St. Cloud State University Teacher Education Unit
School of Education

SCSU Teaching Chinese as a Foreign Language Licensure Program: Evaluation Study (2013-2014)

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SCSU TEACHING CHINESE AS A FOREIGN LANGUAGE LICENSURE PROGRAM:
EVALUATION STUDY (2008-2012)

Executive Summary

The numbered statements below are conclusions regarding the SCSU experimental Chinese K-12 licensure program. Program quality indicators are underlined to allow for a quick summery of quality findings; the longer attached report includes the data used for the executive summary.

1. We continue to support the statement made during the spring of 2013: Data continue to support that the advent of Chinese immersion programs and Chinese as a Second Language in the St. Cloud State University (SCSU) service area, the state, and the nation and thus the need for educators. Over 1,400 Minnesotans are served in such programs, an appreciable number receive services from candidates prepared at SCSU.

2. The Chinese K-12 licensure program at St. Cloud state is holistically strong, producing quality educators, with a strong multi-cultural background who bring considerable value to the people of Minnesota. We have enumerated a few issues and we continue to address these; however, overall the program is thriving. It should be continued and moved through formal university and state systems during the 2014-2015 academic year.

3. As a step toward converting the program to a formal licensure system, we have successfully moved to coordinating teacher candidate placements through the Office of Clinical Experience; this means that all of the assessment employed in our system and all oversight is applied to the K-12 Mandarin program.

4. We see moving the CIP to Clinical Experiences as a positive change from 2013-2014. This transformation actually exists as a function of the program in that graduates of SCSU's program and others in the state are now available to formally supervise student teaching; thus, we have dropped the equivalency program.

5. <u>Evidence exists for the quality and ability of recruits</u>. Twelve candidates have successfully passed all local requirements (portfolio assignments demonstrating competence) and passed all required numerical data and portfolio results are provided in the pages to follow.

6. <u>Evidence exists for the exercise of quality control.</u> As was true in 2013, we asked one candidate to re-do parts of her portfolio and to continue with her supervised teaching for a longer period. This constitutes evidence of quality control. Over the entire project, only two (of 14 candidates, 14.3%) individuals have been asked to strengthen aspects of their portfolio. The first candidate (from 2013) successfully completed the program while the second is expected to successfully defend this summer.

7. The portfolios for 2013-2014 are available electronically for inspection.. Add the three links her
   - [Hot link 1](#)
   - [Hot link 2](#)
   - [Hot link 3](#)

8. Several positive structural changes have been effected between '13-'14 and '14-'15: (a) Moving to standard management of student teaching through Clinical Experiences has been mentioned; this is a positive step in moving the program away from experimental status. (b) The advent of the SCSU Confucius Center allows for a locus for activities related to China partnerships (though not the ability to

house programs), but as a curriculum repository (in partnership with extant Curriculum and Technology Center, and as a space for the support of students, programs and recruiting. (c) Finally, a partnership between Jilin Province higher education officials and SCSU promises to bring in more recruits.

9. Despite its overwhelming success, *challenges* exist for the program, needing attention during the fall of 2014 and the spring of 2015.

    a. Other than small-scale projects collected via the portfolio, little evidence exists on graduates' affect(s) on the learning of Mandarin and other subjects on the part of K-12 students. We need to evaluate the project at this level more thoroughly in collaboration with our K-12 partners. We can now do this effectively via analyzing data (Part C, Assessment) from the EdTPA.

    b. We must continue to monitor MTLE results; however, after initial difficulties (see 2013 report), it can be seen that our candidates continue to meet this challenge.

    c. A significant administrative challenge for the program is that, when candidates receive elementary immersion positions, they must soon acquire elementary licensure to be eligible to teach subject matter content at this level. These programs have two requirements (a) they must be manageable logistically from the perspective of an in-service educator (perhaps featuring a portfolio system and hybrid courses) and (b) they must be reasonably inexpensive as the Chinese candidates have not been employed long enough to attain deep pockets. This situation is so dire that we will issue a preliminary report on progress toward a solution by December of 2014 and plan to have a program in place by the '14-'15 academic year.

