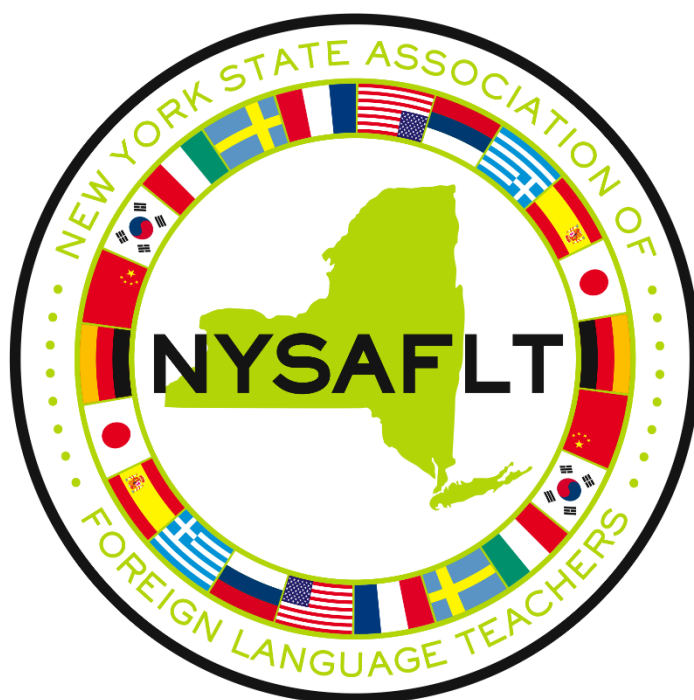# Language Association Journal

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Letter from the Editor

Dear Colleagues,

I wish there were words I could offer that would alleviate some of the stress we have all been under. I wish I had a magic formula for each of you that would make distance learning measure up to the magic you had in your classroom. The spring is the sweet spot; it is when the seeds from the fall and winter starts to blossom and we see all the fruits of our students' labor. This is the time of year for our big moments and celebrations of learning. Instead we try to piece together what we can for our students, for our families, and for our communities. We try to support learning when we aren't even sure what is happening or what will happen in our world. Among the loss so prevalent in our state is the loss of our Ginny Levine. So many of us benefited from her guidance, her support, and her smiles and laughter. We were lucky to have her as a leader in our field, may we each strive for her level of compassion, leadership, and joy in our lives. There is an memorial section at the beginning of this edition.

I hope you view this edition of the journal as a moment of reprieve, a place to indulge in ideas and findings from your colleagues in our field. We have a wonderful piece from our own second vice-president, Marissa Coulehan, and her colleague, Kristie Guiliano, on how digital portfolios can be used to share work with families and demonstrate mastery of skills at the FLES level. Dr. Eikel-Pohen shares the process she undertook to allow her students to co-create her final assessment rubric on forced migration and refugees, focusing on student metacognition and use of the target language. Finally, Dr. Eddy discusses the need for certain areas of professional development in our field based on her work on the world language standards. May each of these articles provide us insight into how we approach education as we emerge from this crisis. May we never return to the hyper focus on accountability in education, but rather on the relationships, with students, colleagues, and families, that each of these articles highlights as the profoundly important work in education.

Wishing you and yours health, peace, and comfort,

Mary Caitlin

Call for Papers

The Language Association Journal is the official peer-reviewed journal of the New York State Association of Foreign Language Teachers (NYSAFLT). The audience for this journal includes world language educators at all levels, teacher educators, administrators, and others who are interested in world language education. To address the diverse interests, focuses, and needs of this audience, each issue of the Language Association Journal allows for three submission types—scholarly articles, reports, and teacher-to-teacher articles—across multiple categories that are organized by key words, including, but not limited to: advocacy, assessment, culture, curriculum, FLES, instruction, issues in the profession, language development, literacy development, methods, policy, professional development, teacher preparation, technology. While previously the journal was thematic, we now welcome submissions from a range of topics for each edition. The Language Association Journal is published two times per year.

Submission Guidelines

- Publication Status
    - Your manuscript must not be previously published or under consideration for publication elsewhere.
- Language
    - Write your manuscript in English.
    - You may include examples written in languages other than English. Italicize these and include the English translation.
- Content
    - Your manuscript may be a scholarly article, a report, or a teacher-to-teacher article.
    - Graphic content such as tables, charts, and photographs, should enhance your written content.
    - Key word categories: advocacy, assessment, culture, curriculum, FLES, instruction, issues in the profession, language development, literacy development, methods, policy, professional development, teacher preparation, technology.
    - Present content that is appropriate for the audience of the Language Association Journal; that is accurate, timely and relevant; that extends or deepens what is currently known on the topic; that represents innovation or new ways of thinking; and that bridges theory and practice.
- Length
    - Limit scholarly articles to no more than 8,000 words.
    - Limit reports to no more than 5,000 words.
    - Limit teacher-to-teacher articles to no more than 3,000 words.
- Writing and Style
    - Write in active voice and with language that can be understood by all audiences of this journal. Define terms that may be unfamiliar to readers.
    - Include only and all works cited in the reference section.

- o Use style guidelines outlined in the *Publication Manual of the American Psychological Association, 7th edition* (2019). See http://www.apastyle.org for style support.
  - o Replace all references that would reveal your identity in the manuscript with generic terms such as *Author X* or *School X*.
  - o Proof-read your manuscript to ensure that it is error free.
- Technical Considerations
  - o Prepare the manuscript in a word document (.doc or .docx) using Times New Roman font size 12, double-spaced.
  - o Assure that any external links included or hyperlinked in the manuscript are active at the time of submission.
  - o Indicate the placement of any graphics (e.g., charts, tables, illustrations, student work) or photographs, within the word document. (You will submit these in separate files.)
  - o Remove any evidence of tracked changes that were used in the writing of the manuscript.
- Permissions
  - o Photographs
    - Your photographs must have high resolution and in a standard file format (e.g., .jpeg) and be the property of the author.
    - Obtain written consent for publication from anyone recognizable in your photographs. (You will submit this in a separate file.)
  - o Graphics
    - Obtain written consent for any graphics (e.g., charts, tables, illustrations, student work) that are not your own or that are not copyright free. (You will submit this in a separate file.)

Manuscript Submission Guidelines
- Submit your manuscript and any additional files (e.g., graphics, photographs, consent forms) that have been prepared according to the above guidelines through the submission form on the NYSAFLT webpage.
- In your manuscript submission, provide a brief biography to include at the end of your article or report if it is published.
- Upon receipt of your manuscript submission, the Editor will send you an acknowledgement email and an approximate timeline for review of your submission.

Manuscript Review
- After the Editor has received your manuscript and completed on-line information form, he or she will do an initial review to assure that your submission abides by the stated guidelines.
- If the submission abides by the guidelines, the Editor will forward the manuscripts to one or two members of the Editorial Board for anonymous evaluation and publishing recommendation. If the submission does not abide by the guidelines, the Editor will communicate this information to you.
- When all reviews are returned to the Editor from the Editorial Board, the Editor will make the final decision regarding the manuscript's publication and will notify you about the submission's status.
- All manuscripts accepted for publication are subject to editing.

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Virginia "Ginny" Levine

1947-2020

On March 29, 2020, we lost a beloved NYSAFLT member, Virginia "Ginny" Levine. She was a rock within the NYSAFLT family and a friend to all, always ready with a smile, a laugh, and words of encouragement for growth. Ginny, you will be dearly missed. Her family has shared that contributions may be made to a memorial fund established in Ginny's name at SUNY Cortland to support students. The link for donations is: RedDragonNetwork.org/ginny. In celebration of her life, we share below memories of our time with Ginny.

Dear Ginny,

Words cannot begin to express how much you meant to our New York State World Language Education community and, more personally, to me.

We first met in the Spring of 1992 when I was a junior high school Spanish teacher, and you were a college methods professor. I had applied for a NYSAFLT award, and you called me with good news. In that conversation, you spoke as if you knew me, even though we had never met. You said things that bolstered my confidence and made me feel special. I never forgot that feeling, because you continued to treat me in the very same way over the course of our 28-year professional relationship and friendship.

You were truly a leader in our profession, and you led with both vision and passion. One vision you were particularly passionate about was *articulation*, the coming together of language educators of all levels. I heard you speak about this the day I met you in person at a Fall 1992 NYSAFLT Regional Conference. Passion and vision, however, are insufficient unless accompanied by action. One thing you were always good at was follow-through. You wrote a grant and used that seed money to start a conference that would bring together preservice teachers, inservice teachers, and college professors: the SUNY Cortland Teachers in Training Conference, now known as the Second Language Educators Conference. More than 25 years later, this conference has become a tradition and a shining example of vision and passion in action.

You were also a mentor. I'd like to selfishly claim you as *my mentor*, but I know you mentored many others too. You invited me to take next steps in my career and opened doors for me that I never could have imagined would open. It is because of you that I entered NYSAFLT leadership. It is because of your continuous support and encouragement that I have my doctorate. It is because of you that I am a methods professor and, probably most importantly, it is because of you that I am passionate about mentoring others.

Thank you for that phone call in 1992 and the many calls that followed, for the conference sessions we attended (and skipped) together, for the amazing recommendations and references, for the countless work and personal emails exchanged, for the beautiful cards you sent, for always being there for me, whether in celebration or support. You left an indelible impact on my heart. I am forever grateful for you.

Love,
Joanne O'Toole

I became a member of NYSAFLT in 2015. Coming from Nebraska to Long Island and having recently finished my doctoral degree, I did not have any professional connections in New York. Since the beginning, Ginny welcomed me with open arms to the WL Methodologists Roundtable and Post-Secondary Committee and made me feel included and a valued member of the community. She was one of the first persons to attend my students' poster sessions the last four years at the conference and support their work, always with kind words of encouragement.

Last December, Ginny was so kind to write a letter of recommendation for my tenure review. Those letters entail much effort, as the writer has to read one's scholarship and comment on different areas of work during the candidate's tenure track trajectory. When she sent the letter, she wrote "here is your Christmas gift." And it was indeed. Her letter was a very important piece of my file. My tenure vote happened the same week that we received the news of her passing, and I was deeply saddened to not be able to share with her that she helped me become an Associate Professor. I will be forever grateful for her support. She will be missed in our professional community.

~Carolina Bustamante

I have been a regular attendee of NYSAFLT´s Annual Conference throughout my career. I believe that I would not be the teacher I have become if not for NYSAFLT. Ginny was always there! She was someone I would look forward to seeing at each conference but was hesitant to talk too. I got to know Ginny once I began volunteering at registration. I always enjoyed hearing her insights into the profession, her advice, and most of all her smile. I know that she has touched so many and that her influence will continue in so many unseen ways.

~Leslie Kudlak, NYSAFLT President

The first time I met Ginny Levine I was serving as a member on the 1999 NYSAFLT Nominations Committee, which Ginny was chairing. I remember it well, since this was back in the day of "old-school" live meetings and it was my first at the Century House in Latham - then a familiar setting for NYSAFLT meetings and events. My NYSAFLT experience to-date had been serving as AV volunteer at the Annual Conference. It was without hesitation that Ginny turned to me at this meeting and asked if I would consider running for Treasurer of NYSAFLT. I was honored to be considered and, through that experience, I began to have an understanding of the respect Ginny held within the organization and of her uncanny ability to seek out new leaders in the profession and nudge them forward.

Since that time, I've met many NYSAFLTers who've shared similar stories of how Ginny had tapped them on the shoulder and encouraged greater involvement in our organization. Many went on to leadership positions and have done inestimably valuable work for NYSAFLT and for the profession over the years. Ginny's ongoing involvement and subtle steering of the organization over many years have had a tremendous impact on NYSAFLT, and we will forever be in debt for her contributions. In the sadness of her passing, it's comforting to know that her legacy as a leader in our profession will continue to live on through the many leaders that she has inspired and shepherded over the years.

~John Carlino, NYSAFLT Executive Director

Ginny was a smiling, friendly, welcoming face when I turned up from out of state at a NYSAFLT Post-Secondary Committee meeting over 10 years ago. Ginny's warmth and enthusiasm and encouragement in that initial meeting made it obvious that NYSAFLT was my new professional home, and at every conference after that, Ginny brought us together with such collegiality and dedication, and always with a smile and brightness about her. I will forever be grateful for the warm welcome she first extended to me when I was a newcomer and for the constancy of her leadership and support over time. Ginny Levine was a force of good in the world (and in the world of world languages!), and she will always be an inspiration to me. We will carry on the work of the post-secondary committee and the close community you nurtured there to the best of our ability, Ginny, and we will miss you so very much.

~Erin Kearney, Chair NYSAFLT Post-Secondary Committee

It's so difficult to conceive of Ginny being gone. She was always so much ALIVE, always busy, always so giving.

Ginny was teaching Spanish at SUNY Cortland before I arrived in our department back in 1989. She was a wonderful colleague, then the best Associate Dean, and finally chief of staff to our college president and vice president for policy and accreditation. Ginny always seemed to be doing three jobs, any one of which would be an overwhelming full-time job for us mere mortals. At the same time, she made the time to be involved in her daughters' activities. I recall wondering how she could be doing so much at work and still manage to be a Den Mother! She always remembered our own children for birthdays & holidays. And, oh by the way, she started our SLEC foreign language conference at Cortland, and we all know how involved she was in NYSAFLT. …And all with the best of humor. The first thing I think of about Ginny is her laughter; she was a great audience for a joke!

Finally, Ginny got me thinking about the importance of supporting our pre-service and in-service teachers. This moved me from my original focus on French literature, I ended up working with Jean LeLoup on ideas for supporting our language teachers, and we came up with FLTEACH. I know that for so many of us, Ginny's contributions go far beyond those things she has done as an individual, to be multiplied by the many lives that she touched and the encouragement she gave all who interacted with her.

~Robert Ponterio

Digital Portfolios in FLES are a Success!

Marissa Coulehan & Kristie Guiliano

Abstract: In this article we explore the role technology plays in helping language learners at the elementary level reach their language proficiency goals. Students as young as kindergartners were engaged with platforms such as Seesaw in order to help them reach high levels of language acquisition as well as provide a method for informing their parents and guardians of their progress in a collaborative manner.

Keywords: FLES, advocacy, technology

In an increasingly digitized world, there is often a push to integrate technology in our language classrooms. The SAMR model was designed by Puentedura in 2006 and is a framework for integrating technology into educational settings (Puentedura, 2015). This framework challenges teachers to consider integrating technology not just as a substitution for traditional activities, but as an augmentation, a modification, or even a redefinition of the tasks we ask students to complete. Also known as Substitution, Augmentation, Modification, Redefinition (SAMR Model), this framework categorizes the varying degrees of technology integration in the classroom. Yet as a kindergarten Spanish teacher, the idea of introducing technology to transform language learning seemed daunting. Collaboratively we, the Spanish teacher and the educational technology specialist, worked together to find answers to the following question:

- In order to reach our proficiency goals, in what ways, if any, might we incorporate available technology?

