A. ACTIONS TAKEN TO IMPROVE STUDENT LEARNING
What actions did you take in 2012-2013, based on previous assessment findings, to improve student learning in your program?

Because this program had recently received National Recognition by ACTFL, few changes were implemented. ACTFL Key Assessment #3 (Lesson planning) was moved to the second of the two Methods courses, and students were admitted conditionally to the program even if some of the prerequisites had not been met, specifically those who had not met either ACTFL Key Assessment #1 (Writing Proficiency Test) and/or ACTFL Key Assessment #6 (Oral Proficiency Test).

B. STUDENT LEARNING OUTCOMES ASSESSED AND EXAMINED
Which Program Level Student Learning Outcomes did you assess and examine during 2012-2013?

The Multi-Age World Languages program is aligned to and continually assesses all of the competencies outlined in the American Council on the Teaching of Foreign Languages (ACTFL) 2002 Program Standards for the Preparation of Foreign Language Teachers. The program achieved national recognition by ACTFL on February 1, 2013.

Graduates will be able to achieve academic success in the following areas:

1. Key Assessment #1 ACTFL WPT (Writing Proficiency Test) – minimum of “Advanced-Low,” per the ACTFL writing proficiency scale
2. Key Assessment #2 (Integration of Culture from the target-language speaking areas) by meeting the WSU Standard approved by NCATE
3. Key Assessment #3 (Lesson Planning and Assessment) by meeting the WSU Standard approved by NCATE
4. Key Assessment #4 (Success in teaching content during Student Teaching)
5. Key Assessment #5 (Impact on Student Learning)
6. Key Assessment #6 ACTFL OPI (Oral Proficiency Test) – minimum of “Advanced-Low,” per the ACTFL speaking proficiency scale
7. Key Assessment #7 (Professionalism and World Language Advocacy)

All graduates from the 2012-2013 met and/or exceeded each and every one of these requirements.

C. METHODS FOR COLLECTING DATA
Which students were included in the assessment?

All candidates from the Multi-Age: World Languages Program participated in these assessments.

D. ASSESSMENT MEASURES
What key assessments/assignments/student work did you examine to directly assess the Program Level Student Learning Outcomes listed above?

I assessed five of the seven Key Assessments. Key Assessment #1 (WPT) is administered and scored outside of the University, and Key Assessment #6 (OPI) can be taken either on campus with Dr. Xenia Bonch-Reeves—who is trained and licensed by ACTFL or candidates may choose to take their assessment by an ACTFL-endorsed outside organization.

What, if any, indirect assessments (e.g. exit survey, alumni survey, focus groups, etc.) did you use to indirectly assess the Program Level Student Learning Outcomes listed above?

There is a WSU Exit Survey that students are to complete during ED6930 World Languages Seminar; however, the results of that data have not been found to date.

E. SIGNIFICANT FINDINGS
What did you find from your assessments? What did your data reveal about how well students are achieving the Program Level Student Learning Outcomes that you listed above?

1. By improving the WSU lesson plan template and moving Key Assessment #3 from the first to the second Methods course, there is a noticeable improvement in the overall quality of the lesson plan units submitted. Candidates were also much more confident with the presentation of the material.

2. Because this cohort participated in the edTPA process, there is significant increase in the depth and results reported in Key Assessment #5 (Impact on Student Learning). It is clear that the detailed process followed in the edTPA had a positive impact on what the candidates were able to do when completing this Key Assessment.

F. DISCUSSION OF RESULTS
How were results shared? With whom were they discussed?

The results are discussed with the Chair and Faculty of the Modern Language Department and with the Chair of TED and the Faculty of AYA/MA. The results are shared in written reports, email, and/or verbally in meetings.

G. ACTIONS PLANNED TO IMPROVE STUDENT LEARNING

1. More class time will be spent on preparing the graduates for the edTPA, SLOs, and OTES.

2. As the National and State Standards are modified, adjustments to the syllabi, class activities and projects, and all other assessments will be made to accommodate those needs.

H. SUPPORTING DOCUMENTS

Please view the recent NCATE report. http://aims.ncate.org/AlMS_MainFrame.asp