    d. While we now collect data from the Mandarin immersion students collected from other candidates (and more) because of our partnership with OCE, we need to monitor the situation such that *all* data are collected. This has been a successful process, but we have not yet collected the surveys that other candidates complete. We will make certain that this occurs in 2014. All other instruments, the summative report of student teaching, the EdTPA, and the Ed 441 evaluation are now collected. This year, to monitor progress and fill in any holes, we asked candidates to continue with a comprehensive portfolio that covers SEPT standards and those representing standards for teaching Chinese as a second language (Chinese Language Association of Secondary-Elementary Schools).

9. During the last report, we outlined the following issue: "We note that the portfolio assessment results in a binary (yes-no) decision regarding candidate competence on standards. While the system is sufficient in terms of ensuring that candidates meet state standards, it remains insufficient for (a) generating formative feedback for candidates and (b) providing nuanced program evaluation for the purpose of closing the continuous improvement loop. Thus, we formalized (and continue to evaluate) an instrument designed to evaluate portfolio's (other than the EdTPA) and via which feedback can be provided. These were piloted during the spring of 2014 and will be made available August 1, 2014.

10. Some difficulties have been experienced by candidates in behavior management and other aspects of academic and behavioral expectations (especially communicating with parents, engaging in responsive practices when students fail to achieve). These probably result from varying philosophies of education systems between China and the U.S.A. As a result, we are instituting curricular changes and strengthening mentorships; these changes will be assessed via employer and candidate surveys. We noticed, via portfolio feedback, that all of our candidates understood the need to meld aspects of the two systems in order to produce quality programs.

Background, Context, and History of the Program

The program for licensing teachers in K-12 Chinese language was initiated in the fall of 2007, with the pilot program established as a partnership between St. Cloud State University (SCSU) and Beijing Normal University (BNU). The program evolved in an effort to meet the rising demand for K-12 Chinese language licensed teachers in Minnesota and the nation (Asia Society, 2010).

Data from a 2014 survey of Central Minnesota superintendents and personnel directors demonstrates that three (of 12) responding superintendents identified foreign language teachers among their most difficult-to-hire positions (25%; Chen & Hoover, 2014). Mandarin immersion was not named specifically in this iteration of the superintendent study, but has been in past iterations (Hoover, 2010). The hiring patterns (below) for completers suggests that strong need for Mandarin educators remains—but perhaps centered more in both K-12 and programs and Chinese immersion programs.

Chinese-language immersion programs are increasingly popular, thus contributing to the need for well-prepared instructors. As of this writing 13 Mandarin immersion teachers serve 1,432 students in seven partner programs; six of the educators were prepared at St. Cloud State (See Appendix A, p. 13).

Faculty members from SCSU met during the course of the 2006-2007 academic year to formulate a Special Programs MA for BNU student candidates. (The term candidate will be used to refer to university students, whereas the term student will be employed in reference to youngsters enrolled in P-12 programs in Minnesota schools.) This program obtained HLC approval through the Graduate Studies Office at SCSU as a pilot. Four students from BNU participated in the program at SCSU, beginning coursework in the fall of 2007.

A September 30 2008 meeting of representatives from the Minnesota Department of Education and Board of Teaching was organized to share information about the pilot and to obtain assistance for attaining licensure through the Minnesota Board of Teaching. The program was thus moved forward as an Experimental Teacher Preparation Program.

This program was officially approved to grant licenses for K-12 Teaching of Chinese Language on January 15, 2010. The four students in the pilot dual degree program between BNU and SCSU were the first four recipients of this license from SCSU. All four of these students received institutional support in the form of Graduate Assistantships supporting tuition costs.

Between 2010 and 2012, two more students from BNU completed the SCSU program. Since that time, another 6 students have completed licenses, making the total 11 as of this writing, with another candidate expected to raise the total to 12 by August 1, 2014.