To help reach these proficiency goals, we decided to try Seesaw, a platform to capture student learning through a digital portfolio. Our students had 30 minutes of Spanish daily, and they each had their own device (an iPad). We brainstormed different ways that kindergarteners could show evidence of their learning in Spanish. At the end of a unit of study, our novice students were expected to know and describe their family members and pets with visual support and name the people and pets in their family. We asked them to draw (with paper, pencils and crayons) a portrait of their family. They labeled their family members and pets in Spanish. We introduced them to the Seesaw platform and had them take a photo of their drawing. While the act of taking a photo of a drawing might seem redundant, the activity was a purposeful method to develop students' technology skills along

Kindergartner's drawing of her family members, of which she took a photo, recorded her voice describing her family, and posted it to her class Seesaw page.
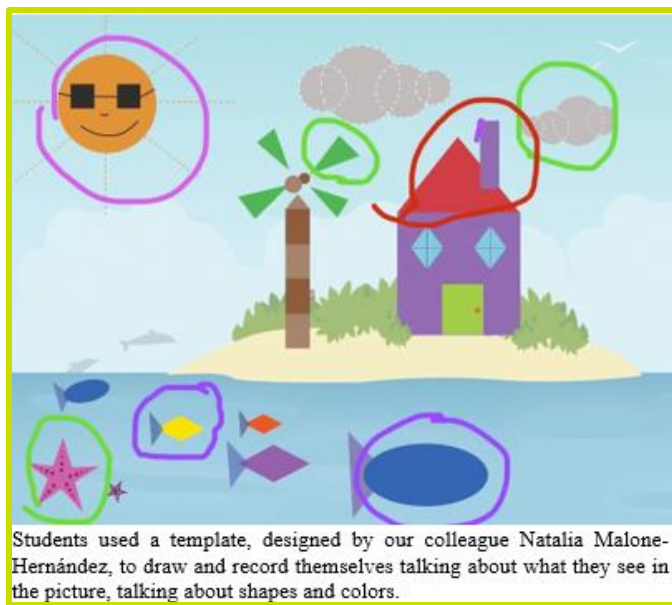
with their understanding of the language. We modeled how to take a photo: holding the iPad in the correct orientation with two hands, lining up the camera with the physical image, and keeping the photographer's fingers clear of the camera lens. Switching our focus back to the language goal, students were able to record their voices describing their family portraits. We took a seemingly passive task and turned it into a presentation. Then, we could share this evidence of learning with each student's family.

Once we realized we could ask this of kindergarteners, we excitedly planned more and more opportunities for our students to document their learning. In the same school year, students worked on several more language and technology skills, including drawing and writing on a template to provide information in Spanish about themselves, identifying something in Spanish using video and audio recording, and video recording one another speaking Spanish. With each planned activity, we discussed what supports the students needed, how we might model the activity in the target language (rather than resort to English), and noted what questions came up along the way. It was truly a collaborative effort

It was truly a collaborative effort that resulted not only in documenting our students' progress, but providing a snapshot of the Spanish kindergarten classroom for our greatest program advocates - their parents and guardians.

that resulted not only in documenting our students' progress, but providing a snapshot of the Spanish kindergarten classroom for our greatest program advocates - their parents and guardians.

After a year of trial and error, we learned a great deal about scaffolding tasks for our kindergarteners. The following year, we decided to launch Seesaw with an even simpler task: Write your name and introduce yourself in Spanish. While this is in fact a multi-step task, it allowed us to introduce the platform even earlier in the school year when they were learning each other's names. A less demanding language task made it easier for us to focus on the technology platform first. Anecdotally, we noticed that the second time we used Seesaw for the family portrait activity, our students were already comfortable with the app and therefore more quickly accomplished the task of recording. We had fewer hiccups and were able to focus on other skills like how to best record your voice. We modeled that we reduce background noise to avoid being in our classmates' recordings, record in normal speaking voice, and wait a second to start speaking after pressing the record button.

Once we had a better understanding of our goals using the platform, we were able to venture into the next phase of sharing student work. We enabled parents to join our class to view their own child's progress. One of the greatest features of Seesaw is that it is private. Parents are only able to view work posted by their children. We invited them to view, like, and comment on their own child's work, creating an environment where learning could be shared immediately. They had a glimpse into the classroom that they otherwise would never have had. They could see what was going on in Spanish class without having to be present. Students were delighted that their parents were interacting with them in real time on the Seesaw app. It brought an element of pride to the activity that had never existed before.

Students used a template, designed by our colleague Natalia Malone-Hernández, to draw and record themselves talking about what they see in the picture, talking about shapes and colors.

Eventually, we also allowed students to view each other's work. This was a perfect way for students to turn a presentational task into an interpretive one. They were able to see the way their classmates responded to tasks, see similarities and differences among the responses, and expand their knowledge of the Spanish language using each other's work. It also provided the space for us to introduce the beginning stages of digital citizenship, or how to be a responsible consumer and producer using technology. We encouraged students to view this form of sharing digital work as a responsibility. We discussed the importance of being a good community member and introduced the idea of providing positive and constructive feedback to peers. It was important to have students make connections between the digital content they created and interpersonal communication.

In discussing our goals for language learning and technology integration, we discovered Seesaw as an intuitive platform with countless possibilities for students to demonstrate their knowledge. According to the SAMR framework, we had completely redefined their learning experience with the use of technology. After starting with a pilot year full of learning opportunities, we were able to successfully scaffold activities, differentiate tasks, and allow students to see growth over time. It also allowed for the unique opportunity to bring peers and families into the learning experience. Using a digital portfolio brought out a pride in our students that we had not experienced before. Even the most timid students were able to shine, and all students found a voice to express themselves in the Spanish classroom.

References

Puentedura, R. (2015). SAMR: A brief introduction. Unpublished. Retrieved from http://www. hippasus. com/rrpweblog/archives/2013/10/02/SAMR_ABriefIntroduction. pdf.

Marissa Coulehan is an elementary Spanish teacher and leader in her field. She currently teaches second through fifth grade Spanish at Springhurst Elementary School in Dobbs Ferry, NY. She also teaches the New York State FLES certification course at Manhattanville College in Purchase, NY and facilitates the FLES Collegial Circle at Putnam Northern Westchester BOCES. Marissa holds the position of Executive Secretary for the National Network for Early Language Learning, is the chair for the Language Learning for Children special interest group for ACTFL, and is the second Vice President for the New York State Association of Foreign Language Teachers. She has a B.A. in Spanish Language and Literature and Secondary Education from the University of Maryland, College Park, along with a Master of Arts in Teaching in Early Childhood and Childhood Education from Manhattanville College.

Kristie Guiliano is an Educational Technology Specialist at The Dalton School in New York City. Prior to her work at Dalton, Kristie was an Instructional Technology and Curriculum Specialist who led professional development opportunities and mentored teachers through year-long technology integration programs in various schools throughout the greater New York City area. Before that, Kristie was a classroom teacher, specializing in mathematics education at the elementary and middle school levels. After receiving a bachelor's degree in Psychology from Queens College, Kristie pursued a master's degree in Elementary and Special Education at St. John's University. Kristie's passion for education and technology drives her to help all learners appreciate the value of technology to enhance the curriculum and engage students.

Awareness and Agency through Rubrics:

Co-Created Evaluation Rubrics for Projects on Forced Migration in a German Culture and Civilization Course

Mona Eikel-Pohen

Abstract: Students in higher education often seem to be at the mercy of their professors as they have little influence on course structures, contents, assessment formats, rubrics, and grading procedures. This paper argues that students can foster awareness for and agency in course contents, language skills, and communication with their fellow learners through co-creating evaluation rubrics. Students in a German 300 level Contemporary German Culture and Civilization class co-created the rubrics for their final assignment, a presentation with comparisons between a German novel about refugees in Berlin, *Gehen, ging, gegangen* (Erpenbeck, 2015) with the documentary *The Invisibles* (Kahlmeyer, 2014) about four refugees in Eisenhüttenstadt, Germany. They discussed potential formats and grading elements, negotiated percentage distributions, and co-created an evaluating document as basis for their various presentation formats, themes, and focuses. The results demonstrate that being part of the planning phase of an assignment empowers students to work with intrinsic motivation rather than with imposed, prescribed assignments. It enables them to showcase their language skills, personal and diversified research approaches, and their sense of community in a highly personal yet professional light and gives them the agency to regard assignments with purpose and meaning.

Keywords: Assessment, Culture, Instruction

In the fall 2018, *Fluchtpunkt Magdeburg*, a youth refugee theater group, shared a play with the students in an upper level German literature course, GER 300 *Introduction to German Literature,* who read it and worked with it creatively (Eikel-Pohen, 2019), but I noted that some students seemed detached from the work for the project. I had imposed the text and various creative options to the students, rather than giving them time or space to develop their own forms of creative response. Thus, it seemed important to render students' agency and awareness both in *what* they display in class, e.g. as final projects to prove what they learned as well as in *how* these learning outcomes are measured, e.g. assessment rubric. I wanted to understand if students are more involved in the design of the contents, formats, and evaluation of their projects, would they show more engagement with and for their work. I sought to answer that question the next time I offered an upper-level course, GER 357, *Contemporary German Culture and Civilization*. This course aimed not only at contextualizing historic, political, and cultural events and texts in and from East and West Germany between 1945 and 1990 and beyond, but also at fostering an understanding of current refugees' situations in the wider context of German history. An additional goal was to engage the students directly with the topic of forced migration.

The syllabus (Appendix A) integrated the topic of refugees, not merely as a historically reoccurring phenomenon (displacement after the Second World War, GDR refugees), but as a current, topical situation. The nine enrolled students learned about the post-war era 1945 to 1949, the impact of a lost war, and the ensuing traumas through expulsion, displacement, loss of home,

loved ones, financial insecurity, ideologies, and the formation, history, and development of the two Germanys. The students studied Wolfgang Borchert's radio play *Draußen vor der Tür,* excerpts from Margarethe and Alexander Mitscherlich's *Die Unfähigkeit zu trauern,* the so-called *Wirtschaftswunder*, and the movie adaption of Christa Wolf's novel *Der geteilte Himmel*. They interpreted Stefan Heim's short story *Der Mauerspringer* and learned about the 1968 generation's opposition to the West-German state by reading Christine Brückner's fictional monologue of Gudrun Ensslin (Course texts: Appendix A). Finally, students studied Jenny Erpenbeck's 2015 novel *Gehen, ging, gegangen* and discussed excerpts in detail before watching the refugee documentary *The Invisbles* by Benjamin Kahlmeyer (2014).

For the final course assessment, my plan was to assign them a comparison between the novel and the documentary. Students were asked to discuss and debate which final format would allow them to most effectively demonstrate their learning in this course. As discussed in the following sections, the co-creation of the final assessment by students and instructor allowed for genuine student engagement as all students actively contributed and discussed contents, formats, and grade distribution.

Literature Review

The topic of designing and implementing rubrics in the assessment of classroom activities both at the middle/high school and the higher education level is not new. Suskie (2015) unfolded the history of the rubrics that began with Paul Diedrich in 1961 and Charles Cooper in 1977. Since then, and especially in the last 15 years, qualitative and quantitative measuring of proficiency results have experienced an uptake in evaluations across schools and campuses. This review focuses on articles that discuss rubrics' potential for measuring quality and quantity, but also the formats and their effects on the learners, the application and applicability of pre-fabricated rubrics, the limit of this evaluative format, and, most importantly, the students' potential to display awareness and agency when creating and critiquing their own rubrics.

Students were neither exposed to prefabricated rubrics for their final projects, nor given absolute agency. Rather, by drawing from model rubrics and through discussions and negotiations, they co-created their rubrics.

Selke (2013) gave a sound overview of the basic formats of and uses for rubrics. She explained the difference between holistic and analytical rubrics. She listed a number of prerequisites for their use, e.g. if a clear goal with complex components was identified, if a multiplicity of responses beyond true/false was possible, an element of subjectivity permissible, a specific skill set addressed, and others.

Steven and Levi (2013) described five different models of rubrics, ranging from traditional, instructor-designed formats to models created solely by students in rather time-consuming but stimulating projects for lower-level learners' critical thinking. The approach pursued in this course tried to find a middle ground. Students were neither exposed to prefabricated rubrics for their final projects, nor given absolute agency. Rather, by drawing from model rubrics and through discussions and negotiations, they co-created their rubrics.

The following two publications dedicated to the application of rubrics addressed the in-class assessment, primarily in middle and high schools. Brookhart (2013) gave concrete examples

drawn from her classroom experience so readers of this text who evaluate through rubrics could find valuable models for their own creation of rubrics. Stanley (2019) summarized the current literature on rubrics use and presented copy templates for rubrics. As hands-on as this approach was, it lacked a critical dimension since each classroom situation is different and requires attention to detail. In addition, Stanley confused agency with what he calls "clarity" (p. 90), and named other advantages of rubrics, such as "ownership", "motivation", and "feedback" even though his prefabricated rubrics did not, as more critical research showed, facilitate these qualities.

Authors who did critique the use of rubrics in detail included Anrade (2005), Anrade and Du (2005), and Wollenschläger (2016). Anrade and Du (2005) delivered realistic approaches to the limitations of rubrics. For example, in a study with 14 students, they unearthed that some learners saw rubrics as a tool that told them what to do to "give a particular teacher what he or she wants" (p. 6) and disclosed that not even all students read through the complete rubrics. Anrade (2005) noted that rubrics were neither "self-explanatory" nor "a replacement for good instruction" and that students required an introduction to all rubrics.

Wollenschläger (2016) focused on the effect on students' performance, motivation, and self-regulation. Performance and self-regulation, she noticed, improved through the use of rubrics, however, motivation fell short when rubrics were perceived as imposed.

Based on prior research as well as my own experiences, I therefore decided in the spring 2019 to allow student participation in the design of the final assessment. As Anrade and Du (2005) argued, that would prevent a situation where students did not know exactly the conditions and assessment items for the project, and according to Wollschläger (2016), student motivation would become intrinsic as the rubric for assessment would be something the students would co-create and thus identify with.

Designing the Final Assessment

Three weeks before the finals, prior to discussing excerpts from the Erpenbeck novel in depth, students were informed they would be comparing two texts for the final assessment, but that they were going to be able to determine the focus, format, and the items to be assessed for this assignment. In staggered discussions from partner talk to group talk to the plenary talk (to ensure that everyone would actively contribute), students discussed their ideal exam formats, thematic interests, and elements for assessment. One of the nine students initially preferred to take an in-class test. Most students, however, preferred project work and suggested to present their results to the class during the two-hour slot reserved for the final. A quick anonymous notecard-query on which project formats students preferred, brought about diverse responses: podcasts, posters, PowerPoint presentations, creative responses, research papers, and videos (Adobe Spark). The students enjoyed this highly active communication format as well as the transparency of the planning process. The final concerned each of them and everyone had something to contribute.

When asked how to grade such a diversity of formats equitably, the students suggested rubrics similar to those given to them for their podcast project earlier in the semester. Students were eager to brainstorm, select, discuss, and negotiate elements for the rubric that would cover formats and media, coherent use, the comparison between the novel and documentary, and still give them sufficient creative and medial freedom. The following rubric (Table 1) was established, based on the students' input, the instructor's stipulations, and mutual negotiations.

The tasks in the left-hand column of the rubric features verbs from Heer's (n.d.) taxonomy, derived from Bloom, which reflect the application of various cognitive processes and knowledge dimensions (respond/use: application, select/differentiate: analysis, reflect: evaluation, design: creation). The rubric also includes the language level of the Central European Frame of Reference

B2/C1 (Central European Frame of Reference, 2001) and the ACTFL standards at the advanced mid to advance high level (National Standards Collaborative Board, 2015): Task 1: communication, task 2: comparisons, task 3: cultures, task 4: connections, and tasks 5: communities. Within this framework, students added and negotiated the elements for task 2, 3, 4, and 6. They also discussed the percentual distribution, negotiated, among others, for more percentage points in task 2 as envisioned with good arguments and negotiation skills) and signed off the third draft as the rubric to be used to evaluate the final projects.

