	100	0	0.0	0	0.0
I feel prepared by my college courses to identifying learning outcomes.	0	0.0	2	66.6	1	33.3	0	0.0
I feel prepared by my college courses to create and analyze formative and summative assessments.	0	0.0	2	66.6	1	33.3	0	0.0

n=3

Results showed that overall students had mixed feelings of confidence in their preparedness for student teaching. Students felt confident that coursework prepared them with appropriate language skills, the ability to teach heritage speakers, to lesson plan effectively, and to align lesson plans and assessments to national standards. There were mixed responses about preparedness to deal with classroom management, to respect cultural diversity, to teach culture, to identify learning outcomes, and to create and analyze assessments. All students felt unprepared to differentiate instruction to learners with diverse needs/disabilities.

Interview

The same group was also interviewed to determine the degree to which students feel prepared for teaching once in the student teaching placement (see Appendix G.2). The interviews were recorded, transcribed, and coded for themes. Three common themes emerged that seemed to permeate the responses to each question. The themes surrounded effectiveness of coursework, field experiences, and support during time in the program, and are presented in Table 2.

Table 2:

Student Teacher Confidence Interviews

Themes	Sub-topics
Coursework	More language specific pedagogy courses
	Courses to begin sooner than junior year
	Strengthen connection between coursework and professional assessments and professional work
Field experiences	More structure needed in field experiences
	More varied field experiences
	Earlier field experiences
Support within FLed program	Importance of program director
	More opportunities for social interaction with other FLed majors

Coursework When asked about which courses in education and foreign language pedagogy they felt were most valuable, two of the three students could not recall any general education courses that stood out, or were particularly beneficial. Only one student indicated that EDUC 413, Adolescent Development and Educational Psychology, was particularly helpful in that it taught developmental milestones directly related to teaching. The student noted “that (class) was really one that helped. This kid at this age is capable of this attention span. That kind of stuff was helpful.” All students indicated that LLCU421, Methods of Teaching Foreign Languages was extremely beneficial, although not all students had the same professor and experience. It was noted by all that the course provided excellent building blocks to strengthen their confidence for student teaching with exposure to theories, and in practical applications such as lesson planning and executing those plans. Two of the students mentioned a weakness in the practical connection, because they felt they were not planning for a “real” classroom, however, this is explained in more detail when I

discuss feelings regarding field experiences. Finally, two students felt they would have benefited from more foreign language pedagogy courses, one indicated that a course earlier in their studies would be particularly valuable. “Having a major class sooner” would be helpful in getting to know other (FLed) majors and develop relationships.

It is important to note that one student explicitly mentioned two Spanish language courses that were helpful. One, a phonetics class, for the important content, and an oral communication class which was helpful due to a particular professor. This professor understood the importance of the ACTFL Oral Proficiency Interview (OPI), the performance assessment that students must pass with a rating of “advanced low” in order to qualify for student teaching. This assessment often causes a lot of stress and anxiety as it is not explicitly addressed in language courses, and this student found the SPAN305 conversation course to be the most beneficial due to the discussion of, and practice for the OPI.

Field experiences When discussing the field placement for EDUC413, one student stated, “I think that the teachers I observed didn’t really know what to do with me, I just sat in the room, there was no objective, I just saw what she got up and did. There wasn’t any planning, it would be nice to have a mini curriculum for the observations.” Their work in the AVID program was also criticized. Again, the theme of disorganization, and lack of objectives for the observation were mentioned. One student had a particularly frustrating experience where, in a classroom of approximately 16 students and one teacher, there were six UD students who were

given no guidance, no structure, and most stood around unsure of what to do. The teacher in that room also seemed to be unsure of what was expected of the UD students.

All students felt they would have had a stronger understanding of the realities of classroom teaching if they had been able to have field placements in a variety of language specific classes, and had they been able to see a classroom sooner in their studies. One student suggested that as opposed to observing just their clinical educator, perhaps they could observe and work with other language teachers prior to working with their assigned clinical educator. All students also felt that more structured objectives would have made the clinical educator observations more meaningful.

Finally, the three students also explained that the observations they carried out in 100 level language classes at UD had little relevance to what they were learning. They were asked to observe a class, and to interview the teacher about how they plan and how they use technology. There is a marked difference between for the university language classroom versus the K-12 language classroom.

Support during time in the program Two of the three students interviewed emphatically believe that their determination (and that alone) is how they got through the major. The program director was the most commonly mentioned entity while discussing support received during their time in the major. All believe that a program director's demeanor is of significant importance to the students in this major. One student said, "I liked that my schedule was basically handed to me, but (program

director) wasn't approachable for me. I was afraid of meeting with (program director) every year." The same student also noted that it would be beneficial to have "a way to build a relationship with your advisor, because other than that one meeting a year, you really don't interact."

All students seemed to think that having "major only" activities throughout the year, or having pedagogy classes earlier in the course of study would promote camaraderie among the FLed majors. Students commented that they "wish we knew each other sooner" noting that a chance encounter in a Spanish language class was the beginning of an important friendship for two individuals, that was based on common interests and struggles. Students mentioned that the nature of the capstone course, where they could together commiserate and also collaborate, was a morale boosting experience. One student said "I need this class. I look forward to Mondays just so I can talk to you all and know I am not the only one (dealing with certain things)".

Conclusions and Recommendations

The results of the survey and the interviews have indicated that student confidence prior to student teaching and during student teaching is comparable. The major difference is the lens with which they reflect on their coursework and field experiences once they are out in the field. The realities of the classroom lend insight into the on-campus components of the FLed program, and can inform program changes.