The shadow of the 2008 financial crisis continues to slow recruitment. In response, program planners have formed connections with several other Chinese universities (all of whom train educators of Chinese as a second language. Educational institutions in Jilin have agreed to join the SCSU partnership. This should increase our cohorts to a more realistic 10-12 per year, putting less strain per pupil on systems at SCSU.   Drs. Ming Chi Own and Kathy Johnson report that they have continued to meet with faculty from BNU between 2013 and the present to discuss options for improving the programs and for recruitment avenues. Since the last report to the state, the following changes have been initiated on both sides of the Pacific:

1. During the summer and fall of 2014, based on positive results to date, we will initiate paperwork for moving the program to regular status via the PERCA system.

2. Starting in the spring of 2014, all Chinese (language) K-12 candidates completed EdTPAs scored internally. Starting in the fall, all completers will complete EdTPAs to be scored both internally (funded by the Confucius Institute) and externally via the Pearson system.

3. During 2012 and 2013, St. Cloud State and the representatives of the education system in China negotiated the advent of a Confucius Institute at St. Cloud State University. The CI opened its doors during the spring of 2014. This represents a real gain for the institution, with the advent of a support structure for all Chinese programs. It also serves as a touchstone center for Chinese students attending St. Cloud State and can house curriculum materials.

4. The Educational Equivalent system of student teaching has been replaced with traditional student teaching with oversight by St. Cloud State's Office of Clinical Experiences. We were able to effect this change because experimental licensure programs have prepared sufficient numbers of licensed educators, who can now serve as supervising cooperating teachers.

5. Recruitment activities have been expanded beyond Beijing Normal University. St. Cloud State officials have now formed a partnership with the Hanban (Ministry of Education) in Jilin Province. This should increase the number of educators to a more reasonable number; Dr. Johnson reports that 10-12 candidates per annum would represent the most efficient use of SCSU resources. This new partnership receives support on the China end by the prestige of SCSU's having a Confucius Institute. This will increase SCSU's visibility on the West side of the Pacific, thus aiding recruitment.

Results: Program Successes and Challenges

Summary of pertinent program numbers. Current Chinese language teachers in MN, teaching under variances, also applied for the licensure program during the last four years, seeking an alternative to the model at the University of Minnesota. Table 1 below shows the current status of the program numerically (See Table 1 for the current cohort).

- Sixteen candidates have either been admitted to or graduated from the program since 2008.

- Four candidates (6/7 or ~ 86% of cohort II) have successfully completed coursework, assessment activities, and should receive licensure in a timely manner. See Table 1.

- One candidate was dropped the program due to low GPA.

- Four candidates are currently in the pipeline from BNU and we are exploring options with other universities in Jilin Province.

In short, the program is adequately subscribed, the students are demonstrably acquiring the skills, becoming licensed, and teaching students in Minnesota's public schools.

Table 1. The status of current students and completers (2014-2015).

Student	ID	Program Status	Graduation Status	MTLE Status	License Status	Employment Status
Hsing-I Chan	11356012	IP	Summer 2014		Community Expert/ K-12 In process	District 742, North Junior High
Shi Feng	11760728	Completed	Summer 2014	Passed All Required	Variance/K-12 TCFL In process	Minnetonka School District, Excelsior Elementary
Jing Ma	11821976	IP	Summer 2014	Passed All Required	Variance/Not yet applied K-12 TCFL license	District 742, North Junior High
Pei-Hsuan Tsai	00505253	IP	Winter 2014		Variance/ Not yet applied K-12 TCFL license	District 742/Madison Elementary
Zhuo Wang	00624467	Completed	Graduated	Passed All Required	K-12 Chinese License	Edina Middle/High School
Jing Yi Yang	11821966	Student Teaching Spring 2015	Spring 2015		NA	NA
Xian Yang	11821973	Completed	Summer 2014	Passed All Required	Variance/K-12 TCFL In process	Minnetonka School District/Excelsior Elementary
Sun Yi	11760731	Student Teaching Spring 2015	Spring 2015		NA	NA
Rong Zhan	11752503	Completed	Summer 2014	Passed All Required	Variance/K-12 TCFL In process	Hopkins School District/XinXin Academy
Congyu Zhang	00621509	IP	Spring 2016		Variance/Not yet applied K-12 TCFL License	District 742/Madison Elementary
Wei Zhang	00587883	Dropped-Low GPA	NA	NA	NA	NA