Table 1

Rubric for the GER 357 Final Projects (translation from the German original)

TASKS: In their project presentation, the student is able to **design** a final project and	No/not yet.	Yes, but with numerous mistakes that limit understanding the project substantially.	Yes, but with mistakes that limit understanding the project in parts.	Yes, and with few and minor mistakes that do not limit understanding the project.	Yes, fully/ successfully.
1. Use the chosen format adequately to convey the project's contents.	0	5	7	9	10
2. Select and **work** on **three** elements in the comparison between the novel and the documentary: • genre; • date and time of production; • connections to the German history since 1945; • critical analysis of the refugees' depiction; • well-founded opinion.	0 / 0 / 0	7 / 10 / 7	11 / 14 / 11	13 / 18 / 13	15 / 20 / 15
3. Differentiate and **compare** the depicted situation on the situation in the country of their own origin.	0	5	7	9	10
4. Reflect, written or orally, what they learned this semester: • contents (German history since 1945); • methodically (e.g. podcasting, film analysis, critical thinking); • language.	0 / 0 / 0	1 / 1 / 1	3 / 3 / 3	4 / 4 / 4	5 / 5 / 5
5. Demonstrate their ability to express themselves in German on the CEFR level B2/C1 (written & spoken).	0	3	9	12	15
6. Respond actively in the final presentations through Q&A, comments, or feedback.	0	5	7	9	10
Grade					

While rubrics have their strengths, it should be noted here that there is always a fine line to consider between good use and over-use. While not every assignment needs a rubric, every rubric needs revision for each use. It should also be noted that some overall goals, like awareness and agency themselves, are not easily measurable through a rubric, but are still valuable to student

learning and shared competencies. This includes the sense of student community that rose through the process, inclusivity, mutual understanding, and rising respect.

Impact on Student Assessment

Since students worked on the co-created rubrics three weeks before the final presentation, they had time to write proposals, receive feedback the following week (which ensured that all students had a long-term plan for their project), and had time allotted to work on the details and the product they intended to present during the week between last day of class and final presentation. Each student had eight to ten minutes to present and additional three to five minutes for questions and answers.

Comparing the nine students' preferred contents and formats, I found that despite the identical materials used in class, each project focused on a different theme that, overall, complemented one another. Students B/C and D focused on historical aspects of forced migration in current Germany or between North and South Korea, students A and E on literary qualities like genre and symbolism, F on global migration politics, G on food cultures under migration conditions, H on psychology with a focus on refugee trauma, and J on the performing arts.

Surprisingly, the topics chosen did not correspond to the students' various majors or minors (e.g. H is not a student of psychology, J does not study music), which might indicate that students in this projects could draw on new or established interests they pursued outside their academic field. Their choices might assume personal connections and motivations. In addition, the plethora of themes stimulated the discussions both after the individual presentations and at the end of the session.

Students used five different media: Adobe Spark videos, posters, PowerPoint slides, papers, and sheet music. Some media were used by more than one student but did not produce similar results, e.g. A's video mainly featured the student themselves reading their research from a teleprompter and recording themselves with interspersed images related to both novel and documentary, while another video resembled a recorded PowerPoint presentation. Student A recorded the video in one sitting while B and C recorded it in various instances to refine their pronunciation.

The three posters not only addressed different topics but were also used in different ways. D, utilizing the poster in lieu of notecards, showcased their advanced speaking skills. They pointed at some images and included maps and explained them in more detail, told anecdotes, and presented themselves as a gifted speaker. E, conversely, invited students to read the quotes included into the very elaborate poster and responded to their questions and comments. F's poster looked like an ad at first sight. It was titled "Where are the American Richards?", referring to the protagonist and volunteer in Erpenbeck's novel. F elaborated on the global need for volunteers to support refugees and referenced Eastern European states, thereby explaining every detail on the poster.

The PowerPoint slides used both by B/C and G served the purpose of underlining the spoken word during the presentation in an additional mode. G used the multimodality to create humor showing images that contradicted or caricatured what they read out from their paper. This disparity of lighthearted humor and severity of the topic of food restrictions made the presentation more graspable than a raw display of statistics and facts, and the other students gave praise for that especially.

Even though both G and H used the classic form of paper assignment for their projects, the results could not have been more different. While G created accessibility to the topic through humor, H unearthed research about the irreversibility of refugee trauma. They elaborated on a topic

discussed intensively in class, sharpening the awareness for the situation of refugees both locally and across the globe. In addition, the research lead H to start volunteering in their hometown after the conclusion of the semester. It had very practical consequences for the student.

J not only composed sheet music but also brought it to class in a digitalized version. While playing the suit in four movements, they guided the students through the score and explained their reasoning for various choices in key, tone, volume, and titling. It was a compelling presentation as it gripped both the emotions and the intellect through combining what was heard with what was read for the class. It was, however, comparably difficult to discuss and analyze the music as most students lacked the musical skills or language for interpreting it.

For feedback, students received a) their fellow students' questions and comments, b) questions and comments from their instructor, and c) the feedback on the rubric sheet from the instructor at the end of their individual presentations with the chance to discuss them after the end of the presentation session.

The college administration sets 120 minutes time limit for the final assessment, and we adhered to this limit, but students did not leave immediately after. They continued debating who and where the American and Asian Richards of our times were, which prompted one student to tell of their engagement in teaching English to refugee children in the local school district. Before the students eventually left, they reflected on the course overall and noticed that, unlike in the previous semester, we had discussed the topic of forced migration but not one single piece of art created by recent or current refugees, like we had in the previous semester when they viewed the performance of *Fluchtpunkt Magdeburg*. Not only had my students become aware and cognizant, but they had become critical consumers of their own syllabus and the work they had completed. In consequence, the German Program has shared with students information about "How the Light Gets In", an exhibition about migration at the Johnson Museum of Art at Cornell University in Ithaca and included elements from the presentations in the commemorative event of the Fall of the Berlin Wall on November 8, 2019.

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Discussion

Brookhart's (2013) models for middle and high school settings did not translate directly into the rubrics work undertaken in this course, however, her models encouraged me to include students in the critiquing of an analytical rubric in the first place. The rubrics developed with the students corresponded to Selke's (2013) prerequisites with a well-defined goal. In our case it was the comparison of a novel and a documentary about refugees in present-day Germany. The project comprised complex components, including formats, comparative elements, relation to current situation, reflection, use of target language, and active presentation, to which a multiplicity of responses were possible, demonstrated by the broad variance of topics from music via psychology and food to literary genre and global politics. The reflection portion and the free format choice allowed students an element of subjectivity, yet it turned out to be the unifying element at the end of their discussion.

On Steven & Levi's (2013) five-level scale, the rubric co-created with the students is situated in the middle. It is neither a synthetic and imposed model that the students had to follow blindly and unquestioningly, nor was it a rubric that the learners created completely independently of their instructor. It fell into category 3, "Passing the hat" (p. 54), where students negotiated with their instructor. The rubrics were developed in a staggered process and renegotiated repeatedly. Three versions were discussed in the target language between the students and the instructor until all issues and questions were resolved and students and instructor could agree to all its requirements. This procedure also allowed the instructor to explain why not everything is feasible in a private higher education institution under constant evaluation. This outlook gave students a better understanding of the institutional mechanisms beyond the classrooms and the faculty offices.

Anrade's (2005) fear that students only might deliver what they were asked was avoided the moment students actively contributed to the development of their own evaluation tools. While I was able to give reason of what I expected from the point of a language and upper level course content instructor, the students had room to describe how to reach the goals and what to include on this journey. In fact, all students gave more than I could have expected because the rubric allowed them to work each in their own preferred and unique way. They demonstrated not only content learning, but also their deep reasoning about the symbol of the border, their hard work to master pronunciation or stage fright, their ability to display their sense of humor through cunning media use, and their willingness to utter personal experiences, thoughts, and exchanges with their fellow students in the discussions. Ultimately, their work has impacted the German Program because more students volunteer at a local organization that empowers refugees in their community and students volunteered to speak at the November 2019 commemorative event of the Fall of the Berlin Wall 1989. This surely shows intrinsic motivation through a greater awareness and agency in self-determination.

Conclusion

Through involvement in the process of developing a rubric for their final assessments, students gained more awareness for the content they studied, the level of their language skills and how to improve them, and they were able to appreciate the work and efforts of their fellow students. They were empowered to agency in the same areas by critiquing teaching materials in choice, volume, and diversity, strengthened both their linguistic and interpersonal communication channels through writing, speaking, reading, listening, and viewing, and worked participatory in a democratic mode to co-determine how their grades were assembled. It was rewarding to see the students shine in their format of choice and with expert knowledge on their comparative projects and satisfying for them to receive instant feedback from both their fellow students and me as an instructor. They have since started to negotiate with other professors, taking the acquired skills beyond the class and discipline.

The refugee theme and its many-sided aspects are an integral and intergenerational aspect of human history. In the case of this course, it included the perspective of the German expellees, border crossers between East and West, and recent or current Syrian, Afghan, and African migrants. Creating awareness that forced migration concerns us all through media and art and that it can engage students to empathize with those who lost almost everything can be a first step into personal agency. Creating agency related to this awareness empowers students to take themselves more seriously as learners, classmates, political players, and human beings overall. Students do experience more awareness and obtain more agency in the setting of higher education and are willing to take on more responsibility if given the opportunity to co-determine their activities and goals.

Instructors at all levels could start co-creating rubrics with their students, beginning, as Brookhart (2013) suggested, with very low stakes, such as what makes good test corrections, as well as more complex tasks like interviews or a series of blog entries. At higher levels, instructors interested in the topic of forced migration could conduct similar project, using literature and film from their respective cultures and languages (Appendix B).

In future upper-level classes, I will resume the work of co-creating rubrics with learners. Lower levels have a more difficult time discussing and creating a rubric in the target language but to receive student input, I have started to encourage them to choose between or critique rubrics I employ for grading. Additionally, they annotate anonymously an overall participation rubric on its effectiveness at the outset of the semester (Wollschläger, 2016). As a result, students engage more boldly because the course goals seem clearer and within their reach. They participate in one form or another in stating what is expected, thus internalizing the goals with a chance to respond on a meta-level.

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Appendix A: Syllabus GER 357 Contemporary German Culture and Civilization

German 357 – M001-41454

TH 11.00 am-12.20 pm 149 WAT

German Culture and Civilization: Germany between 1945 and 1990 and beyond

Instructor	Mona Eikel-Pohen, Ph.D.	Phone	315.443.5903 or 607.379.0392
Office	332 HB Crouse Hall	E-mail	meikelpo@syr.edu
Office Hours	T/Th 12:45-1:45 pm and by appointment		

Course Description:
The class is a 3-credit advanced culture course conducted entirely in German. It provides an introduction to the cultural history of the divided Germany between 1945 and 1990 and reflects on its relevance for current German cultural affairs.

Additional Course Description:
The course looks at the results and consequences of the division and reunification of Germany. Based on a selection of chapters from Glaser, Hermann. *Kleine deutsche Kulturgeschichte von 1945 bis heute*, students will explore key aspects of German culture and history and compare them to films from and of this era. A selection of authentic sources, including various literary genres like radio plays, novel excerpts, poetry, lyrics, music, art work, newsreels, feature films, documentaries, statistics, and other authentic artifacts about Germany between 1945 and 1990 as well as a recent novel will be studied, analyzed, interpreted and discussed.

Prerequisite:
GER 202 or admission by placement testing.

Audience:
Students interested in German language, culture, and literature with four semesters of college German or the equivalent of four semesters according to the placement test and/or permission by the instructor.

Credits: 3

Learning Outcomes:
After taking this course, students will be able to

- Contextualize historic, political, and cultural events in Germany (East, West) between 1945 and 1990 and beyond (united Germany).
- Analyze various factual and fictional text genres and the impact they make on their recipients.
- Reflect on and express the social, political, and cultural implication of a country´s separation and discuss its long-term consequences.

- Communicate movie reviews of a German movie from and about the above-described era by describing their contents, analyzing perspectives, and evaluating their meaning in a partner podcast.
- Display higher levels of linguistic proficiency and cultural and historical competency within the framework of German history and culture from the 1945s to the present.

The course emphasizes on the development of listening, speaking, reading and writing comprehension at the advanced level of German, moving from B2 to C1 on the CEFR (Common European Framework of Reference). Oral proficiency and listening comprehension will be practiced by developing and reviewing podcasts and watching video material; writing proficiency will be addressed by responding to weekly readings and writing essays.

Bibliography/ Texts / Supplies – Required:
- Glaser, Hermann. *Kleine deutsche Kulturgeschichte von 1945 bis heute*. Frankfurt am Main: Fischer 2001. ISBN: 978-3-596157303
- Erpenbeck, Jenny. Gehen, ging, gegangen. Roman. Stuttgart: Klett 2015. ISBN 978-3-12-666920-7

Bibliography/ Texts / Supplies– Additional:
Recommended Grammar:

- Rankin, Jamie, Wells Larry. *Handbuch zur deutschen Grammatik*. 6th edition. Cengage 2015.

Recommended Reading (available on hold in Bird Library):

- Müller, Siegfried. *Kultur in Deutschland. Vom Kaiserreich bis zur Wiedervereinigung*. Stuttgart: Kohlhammer 2016.

Books for all German classes will be available at the SU bookstore in the Schine Student Center. Some of the books might be available for rent, please check with the bookstore. You will also find a copy of each book required for the course at Bird Library, Reference Section as well as additional print and video materials.
Additional texts and film material used in class will be handed out as photocopies and posted either as text in pdf-format or as link on blackboard.

Blackboard is the main means of communication for this course. Please check regularly for homework, texts and other postings, links, and announcements.

Course Requirements:
- Regular active oral and occasional written class contributions both in class discussion, partner and team work.
- Written responses to the textbook reading assignments on Google Team Drive due at class time.
- 3 critical film reviews about movies (cf. list below) (first versions due 12 Feb, 19 Mar, 9 Apr, 2019).
- Podcast: Revised script for a podcast (first version due February 27, 2019, 8 pm as a word document), podcast, and questionnaire with 5 questions for fellows students listening to you podcast (due March 3, 2019, 8 pm), 3 filled-out questionnaires of your fellow students' podcasts you listened to (due March 4, 2019, 12.20 pm, i.e. end of class).
  - The script should outline the structure of your podcast with topics and key questions, potential outtakes from the movie, and the expected outlook of your evaluation of the movie.

- You as the host of a <u>podcast</u> show interview your co-host on a film from the list in the syllabus. You should give a summary for listeners who are not familiar with the movie, and describe one key scene in detail. Analyze this key scene with your co-host, explain why it is the key scene (in relation to the rest of the plot) and what means of film techniques (camera, angle, lights, mise en scene etc.) are used. You should also evaluate the movie, but you and your co-host do not have to agree. The goal is to create a podcast that other students from your class enjoy listening to even if they have not seen the movie.
- You also create a <u>5-question questionnaire</u> with open questions ("w-questions") that you submit to <u>meikelpo@syr.edu</u> by 3 Mar, 2019, 8 pm.
- On March 5, in class, you <u>listen to 3 podcasts</u> and respond to 3 corresponding questionnaires (**Midterm**)
- <u>Presentation ("Referat")</u>: One presentation 7 to 10 minutes with 3 PowerPoint slides and a handout with quotations and 3 resources (Müller and 2 more)
- <u>Poster</u> about a German artifact (poster-session, see list below)
- <u>Final</u>: Film review of a documentary related to Jenny Erpenbeck's novel *Gehen, ging, gegangen.*
- <u>Regular attendance</u> is the foundation for gaining knowledge and understanding the content of the class. Attendance, punctual reading, and active participation in class are 20% of your final grade. Classes count only as excused by handing in a note for official SU business during class time, a doctor's note for illness, or documentation for family emergencies such as the loss of a family member.