Recommendations

1. Create opportunities for social interaction with the advisor and other students in the major.

Students indicated dissatisfaction with the lack of opportunities for contact with other FLed majors prior to the courses taken together junior year.

2. Re-structure field observations in LLCU422.

The study showed that students felt they were not given clear guidelines and objectives for the observation of their clinical educator that takes place during LLCU422. Clinical educators should also be provided with objectives for these observations.

3. Work with the School of Education regarding field observations for FLed majors in EDUC413.

Coordination with the School of Education and the professors teaching EDUC413 could enhance the field experiences of FLed majors. Because FLed students are guaranteed only one language specific field placement, the scope of the professional field is not evident to our majors.

4. Propose new course (with a field experience) with a focus on special education and classroom management specific to the foreign language classroom.

The study showed that students felt the lowest confidence in their ability to handle classroom management issues and to differentiate instruction to learners with diverse needs/disabilities. In the State of Delaware language classrooms often receive no push-in support for students with disabilities and with no formal (or required) training

in special education many teachers are left feeling frustrated or incompetent. Courses to specifically address the needs of special education students and issues in classroom management can increase the confidence of students in the FLed major to deal with the realities of the classroom.

5. Interview students who have left the major.

Interviewing students who have left the major can provide insight into motivations to leave and challenges to remaining in the major. Further action will be recommended based on these findings.

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Appendix G.1

STUDENT TEACHER CONFIDENCE SURVEY

Thank you for agreeing to participate in this study. This study is intended to provide the University of Delaware Foreign Language Education Program with valuable information about program components. All individual responses will be confidential and will not be shared with anyone.

1. I had good experiences with my middle and/or high school language teachers.

Strongly agree *Agree* *Disagree* *Strongly Disagree*

2. I feel confident in my Spanish language skills.

Strongly agree *Agree* *Disagree* *Strongly Disagree*

3. I feel confident in my ability to teach heritage speakers of Spanish.

Strongly agree *Agree* *Disagree* *Strongly Disagree*

4. I feel prepared by my college courses to lesson plan effectively.

Strongly agree *Agree* *Disagree* *Strongly Disagree*

5. I feel prepared by my college courses to deal with classroom management issues.

Strongly agree *Agree* *Disagree* *Strongly Disagree*

6. I feel prepared by my college courses to respect cultural diversity in my classroom.

Strongly agree *Agree* *Disagree* *Strongly Disagree*

7. I feel prepared by my college courses to teach culture in my classroom.

Strongly agree *Agree* *Disagree* *Strongly Disagree*

8. I feel prepared by my college courses to differentiate my instruction to learners with diverse needs/disabilities.

Strongly agree *Agree* *Disagree* *Strongly Disagree*

9. I feel prepared by my college courses to align my lesson plans and assessments to ACTFL standards.

Strongly agree *Agree* *Disagree* *Strongly Disagree*

10. I feel prepared by my college courses to identifying learning outcomes.

Strongly agree *Agree* *Disagree* *Strongly Disagree*

11. I feel prepared by my college courses to create and analyze formative and summative assessments.

Strongly agree *Agree* *Disagree* *Strongly Disagree*

Appendix G.2

STUDENT TEACHER INTERVIEWS

1. How do you feel that your courses in general education (EDUC) courses prepared you for classroom teaching?

Follow up:

Are you confident in your ability to manage a classroom?

Are you confident in your ability to respect cultural diversity in the classroom?

2. How do you feel that your courses in foreign language education (LLCU) courses prepared you for classroom teaching?

Follow up:

Are you confident in your Spanish language skills?

Are you confident in your ability to lesson plan effectively and align the lesson plans and assessments to ACTFL standards?

3. What courses in general education did you find most valuable?

Follow up:

What courses in general education did you find least valuable?

4. What field experiences did you find most valuable?

Follow up:

What field experiences did you find least valuable?

5. What courses specific to foreign language education did you find most valuable?

Follow up:

What specific to foreign language education did you find least valuable?

6. How do you feel about the support you received during your time in the major?

Follow up:

When did you meet other Fled majors?

What could have been done better?

Appendix H

WORLD LANGUAGE EDUCATOR FOCUS GROUPS

Introduction

Through conversations had with World Language (WL) educators following the World Language Educator Open House, it became evident that what these individuals crave most is contact and support from the only institution of higher education in the state that produces WL teachers. What was missing in these conversations were details about what that contact and support would ideally look like. This study focused on current World Language educators' perceptions about their collective professional needs, and how they feel about the support they receive.

Methodology

Sample

The sample for my survey was comprised of all WL educators in the State of Delaware who are members of the Delaware Council on the Teaching of Foreign Languages (DECTFL). A sign-up genius was created to organize a focus group to be held at John Dickinson High School, and an individual contact in the Appoquinimink School district organized a focus group to be held at Everett Meredith Middle school. Focus groups were held in April of 2018. A total a two focus groups were conducted. Groups ranged in size from three to five participants and lasted approximately one hour. Each focus group represented at least two languages taught, and participants'

years of teaching experience ranged from nine to 27. One additional person submitted answers to the focus group questions via e-mail because they wanted to participate but were unable to attend their scheduled focus group at the last minute.

Instruments

Sixteen focus group questions were developed with input from members of the University of Delaware's (UD) Foreign Language Education Advisory Committee (FLEAC). Input from the ELP committee helped me narrow the questions to nine (see Appendix H.1). Questions were designed to cover a range of support topics such as in-school support by way of assigned mentors, to district and state support in terms of professional development offerings.