Assessment Package: Evidence that candidates have met program goals and objectives

1. *MTLE: See above. All completers have successfully passed the appropriate MTLE tests and sub-tests.*

2. Ed 446 Practicum Outcomes

Table 2. Items from the ED 446 practicum rating (descending order by mean value (scale 1-3, with "2" as expected).

Item	N	Mean	SD	Percent Prepared	Percent Prepared (Highest level)
ST1b.Meaningful_for_Student	5	3.00	.00	100.0	100.0
ST6a.Used effective communication	5	3.00	.0	100.0	100.0
ST9.Depandable and understood	5	3.00	.00	100.0	100.0
ST9.Willingness to learn	5	3.00	.00	100.0	80.0
ST1a.Clear_Understanding of content' content knowledge appropriate to licensure	5	2.80	.45	100.0	80.0
ST2Developed learning opportunities	5	2.80	.44	100.0	80.0
ST3a.Recognized diversity	5	2.80	.45	100.0	80.0
ST4a.Used a variety of strategies	5	2.80	.45	100.0	80.0
ST5a.Helped support a learning environment	5	2.80	.45	100.0	100.0
ST10.Collaboration, ethics and relationships	5	2.80	.45	100.0	100.0
ST3b.Adapted teaching	5	2.60	.55	100.0	60.0
ST8.Assessment	5	2.60	.55	100.0	100.0
ST7.Planning instruction	5	2.40	.55	100.0	60.0

3. EdTPA: The EdTPA data analysis is in progress and the ratings by two trained evaluators will be forwarded before August 1, 2014.

4. Our new Portfolio

As promised during the fall of 2013, a system was developed via which more formative and nuanced feedback could be provided to participants. Appendix 2 shows the instrument while data from the first three portfolios are shown below in Table 3. Note that the portfolio assessment system will be revised for use next year.

Table 3. Items from the adjusted portfolio evaluation (descending order by mean value (scale 0-3)[1].

Item	N	Mean
Planning: The ability of the candidate to plan utilizing and to develop engaging lessons	3	1.97
Instruction: Portfolio includes evidence that engaging lessons were taught successfully to students	3	2.00
Assessment: Evidence that the candidate planned and administered stat-of-the-art assessment devices (must include at least one performance rubric)./ Student data recorded effectively	3	1.94
Holistic: Rating of lesson beyond the criteria listed above—could include expression of humanistic values, evidence of diversity and quality of English language conventions	3	2.47
Total Score (7 points required for passage at this point) See Appendix B).	3	8.39

[1]One candidate was asked to re-do portions of the portfolio. This person's portfolio will be analyzed during July of 2014.

As can be seen above (Table 3), all candidates receiving a portfolio review have passed their assessments. One candidate failed the portfolio review on the first try. This candidate was provided guidance and ultimately rescheduled and passed her review. This suggests that six of the seven original candidates have met all standards for performance, those assessed by the portfolio and those evaluated via test scores. We required a second candidate to repeat an entire semester (Fall '12, candidate #5) of their Educational Equivalence Experience (EEE). This student has now successfully completed her EEE and portfolio and has now attained her teaching license. As of the fall of 2013, we required these to be submitted electronically. See the links above.

The "pass-fail" process for portfolios was discontinued during the '13-'14 academic year. Rather, a rubric score for each standard or for closely-related sets of standards is under development (see Appendix C). The team scored each portfolio (data provided in Table X above), provide feedback to candidates, and retain the scoring data for program evaluation purposes. In addition, we will train faculty members in its use and assess the reliability and validity of the tool.