<u>Expectations</u>

- You should plan to **study a minimum of two hours for every hour of instruction**. It is expected that you come to class prepared so that a large portion of the meeting can be devoted to oral practice, and that you will be **an active contributor to the class.**
Be prepared. Keep up with coursework, so that you do not find yourself lost at some point and have a hard time catching up. **The syllabus lists the major topics, and study texts scheduled for the class including, and where to find them can be found on the last slide of each class in Blackboard**. **Do your homework and submit it UNASKED at the end of each class!**
- **Extra Credit:** *Kulturpass***.** You can accrue up to 3% extra credit by attending 2-6 extracurricular events that the German Program offers, such as German Cultural Society, film screenings, German Table, Creative Writing Project, etc. You find details on Blackboard under "Information".

Grading:

20 %   Participation (oral contributions in class, in partner/team work)

10 %   Homework (reading assignments)

15%   3 critical movie reviews (each 5%)

15%   Podcast production (5% script, 5% podcast, 5% questionnaire)

10%   2 presentations (one presentation in class, one poster, each 5%)

15%   Midterm: Podcast review of 3 podcasts (5% for each review/filled questionnaire)

15%   Final: Film review, due 3 May 2019, midnight, via Google Team Drive

Grading Table:

Grades*	Grade points / credit*	Percentage Range	Total Points
A	4.0	94 and above	
A-	3.66	90 to 93	
B+	3.33	87 to 89	
B	3.0	84 to 86	
B-	2.66	80 to 83	
C+	2.33	77 to 79	
C	2.0	70 to 76	
C-	1.66	65 to 69	
D[1]	1.0	60 to 64	
D-[1,2]	0.66	59.5 to 59	
F	0	59.4 and below	

* source: http://www.syr.edu/registrar/students/grades/faq.html

[1] Grades of D and D- may not be assigned to graduate students
[2] Available only for Law students in LAW courses.

University Attendance Policy:

Attendance in classes is expected in all courses at Syracuse University. Students are expected to arrive on campus in time to attend the first meeting of all classes for which they are registered. Students who do not attend classes starting with the first scheduled meeting may be academically withdrawn as not making progress toward degree by failure to attend. Instructors set course-specific policies for absences from scheduled class meetings in their syllabi.

It is a federal requirement that students who do not attend or cease to attend a class to be reported at the time of determination by the faculty. Faculty should sue "ESPR" and "MSPR" in Orange Success to alert the Office of the Registrar and the Office of financial Aid.

Students should also review the university's religious observance policy and make the required arrangements at the beginning of each semester.

Class Attendance and Participation

More than three absences will affect your grade negatively: For more than three unexcused classes, you lose 100% of your oral contribution for the class(es) missed; seven or more missed unexcused classes result in an F.

Tardiness has similar results, e.g. if you miss 5 minutes of each class, it accumulates to missing 150 minutes in the semester, i.e. the equivalent of a week's instruction = 2 missed classes!

Guidelines for integrity in my classes:

- Write yourself and do not copy from other sources, do not have a German-speaking friend or relative, or a copy-editor revise your work
- Mark quotations clearly and name your sources appropriately.
- If working with a tutor, let the tutor mark what needs correction. You need to understand your mistakes and revise yourself.
- Do not use online translation programs or other tools besides dictionaries for your writing assignments. This will be considered plagiarism and result in an official notification of the Academic Integrity Office of the University.
- Any plagiarism or fraud on exams will result in an F.

The goal is to produce original work, hand it in, improve it and get a grade based on <u>your own</u> achievements. **Integrity should be the standard applying to each student in class.**

Disability-Related Accommodations:
If you believe that you need academic adjustments (accommodations) for a disability, please contact the Office of Disability Services (ODS), visit the ODS website– http://disabilityservices.syr.edu, located in Room 309 of 804 University Avenue, or call (315) 443-4498 or TDD: (315) 443-1371 for an appointment to discuss your needs and the process for requesting academic adjustments. ODS is responsible for coordinating disability-related academic adjustments and will issue students with documented Disabilities Accommodation Authorization Letters, as appropriate. Since academic adjustments may require early planning and generally are not provided retroactively, please contact ODS as soon as possible. Syracuse University Policies: Students should review the University's Students should review the University's policies regarding: Diversity and Disability https://www.syracuse.edu/life/accessibility-diversity/; the Religious Observances Notification and Policy http://supolicies.syr.edu/studs/religious_observance.htm; and Orange Success - http://orangesuccess.syr.edu/getting-started-2/

Academic Integrity Policy:

Syracuse University's Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. SU students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice. For more information and the complete policy, see http://academicintegrity.syr.edu/.

Student Academic Work Policy
SU policy on student academic work may be found at:

http://coursecatalog.syr.edu/content.php?catoid=3&navoid=270#Student_Academic_Work

I intend to use academic work that you complete this semester for educational purposes in this course during this semester. Your registration and continued enrollment constitute your permission. I intend to use academic work that you complete this semester in subsequent semesters for educational purposes. Before using your work for that purpose, I will either get your written permission or render the work anonymous by removing all your personal identification.

Films for your podcasts and film reviews:

1946 O	**Die Mörder sind unter uns. Spielfilm. Wolfgang Staudte**
1963 O	**Nackt unter Wölfen. Spielfilm. Frank Beyer**
1966 W	**Abschied von gestern. Spielfilm. Alexander Kluge**
1966 O	**Spur der Steine. Spielfilm. Frank Beyer.**
1968 W	Das Wunder der Liebe. Dokumentarfilm. Oswald Kolles
1970 W	**Tatort: Taxi nach Leipzig. Spielfilm. Peter Schulz-Rohr**
1972 O	Die Legende von Paul und Paula. Spielfilm. Heiner Carow
1974 O	**Die neuen Leiden des junge W. Spielfilm. Eberhard Itzenplitz**
1974 W	**Angst essen Seele auf. Spielfilm. Rainer Werner Fassbinder.**
1975 W	**Die verlorene Ehre der Katharina Blum. Spielfilm. Volker Schlöndorff, Margarethe v. Trotta**
1975 O	**Jakob der Lügner. Spielfilm. Frank Beyer**
1976 W	Ich will doch nur, dass ihr mich liebt. Spielfilm. Rainer Werner Fassbinder
1978 W	**Deutschland im Herbst. Dokumentarfilm. Rainer Werner Fassbinder, Volker Schlöndorff**
1979 W	**Die Blechtrommel. Spielfilm. Volker Schlöndorff**
1979 W	**Die Ehe der Maria Braun. Spielfilm. Rainer Werner Fassbinder**
1981 W	Die bleierne Zeit: Marianne und Juliane, Spielfilm. Margarete von Trotta
1981 O	Lebensläufe. Die Kinder von Golzow. Dokumentarfilm. Winfried Junge
1983 W	Ein Bild. Dokumentarfilm Harun Farocki
1986 W	**Stammheim. Spielfilm. Reinhard Hauff**
1987 W	**Himmel über Berlin. Spielfilm Wim Wenders**
1990 O	**Die Architekten. Spielfilm. Peter Kahane**
1999	**Sonnenallee. Spielfilm. Leander Hausmann**
2000	Die innere Sicherheit. Spielfilm. Christian Petzold
2000	**Die Stille nach dem Schuss. Spielfilm. Volker Schlöndorff**
2001	**Der Tunnel. Spielfilm. Roland Suso Richter**
2001	**Jahrestage. Spielfilm. Margarete von Trotta**
2003	**Herr Lehmann. Spielfilm. Leander Haußmann**
2003	**Das Wunder von Bern. Spielfilm. Sönke Wortmann**
2003	**Good bye Lenin. Spielfilm. Wolfgang Becker**
2004	**Herr Lehmann. Spielfilm. Sönke Wortmann**
2006	**Das Leben der Anderen. Spielfilm. Florian Henckel von Donnersmarck**
2007	**Anonyma - Eine Frau in Berlin. Spielfilm. Max Färberböck**
2008	**Der Baader-Meinhof-Komplex. Spielfilm. Uli Edel**
2009	**Over Your Cities Grass Will Grow. Dokumentarfilm. Sophie Fiennes**
2009	**Das Leben der Anderen. Spielfilm. Florian Henkel von Donnersmarck**
2011	**Der Turm. Spielfilm. Christian Schwochow**
2011	**Wer, wenn nicht wir. Spielfilm. Andreas Veiel**
2012	**This ain´t California. Mockumentarfilm. Marten Persiel**

2012	**Hannah Arendt. Spielfilm. Margarethe von Trotta**
2012	**Barbara. Spielfilm. Christian Petzold**
2013	**Out in East Berlin. Dokumentarfilm. Jochen Hinck, Andreas Strohfeldt**
2014	**Der Staat gegen Fritz Bauer. Spielfilm. Lars Kraume**
2015	**Nackt unter Wölfen. Spielfilm. Philipp Kadelbach.**
2015	**Deutschland 1983. Spielfilmserie. Edward Berger und Samira Radsi**
2015	**Vita Activa - The Spirit of Hannah Arendt. Dokumentarfilm. Ada Ushpiz**

Kultur zwischen 1945 und 1989 (Postersession)

Gebäude und Orte:

- Reichstag
- Potsdamer Platz
- Konzentrationslager Buchenwald
- Plattenbau
- die Datsche
- das Wasserwerk (Bonn)
- die Mauer

Gegenstände:

- Radio
- Luftbrücke und CARE-Pakete
- Geldscheine und Münzen 1945 bis 2002
- Personalausweis
- Autos (VW und Trabant, Wartburg)

Politiker und Gruppierungen:

- Konrad Adenauer
- Otto Grothewohl
- Margot Honecker
- Erich Honecker
- Helmut Schmidt
- Helmut Kohl
- Die NVW und die Bundeswehr
- Freie deutsche Jugend (FDJ)
- Rote Armee Fraktion (RAF)
- Außerpolitische Opposition (APO)
- PDS/Die Linke
- Die Grünen

Begriffe:

- Trümmerfrauen
- Wirtschaftswunder
- Wiederaufbau
- Tauwetter
- Notstandsgesetze
- NATO-Doppelbeschluss
- Gastarbeiter
- Wende
- Spätaussiedler
- Berliner Republik
- Ostalgie

Musik:

- Wolf Biermann
- Nina Hagen
- Udo Lindenberg
- Die Puhdys
- Depeche Mode

Theater:

- Wolfgang Borchard
- Marie Luise Fleisser
- Heiner Müller
- Bertolt Brecht
- Sibylle Berg

Literatur:

- Monika Maron
- Uwe Johnson
- Hans Magnus Enzensberger
- Thomas Brussig
- Jenny Erpenbeck

Schedule of classes (subject to change):

Course Schedule: Week/ lecture, topic for the week/lecture, and required reading are in the appropriate columns below.

Week/Lecture	Topic	Required Reading and Assignment
1. Woche 1. 15 Jan 2. 17. Jan	**Einführung in den Kurs, Besprechung des Syllabus, Referatsverteilung** Podcasts zu deutschen Filmen von und über 1945 bis 1990 Präsentation über Personen, Gebäude, Institutionen, Objekte 1945-1990 3 kritische Filmrezensionen **Einführung ins Thema, Zeitstrahl-Puzzle** Was wissen wir eigentlich über Deutschland 1945-1990?	Arbeitsblatt, Fragebogen, *Gehen, ging,* *gegangen* pro Tag 1 Kapitel lesen G(laser) 9-20, 23-28
2. Woche 3.22 Jan 4. 24 Jan	**Stunde Null? Kahlschlag? Weitermachen?** **Werner Heldt: *Berlin am Meer* (Bild), G. Eich: *Inventur*** Trümmerfrauen, Statistik Migration nach dem Krieg, Kriegsheimkehrer Wolfgang Borchert: *Draußen vor der Tür*, Hörspiel REFERAT: Presse und Rundfunk MÜLLER, S. 212-219 und 226-233	Hörspiel *Draußen* *vor der Tür* hören, Szene 5 lesen (s. BB)
3. Woche 5. 29 Jan	**Kulturelle Aufarbeitung der Nazizeit** **Paul Celan: *Todesfuge*, Anselm Kiefer: *Goldenes Haar*** Trailer: *Die Mörder sind unter uns, Nackt unter Wölfen, Jakob der Lügner* REFERAT: Malerei: MÜLLER, S. 380-404	G 46-57, 117-128
6. 31 Jan	**Juristisch-psychologische Aufarbeitung der Nazizeit:** Entnazifizierungsbögen, Nürnberger Prozesse, Eichmannprozess , Entnazifizierung in Zahlen, Strafsprüche Nürnberger Prozesse **A. & M. Mitscherlich: *Die Unfähigkeit zu trauern*** Trailer: *Hannah Arendt, Die Blechtrommel, Der Staat gegen Fritz Bauer* REFERAT: Film und Kino: MÜLLER; S. 248-28	G 75-85, 133-136 Text: 7 SU GER 357 Film auf Kanopy: The Divided Heaven. Der geteilte Himmel (1963)
4. Woche 7. 5 Feb 8. 7 Feb	**Wiederaufbau** 17. Juni 1953, Bitterfelder Weg 1959 **Christa Wolf*: Der geteilte Himmel* als Beispiel für Filmrezension** REFERAT: Architektur und Bauen Müller, S. 118-136 **Wirtschaftswunder** Grundgesetz, Bundestagswahlen 1949-69 REFERAT: Sport MÜLLER, S. 68-80 Trailer: *Das Wunder von Bern, Lebensläufe - Die Kinder von Golzow*	G 161-165, Video (7 SU BB PPT) **Filmrezension 1,** **12. Feb (1. Version)** Rubriken 7 SU GER 357 Filmrezension G 165-180
5. Woche 9. 12 Feb 10. 14 Feb	**Mauerbau und deutsche Teilung** Politische Verfolgung**,** Tabelle DDR-Flüchtlinge**,** Mauerbau Trailer: *Der Tunnel, Tatort: Taxi nach Leipzig (Folge 1)* REFERAT: Religion und Kirche, MÜLLER, S. 188-200 **Kindheit und Erziehung in der DDR** **Auszug: *Die neuen Leiden des jungen W.*** REFERAT: Schule und Bildung, MÜLLER, S. 160-175 Trailer: Die neuen Leiden des jungen W.	G 180-183 Audio-Aufnahme Lautes Lesen 8 und 9 SU GER 357 Geschichte d.Mauer 10 SU GER 357 Plenzdorf *Die neuen* *Leiden* lesen
6. Woche 11. 19 Feb 12. 21 Feb	**Wandel durch Annäherung: Willy Brandt, 1963** Atomwaffensperrvertrag **Podcasting** Einführung mit Soundtrap.com und Soundcloud.com	G 200-204 PODCAST, s. PPT 11 SU GER 357 (letzte Folie)
7. Woche 13. 26 Feb 14 28 Feb	**Podcasts zu deutschen Filmen aus und über 1945 bis 1990** Podcast-Arbeit: Rubriken Arbeiten und Proben an den Podcasts	**Podcast-Script** **27 Feb, Podcast und** **Fragebogen (3 Mär)**
8. Woche 15. 5 Mär	**Midterm-Woche: Podcast-Review** **Podcasts ansehen, diskutieren und bewerten: MIDTERM!**	16 SU GER 357 Stefan Heym: *Mein*