Data Collection and Analysis Procedures

I took copious notes during the focus group interviews which were also recorded. The notes indicate recording times of when several people spoke about a topic at once in order to easily review that the notes were thorough and accurate. A preliminary review of the notes was conducted in order to get a general sense of the data and reflect on its meaning. Next, I divided the notes into segments or units that reflected specific thoughts, attitudes, and experiences of the participants. Finally, a list of topics and sub-topics emerged and became the key findings.

Results

Analysis of focus group notes revealed a number of key findings related to general in-school support, the preparation of world language teachers, professional development (PD) opportunities, and the involvement of UD with K-12 education. The results are presented in Table 1.

Table 1:

Focus Group Interview Themes

Themes	Sub-topics
In-school support	Appropriate mentors
	Push-in support for special education students
	Funding for language related activities, field trips, clubs, etc.
	ARTC candidates struggle
Preparation of teachers	More varied field experiences
	More coursework in special education and classroom management
	Funding for students pursuing FLed
Support for professional development opportunities	Better opportunities that are content specific
	Funding for substitutes in order to visit other classes, participate in PD, and travel
	Better advertising of opportunities
Involvement of UD	Host events for K-12 students
	Visit local schools that have World Language activity clubs

These finding summarize the data collected from the focus groups in four major areas.

In-school support Many focus group participants noted that often times schools do not have a content area peer to assign as a mentor. They further noted that even if a school did assign another WL teacher as a mentor, that individual may not be the strongest or most suitable person for the job. Having a strong building mentor

along with a content specific peer mentor would be the best combination for new teachers. There are many strong teacher mentors who may not be able to help a struggling language teacher with content specific topics, but can certainly help a new teacher acclimate and to individual school culture and life in the professional field. The topic that teachers most often pointed out during the interviews was the lack of push-in support for special education students. This led to the discussion of teacher preparation programs and what realities lie in the classroom that are not fully addressed by teacher preparation coursework. Finally, it was mentioned by several individuals that there is a lack of financial support by some building administrators in regard to WL related activities such as field trips, mostly due to the poor views on the academic legitimacy of such trips. One teacher noted that they want to “make it a memory” when talking about motivating students in class. Others agreed that making the language fun often entails food, art and other components that lie outside of the classroom.

Teacher preparation The preparation of teachers was the topic on which the most time was spent. Current educators revealed that the realities of public school teaching are often what cause unprepared teachers to quit, and that this unpreparedness could be addressed in teacher preparation programs through additional coursework in special education and classroom management. Participants noted that in most districts the world language classes do not receive push-in support for special education students and the teacher must deliver lessons to student with a variety of abilities, and a variety of behaviors. Many participants also stated that exposure to an

assortment of schools, and an array of teachers would benefit students pursuing a teaching career. One teacher stated, “Just make it easier” when discussing teacher preparation programs. This individual believes that the overall cost of all the required assessments, and the mystery surrounding the new performance assessment, the edTPA, is likely to cause many students to dismiss the language education major as an option.

One final area of concern regarding teacher preparation was the number of poor-fairing ARTC candidates. Several participants expressed concerns over the ARTC candidates they have encountered in their tenure. Many wished they had more time to mentor and support these individuals. Almost all participants asked if something could be done to better support the world language educators coming from this alternative program.

Support for professional development opportunities Several participants who worked in one school district stated that WL fell under the purview of the district supervisor of unified arts. They felt this person did a tremendous job to the extent that they are able because the unified arts in this district encompasses much more than just WL. Aside from district support, participants would like to have more content specific PD offerings, more funding for substitutes, and more funding for travel associated with PD. Participants also lamented the dissemination of information regarding PD that comes from the state and from DECTFL. Many felt that the information does not adequately reach those teaching in private and charter schools.

Three individuals noted the importance of observing teaching in practice. One stated, “I want to watch the professionals. I want to see the teachers who set the example for what ACTFL expects.” These individuals noted that even videotaped classes would be a great resource to have. The discussion turned to teacher preparation when it was noted that student teachers are taught the importance of observing the art of teaching and collaborating with seasoned teachers, but once in the field as a professional, individuals are isolated and are not encouraged to continue improving practice through observation and collaboration with “master” teachers.

Involvement of UD When asked if there are way that UD could better support WL educators in the state, across the board participants noted that simply increased contact with UD would excite many WL educators and would also legitimize many of their efforts in the classroom and beyond. Several participants asked if they could invite UD faculty and current language education majors to clubs and class activities concerning world languages. One participant asked if UD would be willing to host a visit for high school seniors interested in pursuing a language major, a world language day that could be an annual event. This same individual also asked if UD would host individual language honor society inductions, if all could be held in one night. Students pay to be part of these events as there are often scholarships associated with membership, and parents would be willing to pay to attend such an event such.

Conclusions and Recommendations

Discussions with current WL educators have led to some interesting and important topics that should be addressed at the state level, but also some issues that can be addressed by the University. There are a great many individuals with a passion and dedication to teaching World Languages in our state, and the responsibility that UD has in producing WL educators for the State should be considered when it comes to supporting language education in the State. Funding for various initiatives should be investigated and we should be looking to answer the questions, what can we do with the time and resources we currently have? and where should we look for additional resources?

Recommendations

1. Re-evaluate FLed program curriculum.

This study showed that teachers felt unprepared to face the realities of classroom teaching in terms of special education students and classroom management. An evaluation of the FLed program requirements and the possibility of adding topics to individual classes should be explored.

2. UD faculty should work collaboratively with K-12 educators on professional development.

Participation in collaborative work can help align the K-12 and UD language curricula.