As advocated during the fall of 2013, the Mandarin program now utilizes the same key indicators used to evaluate all education programs at SCSU, at least where these clearly apply. Thus, a change instituted during the '13-'14 academic year was to gather data from the following instruments: (a) the program entry format, (b) the completer survey, (c) the generic TPA (starting with the Fall 2013 cohort), (d) the Transition to Teaching survey, and (e) the employer survey. Having both portfolio scores and access to student feedback on the strength of programs should allow for more and better program evaluation and facilitate what NCATE (soon CAEP) leaders refer to as closing the feedback loop. The direct data have been collected, we now need to work the surveys into the system.

We stand by the following statement that we made in September of 2013: The above challenges notwithstanding, we believe that the existence of the portfolio and the portfolio

evaluation meeting support that candidates have met all state standards. The recommendations are merely methods for strengthening assessment practices.

Strengthening recruitment/ meeting need. One avenue for improving access to the program is to offer some courses in China; a pilot effort was initiated during the summer of 2012 in partnership with Beijing Normal University. Two faculty members from SCSU taught two required courses to a cohort of 12 students applying to SCSU for spring semester of 2013. Unfortunately, because of small N we did not follow up on offering further coursework at BNU in China. We will look closely this year at hybrid offerings that will prepare students for the reality of their American experiences.

The need for elementary and secondary licensure. Via the 2013 report to the Minnesota BOT, we opined that a need existed to help selected Mandarin completers attain elementary licensure. Some candidates teaching in elementary education settings have themselves identified this as a need, especially content, pedagogy, and content-pedagogical competence in science and mathematics. We still look for a way to deliver this coursework and will make this a priority during the 2014-2015 academic year. In addition, as Chinese immersion programs proceed to the secondary level, we will need to find a parallel system for helping language teachers attain licensure in secondary or P-12 education fields (e.g., mathematics, science, social studies). As of this writing, no such program exists. This is a structural weakness of the all Chinese language immersion programs that needs to be addressed in the near future.

We have updated the following language from the 2013 report submitted last year.

Please find the following summary of facts and issues:

- Immersion candidates need to earn elementary licensure; while they remain licensed to teach Mandarin, they soon become ineligible to teach standard elementary subject matter unless elementary license is attained.

- Just 13 of 62 (21%) of Mandarin education specialists are licensed in a needed area other than Chinese. The rest (N = 39) are licensed as community experts (insofar as content is concerned, see Appendix A).

- The demand for immersion programs at present, is strongest at the elementary level, though, as immersion cohorts age, demand has moved into middle school level and soon will be in the high schools.

- The demand for Chinese as a second language in middle schools and high schools across the state continues to expand.

- No reasonable mechanism currently exists to offer elementary licensure programs—either financially accessible to Chinese participants or economical for the universities that might otherwise offer evening and weekend programming. Candidates report that one private college that offered programming was too expensive (but many have been forced into enrolling in this program) and that they did not like the one available online format of a public university program.

- As we seek to make the project permanent, we look to resolve issues related to offering elementary licensure to candidates. Later, we need to carefully explore the process of offering secondary licenses in content areas. District representatives have expressed an interest particularly in language arts and social studies (2013 report to BOT).

Curricular changes. Thus far, students have been participating in the Mandarin/Chinese second language sequence as an MA in Special Programs. Having it officially approved through the curriculum process at SCSU will allow us to strengthen the marketing and recruiting of qualified candidates. Program approval forms will need to be filed with both the state (RIPA) and through the curriculum process at SCSU to make the Teaching Chinese as a Foreign Language program permanent. This will represent a second priority during the 2014-2015 academic year.

In terms of need (see above), and availability of qualified candidates, this program *should be* made permanent. Dean Alawiye (see letter Appendix D) agrees that program leaders should complete these steps. He has assigned his Assistant for Assessment and Accreditation the task of following these tasks to completion. Dr. Kathy Johnson is working on moving the program through the Curriculum Committee approval process at SCSU so that this is an officially recognized program at SCSU. This will also be moved through the official approval process of MnSCU and the state BOT.