16. 7 Mär	Freizeit in Ost und West, Werbung in Ost und West **Stefan Heym: *Mein Richard* (Erzählung, 1974)** REFERAT: Vergnügungen und Zeitvertreib, MÜLLER; S. 37-50 Trailer: Jahrestage, This Ain't California	*Richard* (Erzählung) lesen
	SPRING BREAK! LESEN SIE BIS ZUM 9. April 2019 *Gehen, ging, gegangen*. **Notieren Sie, welche Roman-Aspekte Sie im Unterricht besprechen wollen.**	
9. Woche 17. 19 Mär 18. 21 Mär	**Radikalere Bewegungen und Gegenbewegungen im Westen** **Der deutsche Herbst, RAF, Friedensbewegung, Frauenbewegung,** **Umweltbewegung** Gleichberechtigungsgesetz 1957, Frauen in Bildung und Beruf, Notstandsgesetze **REFERAT: Frauenbewegung im Deutschland der 1970er** https://www.bpb.de/gesellschaft/gender/frauenbewegung/35287/neuewelle-im-westen?p=all **Christine Brückner: *Kein Denkmal für Gudrun Ensslin* (Dramenmonolog)** Trailer: Die Stille nach dem Schuss Der Baader Meinhof Komplex, Stammheim, Deutschland im Herbst, Die verlorene Ehre der Katharina Blum **Politisierte Kunst und Musik in Ost und West** Umwelt, Frieden, Die Grünen, Der Nato-Doppelbeschluss 1979, Kunst u. Literatur in der DDR (Biermann) und im Westen (Beuys) **W. Biermann: *Ballade vom preußischen Ikarus* (Lied)** REFERAT: Musik, MÜLLER, S. 300-319 **Die Puhdys: *Am Fenster*. U. Lindenberg: *Sonderzug nach Pankow*.** **Nena: *99 Luftballons*** Trailer: *Beuys, Der Turm*	G 235-240 Kretschmann 116-126 (s. BB) G 247-273 19 SU GER 357 Helmut Kohl Fernsehansprache am 2. Oktober 1990
10. Woche 19. 26 Mär 20. 28 Mär	**Deutschland der 1980er: Wende und Mauerfall:** Zeitleiste: Geschichte der Deutschen 1949-199, Statistik deutsch-deutsche Flüchtlinge, Fernsehansprache Helmut Kohl 2.10.1990 **Karikaturen zu 9.11.1989, Wende und Wiedervereinigung** **Ostalgie im wiedervereinigten Deutschland** **Wissenenschaftlicher Ansatz: Was ist Ostalgie?** **Auszug: T. Brussig: *Helden wie wir*** REFERAT: Literatur, MÜLLER, S. 335-358 Trailer: *Sonnenallee, Goodbye Lenin, Herr Lehmann, Das Leben der Anderen, Deutschland 83*	**Filmrezension 2** **26 Mär (1. Version)** G 293-306 21 SU GER 357 Heiner Müller: Die Hamletmaschine Lesen Sie den Text Fragen auf Google Team Drive.
11 Woche 21. 2 Apr 22 4 Apr	**Bertolt Brecht und Heiner Müller** Heiner Müller: *Die Hamletmaschine* 1989/90 REFERAT: Drama und Theater, MÜLLER; S. 446-468 **ZUSAMMENFASSUNG DER BISHERIGEN ERGEBNISSE: reflektierender Essay**	Fragen zu *Gehen, ging, gegangen* auf einem Blatt notieren
12 Woche 23. 9 Apr 24 11 Apr	**Birand Bingül-Verfilmung: Der Hodscha und die Piepenkötter** **Roman: Jenny Erpenbeck: *Gehen, ging, gegangen*** Charakterisierung Richards	**Proposal für Final statt Filmrezension 3, 10% der Endnote bis zum 30. April**
13. Woche 25 16 Apr 26 18 Apr	**Roman: Jenny Erpenbeck: Gehen, ging, gegangen** Rollenbiografien für einen der Flüchtlinge (Google Team Drive) Wahlthemen der Studierenden	Roman-Test
14. Woche 27. 23 Apr 28 25 Apr	**Roman: Jenny Erpenbeck: Gehen, ging, gegangen** Kreative Arbeit am Roman: Fiktive Briefe an Deutsche und Flüchtlinge Kreative Auseinandersetzung: Fluchtstück (Fluchtpunkt Magdeburg)	**Fluchtstück lesen**
15. Woche 29 30 Apr	**Reflexion, Ausblick und Evaluierung** **Film: The Invisibles**	

3. Mai 12.45-14.45 Uhr	Projektpräsentation statt Poster	10% der Endnote

Liebe Studierende, ich wünsche Ihnen viel Spaß beim Lernen und viel Erfolg!
Ihre Frau Eikel-Pohen

Appendix B: List of novels and documentaries about refugees

Language	Novel	Documentary on Kanopy.com
Chinese	Madelein Thien: *Do not say we have nothing (2016)*	Last Train Home. Migration in China (2009)
English as a New Language	Alan Gratz: *Refugee* (2017) Viet Thanh Nguyen: *The Refugees* (2017) Last Chance: *LGBT Refugees Seeking Asylum (2012)* David H.T. Wong: E*scape to Gold Mountain: A Graphic History of the Chinese in North America*. Graphic Novel (2012).	*19 Days - Refugees Settle in Canada* (2016) *Between the Devil and the Deep Blue Sea* (2013) *Human Flow* (2017), Ai Weiwei
French	Anne Laure Bondoux: *Le temps de miracle* (2009) Cyril Dion: *Imago* (2019) Jean-Claude Charles: *De si jolies petites plages* (2016)	*Hotel splendid* (2016) *Imagining Emanuel* (2013)
Hebrew	https://www.jewishbookcouncil.org/books/reading-lists/american-immigrant-tales	*Between Frontiers. Israel's Refugees and the Theater of the Oppressed* (2016)
Italian	Amara Lakhous: *Scontro di civiltà per un ascensore a Piazza Vittorio* (2013)	*Hotel Splendid* (2016)
Spanish	Reyna Grande: *A Través de Cien Montañas* (2007)	*Sin Fronteras* (2014)

Closing the Gap in NYS:
A Study of Perceptions, Practices, and Professional Development for World Language Teachers

Jennifer Eddy

Abstract: The learning standards for NYS World Languages did not experience updates in tandem with national accreditation policies mandated for teacher preparation. Several benchmark years in teacher preparation policies initiated and then widened the knowledge gap between new and veteran world language teachers. In order to better understand this gap, this study examined the familiarity and understandings of the implementation of ten key practices in world language education as well as the professional development required to address the needs of educators. Survey results indicated that participants in the study have varying awareness of these ten practices and that awareness is impacted by when they were certified. Participants also reported needing mentorship in order to update and implement curricular changes as they lack access to professional learning opportunities. Implications for policy changes and professional development are discussed in the context of ongoing work of the NYSED Standards and Professional Development Initiative.

Keywords: Policy, Professional Development, Standards

Changes to teacher certification programs are informed largely from directives given by state mandated certification guidelines, such as minimum requirements for clinical practice or coursework reflecting any adjustment to K-12 standards. These directives are then communicated to registered certification programs within that state. When states revise K-12 learning standards, content, or assessments, these changes typically inform what teacher certification programs must do or revise within their own coursework, clinical, and fieldwork components to prepare teachers for certification in that state and then for optimal employment eligibility for school districts. In-service veteran teachers and administrators usually receive extensive outreach and professional development to accompany changes in state learning standards prior to implementation. The reverse occurred in the case of world languages in NYS; changes to teacher preparation did not evolve from standards revisions required by the state, but instead were initiated by national accreditation mandates in 2004.

When these mandates were implemented in teacher preparation programs, an even greater knowledge gap was created within our profession. The NYS learning standards for world languages did not experience revision in tandem with ongoing national initiatives later than 1996, thus widening the gap in content knowledge and skills between new and veteran teachers. After 2004, these gaps became more apparent as new teachers entered the profession, serving districts at all points on the familiarity and implementation continuum. This paper reports the results of a survey designed to reveal gaps between the content pedagogy required of accredited teacher preparation programs and the familiarity and implementation of the same key concepts by in-service, veteran teachers. The data, along with the timeline of events that contributed to this gap, have implications for standards, professional development, and policy. These recommendations

and ongoing efforts through the work of the 2016-2020 NYSED Standards and Professional Development Initiative aim to close the familiarity and implementation gap.

Review of the Literature

1986-2003

New York State published guidelines for *Modern Languages for Communication* and *Latin for Communication* (NYSED, 1986). This publication supported a shift from instruction focused on grammar-defined units to ones designed from 15 topics relevant in cultural contexts (Eddy & Heller, 2018). The National Standards in Foreign Language Education Project (1996) released the first edition of the *Standards for Foreign Language Learning,* or the 5Cs*:* Communication, Cultures, Connections, Comparisons, and Communities. NYS identified two standards—Communication and Culture—with performance indicators at each checkpoint for the updated state-level document *Learning Standards for Languages other than English* (NYSED, 1996).

At that time, NYS learning standards did not adopt the 5 C's for grade 7-12 learners, leaving the choice up to teacher certification programs and school districts to include them in lesson and unit design. From 1996-2003, teachers saw implementation of the 5 Cs at regional, state, and national professional development workshops and conferences. Individual districts could elect to integrate these standards into departmental curricular initiatives or not. During this period, many states and districts adopted variations of the five goal areas of the national standards for K-12 world language programs and have revised their standards (Phillips & Abbott, 2011). Since 2004, changes in national teacher accreditation standards, the emergence of the edTPA, and the revision of the Content Specialty Test (CST), further exacerbated the increasing disparity in familiarity and implementation between newly certified and veteran in-service teachers.

2004-2013

In the absence of curricular changes or revisions to the learning standards in NYS, extensive national initiatives have since influenced the direction of teacher certification programs (Garcia, Moser, & Wiley, 2019). In 1999, the Board of Regents required New York State teacher education programs by 2004 to be continuously accredited by an acceptable national professional education accrediting association. NYS teacher certification programs chose either the National Council for Accreditation of Teacher Education (NCATE) or the Teacher Education Accreditation Council (TEAC). NCATE required a specific content pedagogy course for each area of certification, including languages other than English (ACTFL, 2002). Prior to 2004, teacher preparation programs were not required to provide a dedicated world language methods course. Often, all content area teacher candidates were in the same methods course as part of the clinical practice phase of their program. In a study conducted by Eddy and Heller (2018), 18% of 350 respondents had not taken specific undergraduate or graduate courses on world language teaching methods, demonstrating the gap in teacher preparation that is still present in our classrooms. This update would then require content knowledge and pedagogy not previously and consistently present across teacher preparation programs and still not universally expected or required in school districts.

NCATE and TEAC merged to form the Council for the Accreditation of Educator Preparation (CAEP) in 2010 and approved revised standards (ACTFL, 2013; ACTFL/CAEP, 2015). These standards included the following requirements of teacher candidates:

- Candidates must demonstrate cultural understandings and compare cultures through their products, practices, and the perspectives that created them.

- Candidates must be able to plan, assess, and instruct using the National Standards (5 Cs) via authentic performance assessment with backward design (Eddy, 2006, 2007a, 2007b, 2014, 2015, 2017, 2019; McTighe & Wiggins, 2005)
- Candidates had to design content-based curriculum, connecting to disciplines within and outside the classroom and school as opposed to grammar forms in isolation of content, culture, and context.
- Candidates had to demonstrate an understanding of second language acquisition theory and related practices, in order to maintain the target language for instruction and make it comprehensible.

Candidates completing an accredited program in NYS after 2004 demonstrated evidence of these competencies with assessments aligned to each of the standards, such as the required lesson plan, unit plan, and impact on student learning, the latter which required them to analyze samples of student work to inform subsequent instructional decisions. Included in the assessments of teacher candidates is the requirement of at least advanced low on the Oral Proficiency Interview, as well as this level of tasks in all three modes of communication in content coursework (Adair-Hauck, Glisan, Koda, Sandrock, & Swender, 2006; Glisan, Adair-Hauck, Koda, Sandrock, & Swender, 2003). It is also possible that accreditation requirements notwithstanding, teacher preparation programs may not have included the modes of communication nor the ACTFL proficiency guidelines in a methods course because the NYS standards and syllabus document did not include them. There has been no formal presence or acknowledgement of these expectations for learners, therefore, it may have been absent in teacher training both pre and in-service.

In April 2012, the NYS Office of Higher Education announced the creation of a set of agreements with SUNY, CUNY, and the Commission on Independent Colleges and Universities. NYS required that all registered teacher preparation programs prepare an action plan to implement the edTPA (SCALE, 2013) as a requirement for initial certification. The edTPA is a portfolio of teaching evidence composed during the semester of student teaching. It consists of a classroom teaching video, accompanying lesson plans, and commentaries to identify, explain, and justify planning, assessment, and instructional decisions. Many NYS teacher preparation programs began to pilot the edTPA which required candidates to design, teach, and assess in the three modes of communication within an Integrated Performance Assessment (IPA) (Adair-Hauck et. al., 2006; Glisan et. al, 2003). The edTPA requires that candidates use authentic materials to implement the interpretive mode and integrate at least one other mode in their lesson plan video (all three if they wanted to earn the highest rubric level), gather assessment evidence from learners during the recorded lesson, and justify instructional decisions with research-based practices. Candidates completing programs after 2013 were expected to pass the edTPA in order to be eligible for initial certification. When these candidates entered the profession, many districts still did not use the modes of communication or the 5Cs. Thus, another wave of new teachers familiar with those competencies and their implementation were not necessarily required, expected, or even encouraged to practice them while in-service.

After 2013

In 2015, NYS Content Specialty Tests (CST) in world languages were revised. The item types were informed by the World Readiness Standards (National Standards in Foreign Language Education Project, 2014) and the ACTFL proficiency guidelines (ACTFL, 2012). The frameworks for test items were set at the advanced low level, the same minimum level teacher candidates were required to pass on the Oral Proficiency Interview since 2004. In the new pedagogical content section, candidates had to use authentic materials to design a task. With NYS recognizing these

criteria for proficiency for alignment of their own exam, the profession had moved past the tipping point on expectations of new teachers and now needed to address the ever-widening gap with veteran teachers.

These three events since 2004, national accreditation, the edTPA, and the revised CST, accelerated the disparities and gap in training and implementation of these competencies in NYS. From 2004-2013, newly certified teachers entered the profession with these competencies, creating a knowledge gap between themselves and in-service, veteran teachers at all points along the continuum of familiarity and implementation of these practices. The 2004 NYSED mandate on accreditation for teacher preparation programs overlooked the need for a concurrent review of learning standards for LOTE for our learners as well as professional development to support in-service, veteran teachers. Consequently, NYS teachers knew about national initiatives and

> *These three events since 2004, national accreditation, the edTPA, and the revised CST, accelerated the disparities and gap in training and implementation of these competencies in NYS.*

updates to practice only if they attended professional development on their own volition or school building leadership brought the skills and strategies to them on site.

Effective May 2016, New York State adopted The Seal of Biliteracy (NYSED, 2016) and set the performance criteria in a world language (LOTE) at Intermediate-High (ACTFL, 2012; NCSSFL, 2014) for learners in NYS. By doing so, NYSED acknowledged the performance target level criteria and national proficiency guidelines indicative of the Seal for both classroom work and in a variety of external assessments. Because students can meet the criteria through a course, appropriate level project, and external exams, teachers need to know the characteristics of proficiency at the intermediate high level and be able to design tasks that meet and exceed that target level of engagement. In addition, to facilitate vertical articulation within a program, the teacher needs to use the Intermediate-High performance target of the Seal and work backward from there to design assessments and instruction indicative of desired targets preceding it. This requires a large-scale effort to not only close the gap with professional learning opportunities for in-service, veteran teachers but also to carefully examine our existing world language learning standards for parity with other national initiatives to benefit our learners.