3. UD should host K-12 field-trips and events.

UD can allow K-12 students to visit campus and observe a language class. No funding for such an event would be necessary as individual schools and districts can

arrange for transportation and a meal. The FLEAC faculty can be available to meet with students or host an information session about the undergraduate programs, study abroad opportunities, and language clubs/event on campus. UD can also investigate the possibility of hosting the language honor society induction ceremonies.

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Appendix H.1

FOCUS GROUP QUESTIONS FOR CURRENT WORLD LANGUAGE EDUCATORS

How long have you been working as a world language teacher?

Does your school assign mentors to new teachers based on the subject they teach? (i.e. new WL teachers get a veteran WL teacher as a mentor)

In your opinion, what needs to be improved to increase student achievement in your classroom and the school?

How often do you discuss and decide on the selection of instructional media (e.g. textbooks, exercise books) with colleagues? (or How often do you exchange teaching materials with colleagues?)

Follow-up: How do the WL teacher in your school (district) ensure common standards in assessing student progress?

What additional types of support should the school district provide to world language teachers?

What additional types of support could The University of Delaware provide to world language teachers?

What is your greatest professional development need?

Is there anything we should have talked about but didn't?

Appendix I

CTAL INSTRUCTIONAL IMPROVEMENT GRANT

This artifact is an Instructional Improvement grant as it was submitted to CTAL in Match of 2018. I was awarded the grant in the amount of \$5,000.00 to develop this course during the summer months of 2018 and pilot a section during the fall of 2018.

Contact information: Name, e-mail, phone number, department, college, department finance/budget contact name, and Department finance/budget contact e-mail

Barbara Moltchanov

basia@udel.edu

831-3390

Department of Languages, Literatures and Cultures

College of Arts and Science

Ms. Ariadne Lopez

ariadne@udel.edu

Title of proposal

Introduction to World Language Learning: a FYE course for all world language majors

Abstract. What is your proposed project?

In an effort to address retention in the Foreign Language Education major, we have identified a way to bridge the gaps in the program with the creation of a three-credit first-year experience course for foreign language majors. The course would address first-year seminar objectives, along with basic fundamentals of language learning. Students will explore what it means to learn language collaboratively, and across a variety of cultural contexts. Students will also participate in a field experience, visiting one of the dual language immersion schools in New Castle County.

The foundation of rationale for the course is rooted in the many sociocultural theories of student success which highlight a sense of community, and a feeling of belonging as effective agents of student learning and retention. Students involved in positive relationships in learning communities spend more time studying together and learning from each other (Tinto, 1997; Tinto, Russo, & Kadel, 1994). Broadly described, these shared learning experiences can lead to several benefits including the formation of supportive peer groups, and the more active involvement in cooperative learning.

Funding in the amount of \$3,806 is requested for two one-credit s-contacts for faculty that will be involved in the creation of the course.

Tinto, V. (1997). Classrooms as Communities: Exploring the Educational Character of Student Persistence. *The Journal of Higher Education*, 68(6), 599-623

Tinto, V., Goodsell Love, A. & Russo, P. 1994. Building learning communities for new college students. The National Center on Postsecondary Teaching, Learning and Assessment. The Pennsylvania. State University. Retrieved from: <https://vtinto.expressions.syr.edu/wp-content/uploads/2013/01/ACPA-1999-Keynote.pdf>

Proposal rationale. What is the problem that your proposal addresses and why is it significant to UD? Who will be impacted (faculty, students) and how many? If your proposal involves a course, how often is the course taught and will it be continue to be offered after this grant has ended? How will this course further at least two [general education objectives](#)? Is your project transferable to other departments and or colleges? Finally, if it connects to one of the strategic priorities for this year's grants - large classes, open textbooks and open educational resources, and faculty learning communities - please explicitly describe that connection.

The University of Delaware (UD) has seen a severe decline in foreign language education (FLed) majors in the last ten years. While this problem is consistent across many institutions, there remains an urgent need to address and remediate the lack of FLed majors at the University. This need is only made more critical by the fact that the only foreign language teacher preparation program in the State resides within UD.

In a 2016 report for the University Council on Teacher Education, Dr. John Pelesko, University of Delaware's Associate Dean for the Natural Sciences and Professor of Mathematical Sciences, provides some insight into where the University can effect change when it comes to retaining FLed majors. Dr. Pelesko notes that the easiest and most accessible place to influence retention is with those students who have transferred into the major and those who have transferred out. Dr. Pelesko urged secondary education programs to focus on the "changers", those students who changed out of a secondary education major to a non-secondary education major (Pelesko, 2016). His data further showed that most of these "changers" leave the major within the first two semesters of their studies.

Rooted in Dr. Pelesko's recommendations, and research in the field of student success and retention, this course will enhance the current curriculum of the majors offered in the Department of Languages Literatures and Cultures (DLLC). The course will additionally facilitate shared learning experiences and collaborative learning. Many studies indicate that collaborative learning experiences provide social

and academic support, which in turn fosters learning (Darling-Hammond, 1997; DuFour & Eaker, 1998; Zeichner & Gore, 1990)

Aside from the need for more foreign language educators, this project has a number of implications for those students majoring in foreign languages. The majority of foreign language majors are not required to take a single course that touches on the fundamental basics of how languages are learned. General models of first and second language learning are not part of the foreign language curriculum, nor is an overall understanding of how learning happens.

The impact of the course has the potential to be far-reaching as there are over 600 students majoring in a language within the DLLC. Furthermore, there are over 1,600 students minoring in a language within the DLLC. The proposed course will be taught during the fall semesters for incoming freshmen and there should be at least two sections of 25 students, a limit imposed by the first-year seminar (FYS) guidelines.