Challenges and avenues for addressing challenges. After the candidates have been hired, Dr. Kathy Johnson has had numerous discussions with principals or supervisors of these teachers. The major challenges and areas of improvement for these teachers have been related to cross- cultural need areas in behavior management and communication with parents. For those hired in Chinese Immersion Programs, the greatest need regarding licensure has been completing requirements for elementary licensure while working full time in a very time- and energy-demanding job. The feedback given by administrators in the field is being taken into consideration for the final licensure program. St. Cloud State is currently participating in the Bush Foundation education reform project. All new areas of teacher preparation through this work will be incorporated into the final licensure program and curriculum design.

Opportunities for exploring innovative program development for meeting the continued demand for elementary immersion program will be facilitated in the fall of 2014.

References

Asia Society (2010). Meeting the challenge: Preparing Chinese language teachers for American Schools. Downloaded on August 10, 2012 from http://asiasociety.org/files/chinese-teacherprep.pdf.

Chen, Y., & Hoover, J. H. (2014). *Personnel Needs in Central Minnesota: A 2013-2014 replication*. St. Cloud, MN: St Cloud State University School of Education. Report available upon request (Report: Employ.14.4).

Hoover, J. H. (2010). *Personnel Needs in Central Minnesota: A Preliminary Analysis*. St. Cloud, MN: St Cloud State University College (now School) of Education. Report available upon request.

Appendix A
Chinese Immersion Program Partners with SCSU
Data as of Fall 2013/ Will be Updated by August 1, 2014

School/ Program	Number of Students Served	Grade Levels Served	Number of Teachers	Community Expert Licensed Teachers	Teachers working on a Variance or Limited License	N of Fully Licensed Elementary Teachers
Benjamin E. Hays International Magnet School/St. Paul	79	K-1	3	3	0	0
Excelsior Elementary/Minnetonka	237	K-5	11	0	4	7
Lakes International Language Academy/Forest Lake	71	K-1	3	3	0	0
Madison Elementary/St. Cloud	145	K-5	6	4	2	0
Scenic Heights Elementary School/Minnetonka	239	K-5	10	3	3	4
Xinxing Academy/ Hopkins	257	K-5	12	10	0	2
Yinghua Academy/ Minneapolis	500 404 96	K-8 K-4 5-8	17 (K-4 full immersion elementary)	16	1	0
Totals	1,432	-----	62	39	10	13