The NYSED World Language Pathways Curriculum and Assessment Initiative founded in 2016, later called the Standards and Professional Development Initiative, was designed to uncover existing practice toward national initiatives by NYS world language teachers, plan toward revision of our standards, and develop professional development resources to close the gap between new and veteran teachers on familiarity and implementation. This initiative formed the World Language Leadership team in 2018 and the regional standards review committees in 2019, to examine key shift areas revealed in the Eddy & Heller (2018) survey data. These four shifts are: 1) examine the current two standards and a revision incorporating the World Readiness standards, 2) organize and expand the current syllabus with four overarching themes and updated topics to facilitate vertical articulation, 3) shift from activities planning in four isolated skills to designing integrated performance assessment tasks for three modes of communication using student-facing can-do statements to support vertical articulation and learner autonomy, and 4) alignment of the checkpoints to nationally recognized performance targets with exemplars set at three levels of

target engagement for vertical articulation toward the Seal of Biliteracy: Checkpoint A-Novice Mid-High; Checkpoint B-Intermediate Low-Mid; Checkpoint C: Intermediate Mid-High. In order to examine the gaps between newly certified and veteran teachers on skills to support these shifts, a survey was developed focusing on ten key practices in order to answer the following research questions:

- Which pedagogical content knowledge and practices were important during your teacher preparation?
- To what extent are you familiar with and implement the ten key practices?
- What professional development opportunities, if any, have you been offered on the ten key practices?

Pedagogical Content Knowledge and Practices: The Ten Key Practices

The following 10 key practices were selected to gather data from in-service teachers and teacher candidates. The rationale for choosing them aligned with the benchmark years outlined above for the profession, particularly 1986-2003 and 2004-present. Key practices three, five, and eight were in place since 1986 and in 1996, the national standards in key practice nine was added. Key practices one, two, four, seven, nine, and ten represent those that were included in accreditation standards for teacher certification programs since 2004 or recommended by ACTFL in the last 10 years. All are frequently disseminated at various local, state, and national professional development conferences.

1. IPA (Integrated Performance Assessments) Design/ The Three Modes of Communication in general.

   IPA (Adair-Hauck et. al., 2006; Glisan et. al, 2003) represent the most important shift for our profession because they integrate four separate skills in the manner in which they occur in authentic language use. IPA are powerful tools because they engage all five Cs of the national standards. IPA not only mobilize the three modes of the communication standard, but use culturally authentic materials for assessment and instruction of the culture standard: perspectives, practices, and products. IPA tasks often require comparison of language and culture, almost always engage a content topic or connection relevant beyond the classroom, and present a context or deliverable relevant and applicable for community engagement. For these reasons, IPA are valuable internal assessments that provide evidence and insight on what learners can do outside the classroom, in varying contexts and situations. They teach the learner the flexibility required in authentic communication and the teacher learns to design for this expectation. If large-scale external assessment is the primary driver for curriculum and instruction, these tend to echo only the material and test item types on that assessment (Koretz, 2005, 2008). IPA encourage flexibility by design and purposeful ownership of language beyond the here and now of the classroom.

2. Can-Do Statements

   The can-do statements (ACTFL, 2012; NCSSFL, 2014) and the highly pragmatic task specific can-dos were designed in alignment with proficiency target criteria and represent the content of IPA with how well the learner performs them. This key practice represents the second most important shift for the profession because the can-do statements inexorably function within communicative contexts, focusing exclusively on how learners use language meaningfully and purposefully at each level.

3. The Four Skills (listening, reading, speaking, writing)

Teachers have traditionally organized lessons and tasks around the four skills. They can be completely grammar driven and be taught and assessed absent of context and culture. The shift to the three modes of communication since 2003 represent a re-vision of communicative purpose and not just a renaming of these skills. Because teacher preparation has moved away from this practice, it represents the largest gap in professional development in tandem with the three modes of communication, requiring further examination.

4. OPI (Oral Proficiency Interview)

   In 2004, NCATE required at least advanced low (Intermediate High for Arabic, Chinese, Japanese, and Korean) on the OPI of all teacher candidates. They also required that the candidate communicate successfully at that level in the three modes of communication. This level was indicated because the expectation was for candidates to teach their classes in the target language with the proficiency needed to respond to questions and provide explanations on cultural and interdisciplinary content (ACTFL, 2002). Examination of this practice has implications for professional development and on learner performance and subsequent proficiency.

5. Checkpoints A, B, and C with Topics and Functions from the NYS syllabus or State/Local Guidelines

   The checkpoints (NYSED, 1986/1996) representing benchmarks for our state assessments with the topics and functions are the cornerstones of the NYS syllabus. Given the data from Eddy & Heller (2018), further investigation is warranted here on implementation, since the standards revision initiative was examining these checkpoints.

6. 90% Target Language Use

   ACTFL's (2010) position paper recommended the use of the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time. Because of the strength of experience on current practice and the gap that resulted from teacher certification OPI requirements, this practice was included in the survey.

7. Culturally Authentic Materials

   Authentic materials or texts are often defined as written by members of a language and culture group for members of the same group (Galloway, 1998). The NCATE standards required design of tasks using culturally authentic materials and in 2015, the revised CST required candidates to use authentic material to design a task.

8. Grammar Instruction, Vocabulary, and Dialogue Practice

   These are long standing practices and it is important to examine their role and to what extent teachers rely on these and more current practices accepted by the profession at large.

9. Both State/Local and the National/World Readiness Standards- 5Cs

   NCATE and later CAEP mentioned local, state, and national standards for the preparation of teachers. It was important to examine these as a complete package and not mutually exclusive.

10. Assessment and Instruction of Cultural Perspectives, Practices, and Products

    The culture standard is one of the two standards in the NYS syllabus. Because of its role in NCATE accreditation, the edTPA, the NCSSFL-ACTFL Can Do statements, it is essential to explore the role this standard has on current teaching practice and what

teachers needed to teach and how to assess it fully. IPA enabled this shift and that is why it is included here and is a key part of the standards revision initiative.

Methods

Instruments and Procedures

Based on the review of the literature, the benchmark years of shifts in key practices of the profession and the ensuing gap, a survey was developed (Appendix A). The survey was reviewed for face validity by parties in the profession and also by an expert on item construction. The survey was piloted and revised for further validity and consistency. The survey consisted of items eliciting demographic information as well as 36 five-point scale Likert items, short answer responses such as mode identification, ranking, and open-ended response. Questions included the importance and perception of pedagogical content knowledge such as IPA and can-do statements, skills needed for articulated performance assessments (Eddy, 2017) and the need for professional development. Descriptive statistics were generated using SPSS 25.

Participants

Veteran teachers and teacher candidates just entering the profession were invited to participate electronically using a SurveyMonkey link via listservs and at conferences across New York State. The survey contained a branching system with targeted responses from in-service world language teachers ("the teacher group") and the teacher candidates ("the candidate group").

From the total participants ($N = 123$), more than half were in-service world language teachers or administrators for K-12($n = 97$), 25% were teacher candidates ($n = 26$). Maximum regional participation came from New York City (36.6%, $n = 45$) followed by Central NY (20.3%, $n = 25$), Long Island (15.4%, $n = 19$) and Western (14.3%, $n = 18$). There were few participants from the Mid-Hudson/Westchester (7.3%, $n = 9$) and Capital East ($n = 5$) regions. One hundred and twenty-three participants completed the survey; however, some of the participants skipped items, so the number of the responses for all the items is not consistent.

Results

In order to answer the research questions posed at the beginning of this paper, the results section will be reported in three sections. The first section will aim to present the results pertaining to research question one regarding important pedagogical content knowledge and practices during the teachers' teacher preparation program. The second section will present the results pertaining to the familiarity with and the implementation of the ten key practices. Finally, the third section will present the results regarding professional development opportunities educators have been offered on the ten key practices.

RQ1: Important Pedagogical Content Knowledge and Practices during Teacher Preparation

Participants were asked to rank the importance of pedagogical content knowledge and practices during their teacher preparation programs on a scale from 1 to 10 with 1 indicating most important and 10 indicating least important (Table 1). Participants were categorized based on their certification year: "Before 2003," "2004-2013," and "After 2013" to reflect key benchmark years in the world language teacher preparation timeline. The four skills of listening, speaking, reading, and writing (hereafter, the four skills), grammar, and state/local/national standards were the most emphasized skills for the "Before 2003" group. For the "2004 - 2013 group, the most emphasized skills were the four skills, 90% target language, and grammar. Finally, for the "After 2013" group, the most important pedagogical content knowledge and practices were the four skills, state/local/national standards, and culture: perspectives, practice, and products.

The teacher group (*n* = 54) chose the four skills, grammar, and cultural practices, perspectives and products as their top three most emphasized skills in the ranking. IPA and OPI were ranked the least emphasized skills during their certification program. As for the candidate group (*n* = 26*)*, 90% target language use, cultural perspectives practices and products, IPA and can-do statements were ranked as the most emphasized skills, and OPI and state curriculum were indicated as the least emphasized skills.

Table 1

Ranking of Importance of Pedagogical Content Knowledge and Practices by Certification Year

Pedagogical Content Knowledge and Practices	Before 2003	2004 - 2013	After 2013
Integrated Performance Assessment (IPA) With Three Modes of Communication	3.65	5.40	4.71
Can-do statements	4.52	4.80	6.43
The four skills	7.68	7.60	8.00
OPI	3.03	3.27	2.29
State syllabus/State curriculum	5.39	3.0	2.86
90% target language	5.68	7.60	6.00
Using culturally authentic materials	4.97	5.73	4.57
Grammar instruction/vocab/dialogue practice	7.29	6.13	6.14
State/Local/National Standards	6.74	5.33	7.14
Cultural perspectives, practices and products	6.06	6.13	6.86

RQ2: Familiarity and Implementation of the Ten Key Practices

Over this next section, we will examine results pertaining to the reported familiarity and implementation by participants of the ten key practices. First, we will discuss the top six reported practices by participants and then view the practices by both the candidate group and the teacher group. The next section will explore Integrated Performance Assessments (IPAs) in particular as an essential key practice. The following section will explore familiarity and understanding of the key practices through Articulated Performance Assessment Transfer Tasks (APATs) which combine IPAs, the three modes, and can-do statements into coherent tasks. Participants were asked to explore these tasks in order to better understand their familiarity with the 10 key practices through this lens.

Participants were asked to self-report the extent of their familiarity and implementation with each of the 10 practices on a five-point Likert scale (Figure 1). It was important to know whether the extent of familiarity and implementation level of the skills significantly differed between the three groups: the teacher group, the candidate group, and the others (administrators/retired, etc.).

Figure 1

Familiarity and Implementation of Pedagogical Content Knowledge and Practices
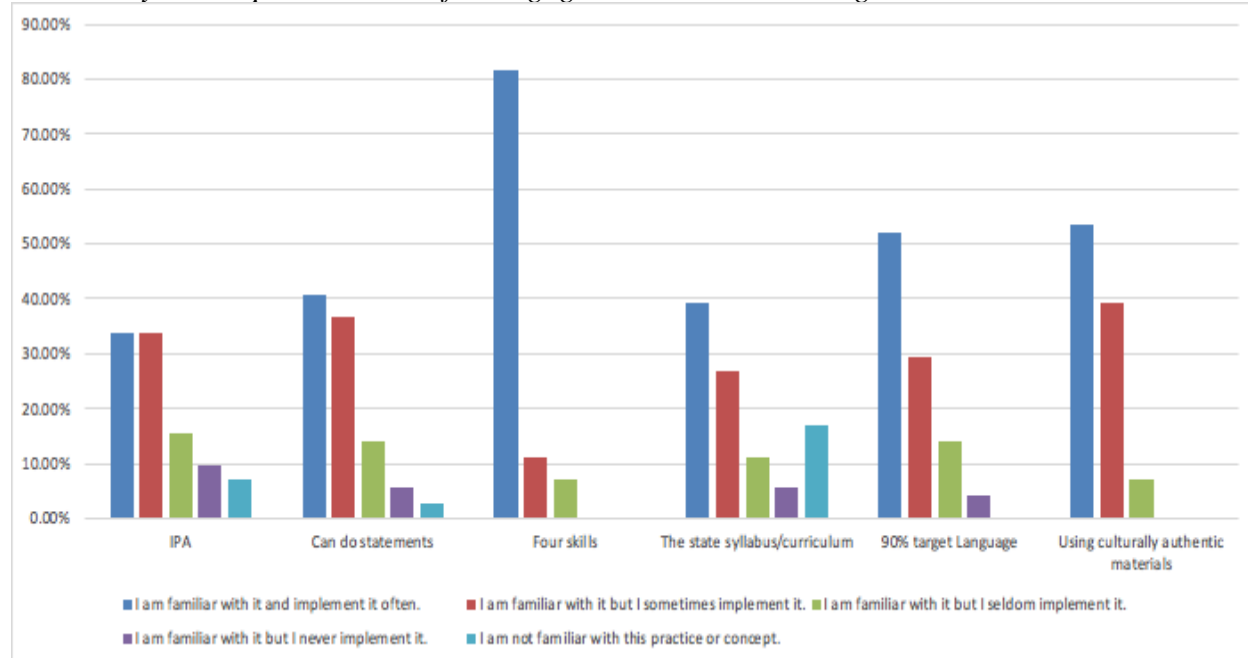
A MANOVA was used since there were ten skills as dependent variables. Results suggested there was a significant effect of four skills on teacher type, $F(2, 36) = 4.752$, $p = .015$, $\eta^2 = .209$. A Least Significant Difference (LSD) post hoc test revealed the teacher group ($M = 4.85$; $SD = .489$) reported significantly higher use of the four skills than the candidate group ($M = 4.31$; $SD = .751$), $p = .01$. The other group ($M = 4.67$; $SD = .816$) reported significantly more use of the four skills than the candidate group, $p = .017$.

There was a marginally significant effect of using culturally authentic material on teacher type, $F(2, 36) = 3.189$, $p = .053$, $\eta^2 = .150$. LSD post hoc test revealed that the candidate group ($M = 5.00$; $SD = .0$) reported significantly greater implementation of culturally authentic materials than the teacher group ($M = 4.60$; $SD = .681$), $p = .029$. The other group ($M = 5.00$; $SD = 0.0$) were the same as both candidates and teachers, both p's $> .05$.

As for IPA and can-do statements, there was no significant result. An LSD post hoc test revealed that the candidate group ($M = 4.769$; $SD = .599$) reported higher uses of IPA than the teacher group ($M = 3.80$; $SD = 1.196$), $p = .02$. LSD post hoc tests also revealed that the candidate group ($M = 4.77$; $SD = .439$) reported marginally yet significantly higher use of can-do statements than the teacher group ($M = 4.20$; $SD = .951$), $p = .051$.

The Candidate Group

Of the candidate group ($n = 26$), 23 were expected to be certified in 2019, two in 2020 and one in 2018. When asked how often they would use the skills they learned (e.g., IPA and can-do statements), more than 90% of them reported they would "always" use the three modes of communication in assessment and instruction and can-do statements to guide articulation, learner accountability, and progress between tasks, units, and levels during student teaching. They also expressed the same eagerness in using the skills even after they are hired.

Candidates evaluated the importance of the skills in their world language classroom by ranking each of them on five-point Likert scale. The candidates rated all the competencies as particularly important with scores ranging from 3.9 to 4.3. Using culturally authentic materials

(4.3), assessment and instruction of cultural perspectives, practices, and products (4.2), and IPA (4.2) were the most important skills of all.

Based on their observations of world language teachers, candidates were asked how much importance they thought teachers assigned to each of the ten key practices by rating them on the five-point Likert scale. They reported that the teachers used the four skills (4.1) and grammar instruction (4.0) most of the time. They sometimes used culturally authentic materials (3.5), checkpoints A, B, and C (3.2), world readiness (3.1), 90% target language (3.0), IPA (3.0), and assessment and instruction of cultural perspectives, practices and products (3.0). Can-do statements (2.8) were the least reported implemented practice.