The proposed course will address general education objectives and enable students to engage with their intellectual strengths and gain a deeper understanding of why they excel at language study. Students will analyze the role of language in creative expression (an excellent way to frame the book discussion of the required reading that is part of all FYS courses), and will learn to work collaboratively through a field experience at a local dual language immersion school. This course applies to the development of critical inquiry as students will be challenged to

understand how language learning works, the role language plays in our lives, and how it connects to other disciplines.

An FYE course such as this one can easily be adopted by other secondary education programs, and can be sustained each year with minimal effort and funding.

Darling-Hammond, L. (1997) *Doing What Matters Most: Investing in Quality Teaching*. National Commission on Teaching & America's Future. Retrieved from: <https://files.eric.ed.gov/fulltext/ED415183.pdf>

DuFour, R., & Eaker, R. (1998). *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*. Bloomington, IN: National Educational Service.

Pelesko, J. (2016) Secondary Teacher Education UCTE Report Follow-up and Data Analysis. March 7, 2016. University of Delaware.

Zeichner, K. M., & Gore, J. (1990). Teacher socialization. In W. R. Houston (Ed.), *Handbook of research on teacher education*. New York: Macmillan Publishing Company.

Description. How will you solve the problem? What are the different components of your proposal and how will they work together to achieve the project's outcomes?

By initiating contact with language majors during their freshmen year, and in this type of course, we will have the unique ability to form a stronger relationship with students. All too often these students meet with their advisor just once a year and many even less often than that. The relationships students will form with one another will also be important, along with the planned field experience. By seeing

education in action, I am hoping to entice those language majors with no explicit goals for their future to consider the FLed major as an option. Working with children learning languages can be a motivating factor to students who are unsure of how they want to use their language study, and it could also be a factor in the retention of students who have declared an interest in FLed. Early field experiences have been noted as a characteristic of effective teacher preparation programs and as a motivating factor to persist in the major (Larson, 2005). Learning about, and experiencing the support provided by the pedagogy faculty, will also be instrumental to retaining students in the face of expensive exams and overwhelming requirements that lead to teacher certification.

Larson, A. (2005). Preservice teachers' field experience surprises: some things never change. *Physical Educator*, 62(3), 154-163.

Context. Why do you believe that your solution will solve the problem? What evidence and theories are informing your proposal? On what foundation are you building your proposal e.g., related scholarship of teaching and learning (SoTL), discipline-based education research (DBER)?

Many sociocultural theories of student success highlight a sense of community and a feeling of belonging as effective measures of student learning and retention. Researchers suggest that schools act as cultural organizations where members learn to behave together in socially acceptable ways (Cazden, 2001; Spindler & Hammond, 2006). This sense of community can lead to the formation of student relationships. Students involved in positive relationships in learning communities spend more time

studying together and learning from each other (Tinto, 1997; Tinto, Russo, & Kadel, 1994). These shared learning experiences have shown to lead to several benefits including the formation of supportive peer groups, and the more active involvement in cooperative learning. Many studies indicate that collaborative learning experiences provide social and academic support, which in turn fosters learning (Darling-Hammond, 1997; DuFour & Eaker, 1998; Zeichner & Gore, 1990).

An examination of the literature surrounding effective teacher preparation indicates that there is a fundamental body of knowledge that teacher candidates need to be familiar with. The literature identifies seven components that can be grouped into two general categories, curriculum and professionalism. Among the seven components are several that align with general education objectives and FYS priorities. It is important for individuals to understand and be aware of the approaches used to motivate students and to recognize individual learning needs (Minor et al, 2002), not only as future teachers but as current students themselves who can then reflect on their own learning needs and motivation. Making connections between theory and practice is key to understanding the learning process. Exemplary teacher preparation programs provide ample opportunities for the practical application of theory, in appropriate settings, through clinical practice prior to student teaching (Larson, 2005). In terms of the professional dispositions that are expected of students in college, meaningful collaboration is one way to be exposed to interactions that can shape students' behaviors. Working with peers, professors, and other members of the education community serves as an opportunity for growth. Pre-service teachers must

learn how to work and communicate appropriately with colleagues, administrators, parents and other members of the community (Darling-Hammond, 1999).

Similar courses have been offered at UD by Elementary Education, Engineering and Social Studies Education. Dr. Barry Joyce of the history department noted the success of his FYS course within the Social Studies Education major, and Dr. Deborah Bieler has observed numerous positive outcomes to her Introduction to English Education course which consists of a specific purpose driven field placement.

Cazden, C. B. (2001). *Classroom discourse: The language of teaching and learning* (2nd ed.). Portsmouth, NH: Heinemann.

Darling-Hammond, L. (1997) *Doing What Matters Most: Investing in Quality Teaching*. National Commission on Teaching & America's Future. Retrieved from: <https://files.eric.ed.gov/fulltext/ED415183.pdf>

Darling-Hammond, L. (1999). The case for university-based teacher education. In R.A. Roths (Ed), *The role of the university in the preparation of teachers*. 13-30. Philadelphia, PA: Falmer Press.

DuFour, R., & Eaker, R. (1998). *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*. Bloomington, IN: National Educational Service.

Spindler, G. & Hammond, L. (Eds). (2006). *Innovations in Educational Ethnography. Theory, Methods, and Results*. Mahwah, NJ: Lawrence Erlbaum Associates

Larson, A. (2005). Preservice teachers' field experience surprises: some things never change. *Physical Educator*, 62(3), 154-163.