Appendix B
Portfolio Artifacts Cross-walked with Standards

Standards of Effective Practice	Chinese Standards	Artifact/Evidence of Competency
Standard 1: Subject Matter	STANDARD 1: Language Proficiency STANDARD 2: Linguistic Competency STANDARD 4: Second Language Acquisition	Artifact 1.1: Transcripts (competencies recorded) Artifact 1.2: Letters of Recommendation Artifact 1.3: College Student's Evaluation Artifact 1.4: Sociolinguistic paper: Addressing strangers in Beijing (PR)[1] Artifact 1.5: Celebrating traditional Chinese holidays (PR)
Standard 2: Student Learning	STANDARD 5: Child Growth and Development	Artifact 2.1: learner profile plan at College level (PR) Artifact 2.2: reflection journal: Alternative teaching and learning strategies at elementary level (PR) Artifact 2.3: Mini-Case Study of bilingual children's code-switch (PR) Artifact 2.4: Child Development Papers and Essays
Standard 3: Diverse Learners	STANDARD 3: Culture Knowledge STANDARD 6: Diverse Learners	Artifact 3.1: Background paper for SPED class Artifact 3.2: Service learning project reflection paper Artifact 3.3: Journal of experience teaching student with emotional and behavior problems (PR) Artifact 3.4: Reflection paper on Oppression Artifact 3.5: Lessons on Chinese culture (PR)
Standard 4: Instructional Strategies	STANDARD 8: Instructional Planning and Strategies	Artifact 4.1: Web quest lesson plan: Understanding China Artifact 4.2: Chinese New Year Lesson Plan (PR) Artifact 4.3: Lesson plan: Creating your Chinese website Artifact 4.4: Reflection on cooperative learning strategies
Standard 5: Learning Environment	STANDARD 7: Learning Environment	Artifact 5.1: Practice learning theories in secondary and college Chinese classes. Artifact 5.2: Classroom Rules in elementary class (PR) Artifact 5.3: Language learning activities Artifact 5.4: Classroom Design for Learning model (PR)
Standard 6: Communication	STANDARD 10: Communication Skill	Artifact 6.1: Syllabus (PR) Artifact 6.2: Journals on effective communication to encourage engagement and deal with discipline problem (PR) Artifact 6.3: Examples of effective parent communication (PR)
Standard 7: Planning Instruction	STANDARD 11: Technology Knowledge	Artifact 7.1: weekly plan, lesson 8, high school level (PR) Artifact 7.2: Science Curriculum for the unit of "sand, pebble and silt" with technology used Artifact 7.3: Health lesson plan: brushing to bright smiles Artifact 7.4: Position paper on technology and learning (PR)
Standard 8: Assessment	STANDARD 9: Assessment	Artifact 8.1: Reflection on the assessment tool (PR) Artifact 8.2: Chinese 102 final written exams (PR) Artifact 8.3: Elementary one unit written exams
Standard 9: Reflection and Professional Development	STANDARD 12: Professional Development	Artifact 9.1: PLC meeting at Chinese immersion program (PR) Artifact 9.2: Committee & Professional Organization Membership Artifact 9.3: Field experience evaluation Artifact 9.4: Conference presentation certificate Artifact 9.5: Program Reflection paper (PR)
Standard 10: collaboration, ethics, and relationships		Artifact 10.1: Newsletter & Parent Conference (PR) Artifact 10.2: Working with librarian Artifact 10.3: Reflection Paper (PR)

[1]PR = Assessed and recorded via portfolio rubric (See Appendix C below)

Appendix C
Portfolio Assessments (Under Evaluation)

In 2013, we called for the development of a portfolio evaluation instrument allowing for more nuanced and formative feedback. This instrument was developed during spring of 2014 and has been applied to three candidates. It will be applied to a fourth completer in July of 2014 and we will look at in in comparison to EdTPA scores (for the purposes of establishing reliability and validity. The instrument will be reviewed by three faculty members and revised during the 2014-2015 academic year. The instrument itself is provided in the following pages.

Instructions: (1) Read the portfolio as a whole. (2) For each section, find and list portfolio elements that fit in the category as described. (3) Re-read the items within that section. (4) Circle the level (1/2 points are allowed). (5) Write descriptions as requested; these are designed to provide the candidate with feedback enhancing their personal growth as educators.

Candidate Name ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯   Rater ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯   Date of Review ⎯⎯⎯⎯

Domain/ Look for…	Mastery (3 points)	Proficient/ Target Level (2 Points)	Emerging (1 Point)	Clearly below standards/ not acceptable (0 Points)
Generic level description	Mastery is evidenced. The candidate's performance is well beyond that expected for a first-year educator, more consistent with the performance of a master educator with several years' experience. Highly proficient and consistent. Look for a performance level (skill, accuracy, consistency) of greater than 90%. The writing, especially, shows a master level of proficiency.	The candidate displays the knowledge, skills, or dispositions under consideration at a level commensurate with a **qualified beginning level educator**. The performance evidence a skill level likely to benefit students, but the performance is not quite as skilled or displayed as consistently as would be expected from a master teacher with several years' experience. Think of K or S levels between 75% and 90% accuracy and consistency.	Limited and inconsistent performance is evidenced. However, to distinguish from Level 1, the rudiments of the skill, disposition, or knowledge element must be displayed a majority of the time *or* rudimentary (beginning, but not sufficient) levels are evidenced. Think of a performance or knowledge level between 10% and 75% accurate/	Limited and inconsistent performance is evidenced. However, to distinguish from Level 1, the rudiments of the skill, disposition, or knowledge element must be displayed a majority of the time *or* rudimentary (beginning, but not sufficient) levels are evidenced. Think of a performance or knowledge level between 10% and 75% accurate/
Planning: Portfolio entries that show the candidate's ability to plan lessons and organize (not conduct) assessments	1. **Portfolio materials used (list):** 2. **Score** ⎯⎯⎯⎯⎯⎯ Comments:			