When candidates were asked to share similar observations on their cooperating teachers and student teaching mentors by ranking the ten key practices, their top choices for their cooperating teachers and student teaching mentors were different from other in-service teachers they had observed: IPA (7.2), 90% target language (6.7), can-do statements, (6.5) and the four skills (6.). Culturally authentic material (5.55), checkpoints A, B, and C (5.3), and grammar (5.1) were given some importance.

When analyzed by groups, the candidate group reported that they believed that the main reasons behind lack of veteran in-service teacher implementation of the three modes were lack of knowledge (3.53) and lack of mentorship (3.42). The teacher group appeared to agree with the candidate group, reporting lack of knowledge (4.4) and lack of mentorship (3.51) as the top reasons behind world language teachers not applying the modes in their classes.

The Teacher Group

Among the in-service teachers almost half were certified between 2004 and 2012, some between 1996 and 2003, few before 1995, and few after 2013. To review, in 2004, national accreditation standards required implementation of the three modes in teacher preparation programs, creating the first benchmark on the presence of design with the three modes of communication. In 2013, with the advent of edTPA, the modes again became mandatory not only in design but now in implementation, and impact on student learning in classrooms by teacher candidates. In 2015, the Content Specialty Test (CST) was revised according to frameworks set at the advanced low level of proficiency and included design of an interpretive mode task from authentic material. Hence, the teacher group was divided into three smaller groups based on their certification year: "Before 2003" (33.8%, $n = 19$), "Between 2004 and 2012" (47.2%, $n = 25$), and "After 2013" (13.2%, $n = 7$)

Currently, the three modes of communication do not appear in the New York State World Language standards for 7-12 learners. All participants in the teacher group said they were familiar with the three modes. Half of them claimed they can design tasks in the three modes. Few teachers reported that they used tasks written by others and some said they did not implement the three modes despite knowing them. They were asked to share how often they thought world language teachers "design and implement the tasks in three modes." Around 45% of the group thought world language teachers did this either one to three times a week, and 22.6% did it just once a unit. While reporting their view on frequency of "development of can-do statements from the task they designed," one fifth of participants reported they believed other teachers developed can-do statements from their tasks on a daily basis, and 25% believed it was one to three times a week ($n = 13$). Twenty percent said they believed it was once a unit and one third of them thought other world language teachers hardly did it or did not do it at all.

In order to investigate whether the benchmark years have influenced teacher's use of the modes, a MANOVA was conducted on their "familiarity on modes," their view on frequency on

"implementation and design of the modes," and "development of can-do statements from the task they designed" with teacher certification year as the independent variable with three levels. Overall, there was a significant effect of teacher certification year on the model, $V = .28$, $F (6, 118) = 3.14$, $p > .007$, $\eta^2 = .138$. Specifically, secondary analysis revealed that "development of can-do statements from the tasks they designed" was significantly different, $F (2, 60) = 3.96$, $p = .024$, $\eta^2 = .116$, and "design and implementation of the tasks in modes" was significant, $F (2, 60) = 3.56$, $p = .035$, $\eta^2 = .106$, but not familiarity, $p = .086$. In post hoc analysis, in-service teachers certified before 2003 thought their colleagues were ($M = 2.19$; SE $= .288$) low on "development of can-do statements" as compared to those certified "2013 or later" (M $= 3.78$; SE $= .499$), $p = .023$. Similarly, in-service teachers certified "Before 2003" (M $= 2.56$; SE $= .243$) thought their colleagues were low on "design and implementation of tasks in the three modes" as compared to in-service teachers certified in "2014 or later" (M $= 3.78$: SE $= .421$), $p = .044$, who thought colleagues design and implement tasks much more than the "Before 2003" group.

Reflecting on their experiences in current world language departments, the teacher group thought the four skills (8.1), checkpoint A, B & C (6.8), grammar instruction (6.1), and state/local/national readiness standards (5.5) were the skills most emphasized in their department or district. The least emphasized skills were 90% target language (5.3), can-do statements (5.0), IPA (4.9), culturally authentic materials (4.8), and OPI (4.0).

Integrated Performance Assessments (IPA)

IPA help strengthen the connection between standards-based instruction and assessment (Glisan, et. al., 2006) and is one of the most important key practices and fundamental shifts for NYS teachers. This portion of the survey explored participants' familiarity and understandings of IPA. The three modes of the communication standard, Interpretive, Interpersonal, and Presentational, integrate within the IPA and form an assessment system (Eddy, 2007a, 2007b). The other Cs are assessed and measured within the mode tasks themselves. The IPA protocol engages all of the 5Cs by design, so the notion that some standards are not measurable and thus should not be included becomes irrelevant and erroneous. The can-do statements measure the mode tasks, both aligning with performance target criteria and providing key feedback to the teacher and learner; IPA are formative as well as summative assessments. An assessment system must include not only external measures mandated by the state (Koretz, 2005, 2008), but also classroom performance scenarios that directly support learning and tell us what the learner can do in other contexts. In order to gain more insight on teachers' practices using these performance tasks, we asked them ($N = 123$) how often they prepared these thematically integrated tasks; 18.7% ($n = 23$) thought teacher colleagues prepared the tasks as summative and formative assessment in daily lessons and 32.5% said the tasks were used for both assessments but not in every lesson ($n = 40$). Some (19.5%, $n = 24$) felt teachers included the three modes in some lessons but not as summative end of unit test. They agreed that tasks were prepared as summative assessments only, but some said not for every unit (9.7%, $n = 12$) and few said as final tasks in every unit (5.6%, $n = 7$). Some (13.8%, $n = 17$) reported that teachers were not using the three modes in their class at all.

Further comparison was made on responses between the teacher group ($n = 54$) and the candidate group ($n = 27$). From the candidate group, 26.92% thought teachers used tasks in the three modes as "summative and formative, but not in every lesson" and 19.23% "don't teach or assess using three modes at all." 15.38% thought the tasks in the three modes were implemented as "summative only for final task on every unit" and "summative last assessment task of unit and also formative." One third of the teacher group believed that the three modes were used as "summative and formative, but not in every lesson," and "not as summative end of the unit tests,

but they prepare tasks in three modes in some lesson." Some thought teacher colleagues in general used the three modes in both summative and formative assessment (20.37%, $n = 11$) and few (9.26%, $n = 5$) said that colleagues did not assess in the three modes at all.

When asked how likely teachers were to use the pedagogical practices required for the new teacher candidates, almost half of the participants said "some" of the practices (47%, $n = 58$), 27.6% said the "majority" of the practices ($n = 34$), and only one said "all" of the practices. Approximately 20% said a "few" of the practices ($n = 21$) or none ($n = 3$). Further comparison was made between the teacher group and the candidate group. Approximately 59% ($n = 32$) of the teacher group thought that colleagues used "some" of the practices required for the new teachers, 20% ($n = 11$) said teachers used "most" of the practices, and only one said that teachers use "all" of the practices. Eighteen percent ($n = 10$) said they use "few" of them. From the candidate group, 35% of them ($n = 9$) said they use "most" of the practices, 30% ($n = 8$) said "some," 19% ($n = 5$) said "few," three ($n = 3$) said "none," and only one said "all."

To gauge the participants' familiarity and knowledge on the three modes, four separate can-do statements derived from mode tasks were presented and participants were asked to identify the correct mode of communication. The majority (94%) chose correctly for three of the tasks. However, for the task, "I can compare breakfast in Colombia with breakfast in the United States with partner," only 57% ($n = 71$) of the participants chose the right answer—the interpersonal mode of communication—one fifth confused it with the interpretive mode ($n = 26$), and others thought the task represented all three modes (17%, $n = 21$).

### Articulated Performance Assessment Transfer Tasks (APATs)

The next section will explore familiarity and understanding of the ten key practices through Articulated Performance Assessment Transfer Tasks (APATs) which integrate IPA, the three modes, and can-do statements into coherent tasks. Participants were asked to explore these tasks in order to better understand their familiarity with the ten key practices through this lens. The participants were presented with two APATs (Eddy, 2006, 2007b, 2017, 2019), namely, Global Awareness (Figure 2) and Contemporary Life Leisure (Figure 3). Both exemplars had nine tasks aligned with specific can-do statements in three modes across the three target levels of engagement: novice high, intermediate mid, and intermediate high. These represented performance targets, with intermediate-high designated for the Seal of Biliteracy. Assessing transferable concepts presented through a common context across all levels (Eddy, 2006, 2007a, 2014, 2017, 2019), the APATs present a novel problem to solve and require the learner move beyond their interest and needs to consider those of someone else or of a group. The tasks unfold in the three modes, culminating in the design of a product or deliverable of value intended for an audience outside the classroom. Learners work in this cohort model and must contribute to solving the problem or creating the products according to their level of engagement. Participants were asked to examine the tasks in each of the exemplars and then rank and

...the APATs present a novel problem to solve and require the learner move beyond their interest and needs to consider those of someone else. The tasks unfold in the three modes, culminating in the design of a product or deliverable of value intended for an audience outside the classroom.

choose the four most important Pedagogical Content Knowledge and Practices required to complete tasks.

Figure 1

Exemplar 1: Global Awareness
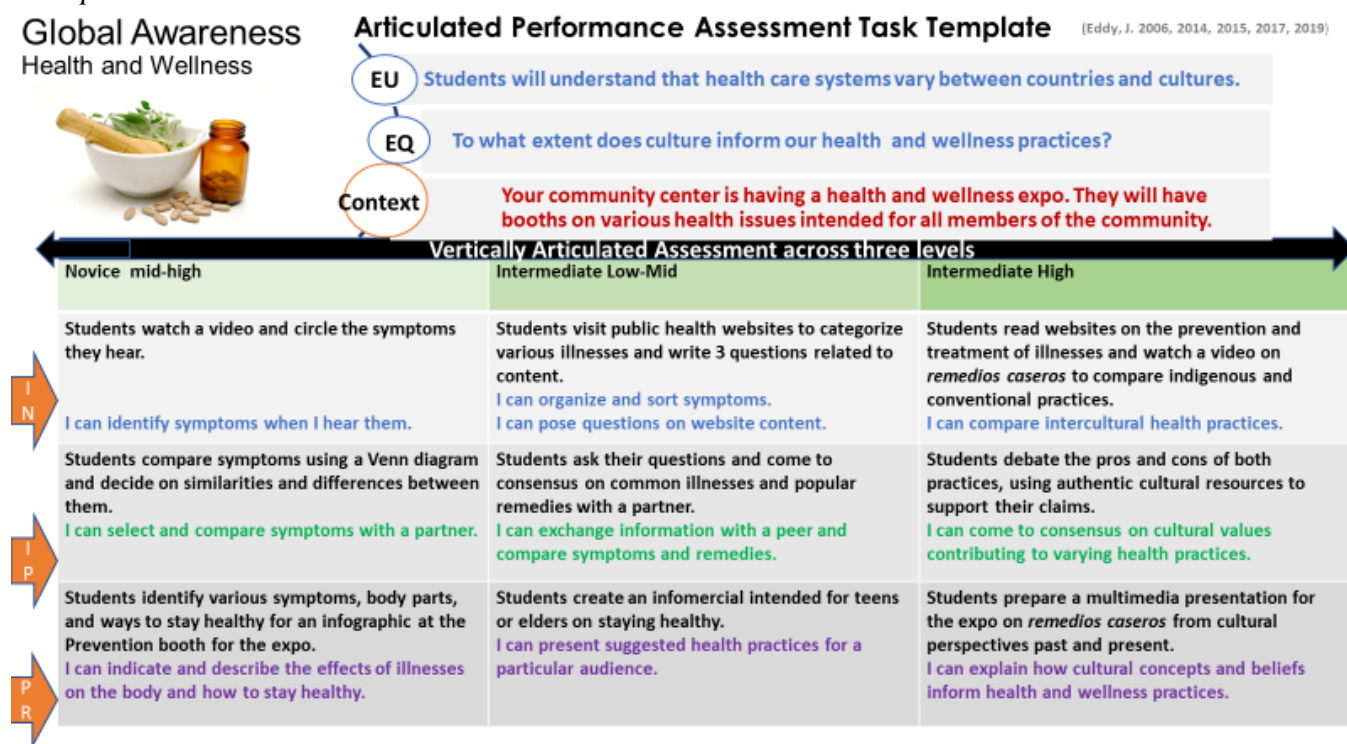
For the Global Awareness exemplar, IPA (72.5%), using culturally authentic materials (71.5%), can-do statements (60.7%) and 90% target language (42.2%) were considered as the most required skills to complete the tasks. For the second exemplar, Contemporary Life, survey participants chose using culturally authentic materials (70.6 %), can-do statements (63.3%), IPA (60.8%), and assessment and instruction of cultural perspectives, practices, and products (46%) as the most required skills for task completion. In both responses, they chose the top three competencies, but the ranking differed with different proportion of votes. The fourth choices in both the exemplars received less than the half of the total votes. This may imply that the fourth option was less important for the tasks compared to the top three choices.

Further analyzing the choices between the two groups on the first exemplar on Global Awareness, the teacher group chose IPA (70%), can-do statements (70%), using culturally authentic materials (66%), the four skills (41%), and 90% target language use (41%) as the most important skills required to complete the tasks. The candidate group voted IPA (84%), using culturally authentic materials (84%), can-do statements (53%), 90% target language (38%), and perspectives, practices and products (38%) as their top four competencies required to answer the tasks given in the exemplar. Both groups chose IPA as the most important skill; can-do statements and using culturally authentic materials were the other two common choices between the groups. However, there are differences in the popularity between the two groups. Both IPA and using culturally authentic materials were given more importance by the candidate group as compared to the teacher group. The teacher group emphasized can-do statements as the most important skill as compared to the other group.

Figure 2
Exemplar 2: Contemporary Life

In order to implement the tasks given in the second exemplar, Contemporary Life, both groups chose the same practices, but their ranking of importance changed. The teacher group chose using culturally authentic materials (80%), can-do statements (67%), IPA (61%), and ranking equally, the four skills and cultural perspectives, practices, and products (41%). Similarly, the candidate group picked using culturally authentic materials (69.23%), IPA (65.38%), can-do statements (65.38%) and cultural perspectives, practices, and products (53.65%) as their four most important competencies required to complete the tasks in the exemplar.