Minor, L. C., Onuegbuzie, A. J., Witcher, A. E., & James, T. L. (2002). Preservice teachers' educational beliefs and their perceptions of characteristics of effective teachers. *Journal of Educational Research*, 96(21), 116-127.

Zeichner, K. M., & Gore, J. (1990). Teacher socialization. In W. R. Houston (Ed.), *Handbook of research on teacher education*. New York: Macmillan Publishing Company.

Transformation. How is your idea transformative and deserving of extraordinary support? In what way does it go “above and beyond” the normal expectations that faculty routinely develop and modify curriculum and pedagogy? If your proposal is focused on one or more courses, how many students would be impacted i.e., what is the typical enrollment for that course(s)?

Due to the trends in literature and our own empirical evidence, provided by Dr. John Pelesko, we are taking steps to follow the recommendations set forth by this evidence. This project will develop a brand-new course and will include components new to the DLLC, such as a field experience in a dual immersion school. Time is needed to cultivate relationships with local dual immersion schools and explore how best to expose UD students to this unique method of education. Faculty of the local school will need to be met and trained on our expectations for the field experience.

Aside from this component new to the DLLC, some research needs to be carried out on best methods of first time field placements. Will UD students be expected to be involved in a lesson? Should UD students interact with the classroom teacher during a planning period? There are many questions to answer in order to create the best possible design to support and retain foreign language majors and to assimilate freshmen to UD in order to have a successful college experience. Constant review and reflection on the course will be needed to ensure its success. Building in

self-reflection activities for the instructor to conduct during the span of the course is another way to safeguard the fidelity of the course objectives.

Outcomes. *At the end of the project what gains do you intend to make or what deliverables will you produce? How will you know how well you have met each outcome (e.g., evaluation/assessment plans)?*

The proposed course will be designed to increase retention in the foreign language education major and to address the needs of first year foreign language majors. The course focuses on students' own language learning and its relationship to instruction. The objectives of this course are to: 1. gain basic understanding of the processes of second language learning in a classroom; 2. understand wide issues surrounding classroom second language learning; 3. relate understanding of the process of second language learning to their own language learning; 4. develop the ability to think critically about findings in the second language classroom research. These objectives will be assessed through reflective journaling, a theoretical essay, a final reflective essay and data collection on student enrollment in the foreign language majors.

Project implementation. *What do you plan to do to accomplish your project goals? How will those activities produce the outcomes previously described? On what specific timeline will the project activities be undertaken and who will be responsible? What resources, people, equipment, time, etc. will be in place or provided by this grant to overcome potential roadblocks?*

Through consultation with my acting department chair Dr. Jorge Cubillos, and key faculty in the DLLC I plan to identify the most important topics DLLC faculty feel their students are missing in terms of understanding language learning. By

understanding the needs of students through the eyes of the current faculty, who have regular contact with language majors and can comment on their language development, I can design a course that will have wide-reaching impact.

Dr. Jorge Cubillos and Dr. Tracy Quan, along with other DLLC faculty members will be instrumental in providing support to overcome potential roadblocks. I will also be working with Dr. Gregory Fulkerson from the Delaware Department of Education (DEDOE) to help manage the partnership with a dual immersion school. The DEDOE works with many immersion program teachers and can make recommendations for placements based on the overarching goals of this project. Additionally, the DEDOE can facilitate working with the chosen school.

1. Conduct research on most salient topics in second language acquisition (SLA) theories.	May, 2018	Barbara Moltchanov Tracy Quan
2. Determine with the input of colleagues in the linguistics department what general SLA topics to include in the course.	May, 2018	Barbara Moltchanov Tracy Quan
3. Meet with DLLC chair and key faculty to determine the gaps in understanding language learning.	June, 2018	Barbara Moltchanov
4. Meet with targeted dual immersion schools to develop field placement component of the course.	June, 2018	Barbara Moltchanov
5. Design course syllabus; outline course objectives, learning activities, assessments. Meet with CTAL to review syllabus design.	July, 2018	Barbara Moltchanov

Sustainability. *How will the project be or its outcomes be sustained beyond the life of this grant?*

There are no costs associated with this project aside from the \$189.00 for transportation to the field placement. After the initial piloting of the course, I will ask the field placement school to provide transportation.

Budget. Please ensure that there is a clear connection between the funds requested below and the proposed activities described above. If you are requesting funds for summer salary support, you must indicate the activities that will be completed during the summer. Note that there is no fringe associated with faculty summer salaries. The total amount of the award will be determined by the merits of the proposal and the appropriateness of the budget request in relation to the scope of the project. Allowable expenses include, but are not necessarily limited to, faculty summer salaries, undergraduate/graduate student assistance, faculty professional development, and course materials. If material expenses integral to course implementation are part of the budget, indicate in the appropriate section above how these costs will be sustained after this funding period. All funds must be expended no later than June 15, 2019.

- ***Personnel.*** For all personnel, please include a brief description of their role in the project. Include the amount of effort in person months and the amount of salary being requested. For undergraduate students, include a brief description of their role, provide an hourly rate between \$8.25 and \$13.00, and include the number of hours anticipated along with the months. If the student is enrolled only part-time, please state that here. For graduate students, include a brief description of their role, the amount of time they are committing, the salary rate, and the current fringe rate. Example: Dr. Pat will serve as the project director and will oversee the entire project. Additionally, s/he will do XYZ for the project. S/he will devote one month over the summer and is requesting \$5,000. On UD Transformation Grants, faculty may not charge fringe benefits.
 - ***PIs*** (max \$5000 or one-ninth of academic salary, whichever is less).
 - ***Graduate students.***
 - ***Other personnel.***
 - ***Fringe benefits (other than for faculty).***

Ms. Barbara Moltchanov will serve as project director. She will create the syllabus for the course along with all course assessments, and design the FYS components of the

course. She will visit local dual immersion schools to determine appropriateness for the field placement of UD students and make all necessary arrangements for those field placements. She will coordinate with the office of clinical studies and transportation services to make all arrangements for the field experience. She will devote 6 weeks over the summer to this project, as is requesting a one credit s-contract in the amount of \$1903.00 for the time and work involved.