Domain/ Look for…	Mastery (3 points)	Proficient/ Target Level (2 Points)	Emerging (1 Point)	Clearly below standards/ not acceptable (0 Points)
Instruction/Curriculum: Portfolio entries that show candidate's ability to instruct/ could be video presentation, letters of support from supervisors or observers/ organizing curriculum and locating materials (could also appear in planning)/ any entry reflective of a candidate's ability to impart information/ reference(s) to state, national and/or international standards	1. **Portfolio materials used (list):** 2. **Score** _____ Comments:			
Assessment of Instruction: Portfolio entries reflecting candidate's ability to (a) assess student performance, (b) come to an understanding of the performance of a group on an essential skill, (c) demonstrate the ability to use assessment to provide feedback to individual students, to guide the performance of one or more student(s), to understand the performance of one or more student	1. **Portfolio materials used (list):** 2. **Score** _____ Comments:			

Domain/ Look for…	Mastery (3 points)	Proficient/ Target Level (2 Points)	Emerging (1 Point)	Clearly below standards/ not acceptable (0 Points)
Holistic: Look for aspects of the whole portfolio that might not be covered by the items above/ Examples: particular facility with English-Chinese translation issues, evidence of regard for children, knowledge of the American educational system, ability to differentiate instruction, understanding American culture & school culture. *Does note need to be the average of the above three scores*	1. **Portfolio materials used (list):** 2. **Score** _____ Comments:			

Scores

1. Planning _____ Added comments:

2. Instruction & Curriculum _____

3. Assessment _____

4. Holistic _____

5. Total _____ (Must be at least 7 points to pass

Signature of Rater _____

Appendix D

Support Letter from Dean Alawiye

June 30th, 2014

To Whom It May Concern:

As the Dean of the School of Education at St. Cloud State University, I am writing this letter in support of the submission of our report on the "Status of the Experimental Program: Teaching Chinese as a Foreign Language." This program was approved for licensure in January of 2010.

As noted in the report, our intention is to have this program be submitted, reviewed and approved by the University Curriculum Committee and the MnSCU system as an official Chinese K-12 World Language program offered at SCSU. We have found great benefit in piloting this program as an experimental program and will be adjusting the final recommended program based upon data and results during these last few years. Through being able to have this approved as an Experimental Program, we are confident we now have a strong, sustainable program moving forward to meet the growing demand for licensed teachers in this area.

During this last year, SCSU was also approved to host a Confucius Institute. Through this Institute we will be able to continue to strengthen our recruiting efforts to meet the rising demand for Chinese as a second language in the state and nation. We will also be able to partner with universities in China on innovative program development to address the continued need of elementary immersion licensed teachers. This is a critical need within the state of MN, not only in Chinese, but also Spanish and other world language that are taught through immersion programs. MN is leading the United States in this innovative program design. The academic results are very compelling and demonstrate a need for continued support of these programs with increased opportunities to ensure equity in access for all children in MN. The language skills and competencies of the students in the programs also far surpass the skills of students who begin second language learning programs in middle or high school.

As the Dean of our School of Education, I look forward to working with the leadership team at SCSU in moving this program forward as an officially approved program that will be able to shift and transition from an Experimental Program to a formal licensure program within BOT.

Please let me know if you have any questions or need further information.

Sincerely,

Dean Osman Alawiye