Dr. Tracy Quan will serve as the co-director for this project. She will provide relevant research and information about second language acquisition and will design the learning activities surrounding SLA. She will devote several weeks to the project and provide feedback on revisions. For her time and work I am requesting a one credit s-contact salary in the amount of \$1903.00.

I am also requesting \$189.00 for a one-time transportation to the field placement.

Lehanes bus service, recommended by the University of Delaware's transportation services, will provide a yellow school bus for a flat rate of \$189.00. Lehanes bus service 302-328-7100.

- ***Equipment, materials, and supplies. List and describe what you will need. If a proposal includes a request for equipment, it should describe the plan for securely storing and maintaining that equipment; this is particularly important when requesting a large number of devices or equipment that requires maintenance such as laptops and devices, especially servers or other equipment that require long-term specialized support.)***
- ***Travel. Include all travel to be paid directly by this grant, including whether it's foreign or domestic travel. Provide the following information, if known, used in estimating the travel costs: the***

destination, purpose, number of travelers, airfare, ground transportation, lodging, and meals/per diem (e.g., St. Louis, Missouri to attend a conference, 2 persons, registration \$135, airfare \$350, ground transportation \$40, lodging \$125/night/2 nights, meals \$75/day/3 days – \$1,000 ea.). For vehicle travel identify the number of miles & current mileage rate along with the destination and reason for travel. (e.g., Dover DE, one day conference, 50 miles @ .54/mile = \$27.00). Travel may not exceed \$1,000.

- *Other. For other costs not specifically listed above. Identify and provide details of the costs involved.*
- *Total cost.*

The total amount of funds being requested is \$3995.00

Letter of support from department chair.



College of Arts & Sciences

DEPARTMENT OF LANGUAGES,
LITERATURES & CULTURES

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March 19, 2018

To: CTAL Grant Review Committee
From: Dr. Jorge Cubillos, Acting Chair, Department of Languages, Literatures and Cultures
Re: Barbara Moltchanov's application for a CTAL Instructional Improvement Grant

It is a pleasure for me to write this letter in support of Barbara Moltchanov's application for a CTAL Instructional Improvement Grant. Ms. Moltchanov is a Spanish and Language Pedagogy instructor in our department, and she is heavily involved with our Foreign Language Education program. In this capacity, Ms. Moltchanov has learned first-hand the limitations and challenges of the Language Education major, and as a result, she has begun to formulate interesting new ideas, primarily in the areas of student recruitment and retention.

Ms. Moltchanov's current Instructional Improvement project (the development of an FYE course for foreign language majors) constitutes a welcome enhancement of DLLC's Foreign Language Education curriculum. This new course is aimed at providing Foreign Language Education majors an early exposure to the theory and practice of language education in the US (something that otherwise would not happen until their Junior year). As recommended in the literature, early and meaningful exposure to real-world educational settings is a key factor in the motivation and retention of education majors. Ms. Moltchanov's project is therefore well-grounded in research, and quite consistent with UD's current undergraduate goals and priorities (particularly, in the areas of discovery and experiential learning).

Note: Ms. Moltchanov will be working on this project with one of our new tenure-track faculty members in Applied Linguistics (Dr. Tracy Quan). This strategic partnership will guarantee that this project will have both, the synergy and the academic rigor expected by CTAL.

Enhancing recruitment and retention of language education majors is a serious concern for our Department. I trust that this project will effectively address this issue in significant and meaningful ways for us here at UD. I urge you to give this instructional improvement initiative your support.

Sincerely,

A handwritten signature in blue ink, appearing to read 'J. Cubillos'.

Jorge H. Cubillos
Professor of Spanish and Applied Linguistics

Acting Chair, [Department of Languages, Literatures and Cultures](#)
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Appendix J

ARTC COURSE PROPOSAL

Introduction

Since its inception in 1996, the Alternative Routes to Certification (ARTC) program at the University of Delaware (UD) has continued to be a popular method of teacher certification. The ARTC program began with three clear goals, to bring highly qualified individuals from other professions into teaching, to help address the teacher shortages in critical needs subject areas, and to increase the pool of minority teachers. The ARTC program allows qualified candidates to be employed as full-time teachers while completing professional education coursework. Once a candidate qualifies for ARTC and secures a teaching position, they complete five graduate-level professional education courses and are provided with supervision and mentoring in their school. This program currently enrolls 60 to 70 individuals every year.

Background

According to a 2015 report published by the U.S. Department of Education, Delaware has been struggling with extensive teacher shortages since 2003. Shortages are occurring in content areas such as science, reading, math, music, art, foreign language, and English as a second language. Some areas however, are considered “critical need” and foreign language is one of those “critical needs” in which Delaware has consistently reported teacher shortage since the 2002-2003 school year (U.S. Dept.

of Ed.). Data compiled by the National Center for Alternative Education shows that Delaware hires approximately 1,000 new teachers every year, and of these new teachers, eleven percent enter the profession on an alternate or emergency teaching certificate.

In the Evaluation of Delaware's Alternative Routes to Teacher Certification report by Cartwright et.al. (2015), it was noted that ARTC candidates teach a higher proportion of foreign language classes than traditionally trained novice teachers. In the breakdown of novice teachers (in their first teaching assignment) UD's ARTC program held the highest percentage of foreign language teacher.

Rationale

Foreign language teachers have very specific needs that cannot be addressed by generic teacher preparation courses. One fundamental difference is that foreign language teachers are attempting to teach a language while using that language as the mode of instruction. General teaching standards do not always translate well into foreign language classes. While it may seem a good solution to find native speakers to fill foreign language classrooms, they are generally inadequate when it comes to teaching the language in which they are so very fluent. The specifics of pedagogical content knowledge are extremely important to the foreign language classroom.

The American Council on the teaching of Foreign Languages (ACTFL) revised their Standards for World Language Learning in 2013, renaming them World-

Readiness Standards for Learning Languages (www.actfl.org). Delaware's most recently refreshed World-Readiness Standards for Learning Languages were published in 2016 and reflect the shift in instruction from learning about the language, to engaging with the language (www.doe.k12.de.us). In this proficiency-oriented approach, students are being prepared with the skills to use language in meaningful, real-world contexts. This change in expectations creates the need for unique communicative methods of teaching designed to engage students with the target language. In order for students to achieve communicative goals, teachers must learn to use a communicative approach to teaching (Savignon, 2001, Burke, 2006).

General teaching standards do not always translate well into foreign language classes. While it may seem a good solution to find native speakers to fill foreign language classrooms, they are generally inadequate when it comes to teaching the language in which they are so very fluent. The specifics of pedagogical content knowledge are extremely important to the foreign language classroom. The ways in which a WL teacher learns to teach, not only have the potential to present them with new and different ways of teaching, but also to enable them to develop their own identity as a WL teacher. Many researchers advocate that “developing an identity as a teacher is an important part of securing teachers’ commitment to their work and adherence to professional norms of practice” (Hammerness, Darling-Hammond, Bransford, Berliner, Cochran-Smith, McDonald & Zeichner, 2005, p.383).

Delaware Title 14, Chapter 12 addresses educator licensure, certification, evaluation, professional development and preparation programs. A sub chapter dedicated to the

ARTC program states that the curriculum required for candidates consist of, “Studies designed to foster an understanding of the curriculum taught and the assessment of teaching. . .”. There is further specification regarding forms of assessment, selection of instructional materials and “skill development appropriate to the field of specialization and grade level...”

Without a highly specific course for foreign language instruction, teachers will struggle to make sense of national standards and implement the methods recommended by the State and ACTFL.

Educational researchers have examined the effect of program type on several teacher outcomes, including job satisfaction, self-efficacy, and the use of evidence-based instructional practices (Avalos & Barrett, 2013). Most studies have indicated that traditional teacher preparation yields better instructional knowledge (e.g., Darling-Hammond et al., 2002), self-efficacy (e.g., Zientek, 2007), and teacher retention (e.g., MacIver & Vaughn, 2007), relative to alternative preparation programs. Using data from the national Schools and Staffing Survey (SASS), Ronfeldt, Schwartz, and Jacob (2014) found that differences in preparation were particularly consequential for teacher outcomes as Ronfeldt et al. also observed that teachers who had completed more practice teaching and coursework on pedagogy felt more prepared for teaching and indicated a higher likelihood to stay in teaching.

Conclusion

While we cannot give the ARTC candidates more practice teaching, we can certainly provide content specific pedagogy courses aimed to support and retain these teachers. The popularity of UD's ARTC is not lessening and neither is the WL language teacher shortage. Better preparing these individuals for teaching in a language classroom is in the best interest of both students and the University's ARTC program.

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Appendix J.1

ARTC METHODS OF TEACHING FOREIGN LANGUAGES COURSE

Overview of the Course

The purpose of this seminar is to provide support and professional development for foreign language teachers during their first months of teaching. The focus is developing instructors who can teach the target language in context and facilitate meaningful interaction. Instructional activities will be based on theories of second language acquisition. Students will be expected to justify their instructional choices and practice in relation to these principles. We will demonstrate a variety of activity formats and media to help instructors enhance the learning experience for their students.

Teaching for the first time can be a challenging experience. This seminar provides a forum where novice teachers can share their experiences and seek help from each other. Those who have taught before can offer personal insights to those who are teaching for the first time. Students will learn about past and current second language acquisition (SLA) theories, strategies and techniques for effective teaching, and gain experiences that will contribute to their growth as a professional language educator.

Course Goals

In this course students will:

1. Acquire a solid background in SLA theory and recent developments in the field.
2. Learn the importance of classroom management plans in the language classroom

3. Gain an understanding of the World-Readiness Standards for Learning Languages
4. Learn about Backwards Design to plan units and lessons
5. Design learning experiences that develop the student's communicative proficiency, address the needs of diverse learners, and use effective technology in language teaching
6. Design various forms of assessments such as formative and summative, and use the assessment results to inform planning and teaching.
7. Understand and use effective strategies to give feedback and how to adjust instructional methods

Required Textbook

Enacting the Work of Language Instruction: High-Leverage Teaching Practices, by Eileen W. Glisan and Richard Donato

Additional readings will be made available on Canvas

Grading distribution

Participation	10%
Homework	10%
Lesson plans and teaching	15%
Observation reports	15%
Materials Portfolio	30%
Final paper	20%

Appendix K

FLED WEBSITE

sites.udel.edu/fl-ed/