Figure 4
*Ranking of Benefits of Designing Tasks in Three Modes*
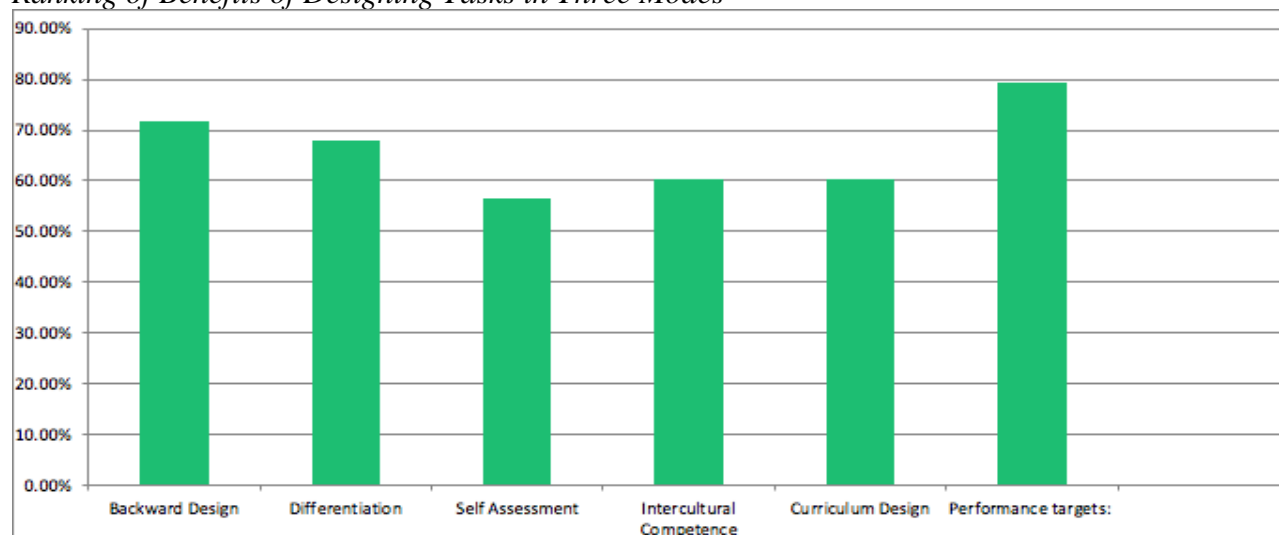
While highlighting the common context and performance assessment across three levels of the performance exemplars, the participants chose the possible benefits of designing such tasks by choosing four benefits from a list of six (Figure 4). The suggested benefits to design and implementation of the Articulated Performance Assessment Transfer task (APAT) were:

1. Backward Design: It helps the teacher plan with the assessment goals in mind and work backward from there to design lessons.
2. Differentiation: It allows all students of different levels to contribute toward a common goal in the Context, according to their ability and performance target of the task.
3. Self-Assessment: It holds student accountable with Can Do statements so they know what the "take away" will be as a result of the task.
4. Intercultural Competence: The tasks integrate language, culture and content, with comparisons between cultures.
5. Curriculum Design: Movement away from fixed textbook to current and timely culturally authentic materials driving the curriculum.
6. Performance targets: Designing these tasks helps teachers and learners understand performance target goals within each level and for each task.

The participants gave importance to five of the listed reasons: intercultural competence (77.8%), backward design (76.8%), self-assessment (67.7%), performance targets (62.6%) and lastly differentiation (61.2%). In comparing the choices of benefits between in-service teachers and teacher candidates, the teacher group chose backward design (83.3%), intercultural competence (74%), and performance targets and self-assessment (64.8%) as the most important benefits. The candidate group chose the same four benefits: intercultural competencies (80.77%), self-assessment (76.92%), backward design (73.06%) and performance targets (65.38%); however, the ranking of the importance level differed from the teacher group.

Figure 5

Reasons Behind Lack of Implementation of Modes ranked 1 (lowest) to 5 (highest).
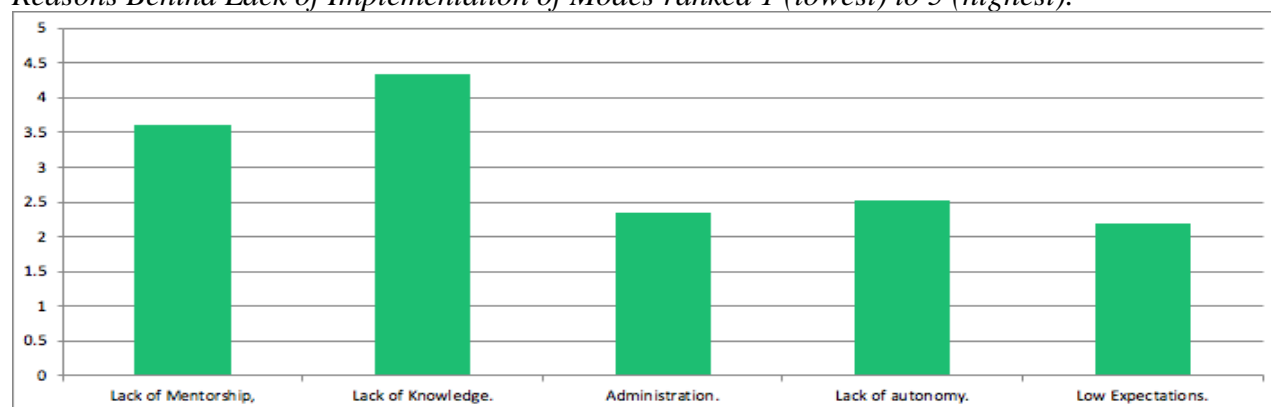
Despite knowing the benefits of using articulated tasks in the three modes with can-do statements, teachers did not report implementing the modes as much as they could. Some of the most common challenges teachers may be facing with implementation were offered for consideration and participants ($n = 99$) ranked these reasons from 1-5 (Figure 5).

1. Lack of knowledge: fellow colleagues did not know it and, therefore, did not plan assessment and instruction in this way (4.4).
2. Lack of mentorship: It may not be encouraged in department (3.51).
3. Lack of autonomy: It appears teachers do not have freedom to design their own units or lessons. Everything is book driven. (2.5).

4. Administration: Teachers are concerned about how they will be evaluated if the department chair/AP/ supervisor does not use or know the modes. (2.4)
5. Low Expectations: perception that the students cannot handle performance tasks and can only do fill in, rote work (2.24).

RQ3: Professional Development Opportunities on the Ten Key Practices

Professional development (PD) and Professional Learning Communities (PLC) offer conferences, workshops, or webinars to develop and update pedagogical practices. Within the ten practices, two represent the biggest shift in the field. The first were Integrated Performance Assessments, comprised of tasks in the three modes of communication and the second was performance target criteria, outlined by teacher and student-facing can-do statements. These unite the "what" of the standards with the "how well" of proficiency. By their design, IPA and the APATs integrate the standards (all 5Cs) to simulate tasks one may likely encounter outside the classroom and they use authentic materials to design them. The specific can-do statements indicate performance target criteria for the mode tasks. These key practices alone represent the two fundamental shifts from long-standing practice: four separate skills to three integrated modes, and checkpoints to performance targets. They also were identified the highest in rank when presented with an APAT exemplar. Therefore, these two were selected for the question on how much importance is given to PD on designing tasks in the three modes and can-do statements by their placement school district or department. Very few participants (13.7%; $n = 7$) said PD on task design was offered as an option by department, and even fewer (9.8%; $n = 5$) said it was required by the department or the district. Almost 40% said the PD was suggested offsite ($n = 20$) or not offered/suggested or required at all ($n = 19$). As for receiving PD on can-do statements, the majority (75%; $n = 37$) said it was never offered or offered infrequently, and very few (11 %, n =10) said it is offered frequently or always. They responded very similarly when asked about PD on articulation between tasks, levels, buildings, and schools. Few (13.6%, $n = 7$) said they received PD frequently or always, 18% ($n = 9$) said they received it sometimes, but the majority (68.6%, $n = 35$) reported having received it infrequently or never.

Discussion

The survey was designed to gather preliminary data on the perception, importance, and emphasis of pedagogical content knowledge and practices by world language educators across New York State. The study presents evidence of a gap between teacher candidates (the candidate group) and veteran in-service teachers (the teacher group). According to feedback and observations by teaching candidates and in-service teachers, there were differences between the ranking of the teaching practices taught to the teacher candidates in their preparation programs and the practices emphasized by in-service, veteran teachers and the administrators of world language departments within schools. The data from this study further encourage reform and revision of our learning standards. Pedagogical content knowledge and practices already in place for teacher certification programs can be adopted and operationalized here in NYS for in-service teachers by means of professional learning opportunities. New teachers entering the profession may not feel empowered to use the practices mentioned here, feeling pressure to conform to departmental colleagues' knowledge and skills base. This defeats the whole purpose of improved curricular and instructional practice now in place for many states and throughout accredited teacher certification programs. The current revision process of the NYSED Standards and Professional Development Initiative encourages and facilitates parity with other state and national initiatives.

In one of the key questions of the survey, the participants self-reported their familiarity level on each of the ten key practices and as a group, they all knew the skills and most of them

reported implementing the skills with relative frequency. The OPI, state/local/national curriculum, and IPA were some of the least known. The teacher group reported implementing the four skills much more than the candidate group and the candidate group reported using IPA and culturally authentic materials much more than the teacher group.

To further confirm their familiarity with IPA, the participants were asked to identify the right mode for can-do statements. Most of them were able to correctly identify each mode except for a few who had some confusion between interpersonal task and interpretive tasks, which may imply the need for further professional development on identifying, differentiating, and designing them. All participants clearly acknowledged and supported that the knowledge of IPA, can-do statements, and culturally authentic materials were essential when designing tasks in the three modes and with the articulated performance assessment tasks. They agreed that using these tasks was beneficial and could support intercultural competence, help with backward design of unit and lesson plans, and aid learners with self-assessment. Despite the multiple strengths and advantages of the modes, current teachers might not implement modes in class because they lack the knowledge and did not get any kind of mentorship or support in the department to encourage use of the modes. Those who did want to apply them felt discouraged since they expressed concern regarding how their teaching would be evaluated by department chairs/supervisors unaware of the modes.

The candidate group reported observing that world language teachers in general used four skills and grammar most of the time while also using culturally authentic materials and checkpoints more often than others. In contrast, they reported their cooperating teachers used IPA, 90% target language, and can-do statements, four skills, and culturally authentic materials. The different choices of practices between their cooperating teachers and the world language teachers they had observed may be another acknowledgement that in-service teachers might have the knowledge of IPA but implement it only when directly mentoring a teacher candidate in order to fulfill that requirement.

When asked about their colleagues, the teacher group indicated that the four skills were most emphasized for everyone, followed by grammar instruction, and cultural perspectives, practices, and products. 90% target language use was given importance by those certified after 2004 and the can-do statements were given importance only by those who are certified after 2013. IPA still ranked on the bottom of practices preferred by the whole group. However as expected, IPA was in the top three choices of the candidate group.

Most of the in-service teachers were certified before 2012 and almost all in that group said they were familiar with the three modes of communication and more than half said they knew how to design tasks. They reported that world language teachers designed and implemented tasks at least once a week, if not daily, but they did not think teachers in general were developing customized can-do statements from their own tasks as much as they used the modes. Their views did differ by certification year. Teachers certified after 2013 thought world language teachers designed and implemented tasks and developed specific can-do statements more than teachers certified before 2004. Such differences in their view towards current world language teachers might be because colleagues they worked with were professional contemporaries within the same time period of certification, such as those that took the edTPA post 2013 or the revised CST post 2015.

Teachers in the in-service group thought the modes were not widely used by colleagues because they still were not familiar with them. They reported believing that others might be hesitant to try new practices because they had the comfort of using textbook tasks which were less

time consuming and readily available. One of the major reasons behind teachers' not updating their practices was that they reported their departments rarely offered or suggested PD on designing tasks on the modes onsite, thus making it harder for teachers to gain and acquire this current pedagogical content knowledge and practice. Depending on certification year, the four skills, checkpoints A, B, and C, and grammar instruction were the most important. Using culturally authentic materials and can-do statements were considered the least important skills, which was expected since IPA and can-do statements were relatively new skills to this group.

Most of the world language teacher participants used modes in summative tasks only, with half of the participants reporting that modes were used in both summative and formative assessments; few teachers did not use modes at all. The majority of the current teachers were using either most or some of the ten key practices. This speaks to the dearth of professional learning opportunities either available or pursued by the profession on using the three modes of communication. While participants reported not being offered professional development on these practices in their district, they must have been engaging in professional development elsewhere to have built the level of background knowledge apparent in their survey answers.

Implications for Standards, Policy, and Professional Development

It is widely accepted that the three modes are used for not only summative assessments but also for formative assessment or checks for learning. The three modes should be used within lessons, with assessment and instruction appearing seamless. These tasks, designed correctly, can lead to improved vertical articulation for programs and transfer of concepts that are demonstrable and applicable beyond the classroom. The lack of articulation between levels, buildings, and schools is a serious problem because learners need extensive review every year because vertical articulation and planning does not occur between levels. Finally, world language educators cannot discuss practices and goals with other colleagues in the state when one district engages in them and another does not. The district that incorporates the proficiency guidelines understands what instruction and assessment look like, those that follow the ten key practices, in order to move the learner out of novice level into the intermediate level. These are too important to leave them up to voluntary implementation. When one district implements these practices and others do not, it fractures the profession, disparities grow, and learners cannot remain competitive for college and career readiness across the state. The fallout from the delay in formal adoption of national initiatives in NYS is lack of vertical articulation and demonstrated proficiency, even with a minimum requirement and time investment of often 4 years with Checkpoints A and B. As a profession, we are all over the map in terms of districts that "Can-Do" and districts that don't or will not until the state revises its learning standards.

When one district implements these practices and others do not, it fractures the profession, disparities grow, and learners cannot remain competitive for college and career readiness across the state.

As discussed, the last revision of the NYS LOTE/World Language standards was in 1996. Since 2004, national and state initiatives in place for teacher preparation programs have caused a gap in knowledge and practice of in-service teachers, further widened by LOTE learning standards not being revised in tandem. The widening disparity contributed to the lack of vertical articulation between levels, buildings, and schools. Moreover, advocacy and administrator support also took a

hit. Unfortunately, when school superintendents do not see demonstrable and applicable outcomes, they often make painful decisions such as downsizing and eliminating programs. Updated learning standards create and maintain a presence and growth mindset for many administrators, keeping content areas at pace together and included in other district-wide initiatives. This examination of the initiative timeline and the revision process has implications for the following policy decisions:

1. Restore and return World Languages to the NYSED department of Curriculum and Instruction. In that department, the standards review will occur every 10 years.
2. Research and develop articulated world language goals for colleges and universities in the discussion of proficiency guidelines and a seamless transition between levels, buildings, and schools at all levels of instruction. Our learners should not leave successful high school programs only to start anew in college because of a lack of assessment articulation and practice of proficiency-based instruction. Relevance and applicability for career, civic, and world readiness would encourage students to continue language study; college language courses must address these goals. Furthermore, non-heritage learners seeking a major in the language should successfully be able to reach advanced low if the assessment and instruction are designed backward from that goal.
3. Recognize the Seal of Biliteracy in colleges and universities as an open door to further study of the language in tandem with learner goals for career and civic engagement. This measure would revive world language study at our campuses rather than turn away potential learners that merely fulfilled a requirement which has led to low numbers and elimination of programs.

Research has shown that merely revising state standards is insufficient to enable successful implementation (Allen, 2002). Professional learning opportunities, particularly those that move teachers toward novel concepts with a shift in mindset on what language learners know, how that is shown, and what we do with that evidence are essential to the success of the upcoming standards revisions. Professional learning is ongoing across NYS, including the Articulated Performance Assessment Transfer Tasks (APATs), the three modes of communication, and the importance of vertical articulation and Backward Design as a means to realize higher performance targets toward the Seal of Biliteracy. To that end, the online New York State Articulated Performance Assessment Transfer NYSAPAT *DesignSpace* was developed. This is a live, dynamic source for teachers to search and design exemplars on Articulated Performance Assessment Transfer Tasks (Appendix B) for Backward Design unit planning (Appendix C). Teachers across NYS are currently designing and adding their NYSAPAT to this repository which will house exemplars on all themes and topics in the revised NYS standards. Teachers who have designed exemplars are also invited to provide feedback to peers in a Teaching and Learning Collaborative (TLC) and receive CTLE credit through OCMBOCES. Teachers register by emailing JEddy@qc.cuny.edu with their school email domain, then access the NYSAPAT site at https://queenscollege.classroad.org. They can also find more resources on performance assessment and thematic unit planning with Understanding by Design at the World Language Education website at Queens College, CUNY.

Limitations and Future Research

The main limitation of the study was incompletion of the survey. This may be because of the long choices of options to rank. Keeping the options and survey shorter may be more effective in garnering more complete responses. Another shortcoming was low Ns for both the veteran teacher group and candidates. Even though it was a small sample, the results provided insights to discuss about the current status of the field and also call for further research.

This survey is currently open for national participation. It will be important to study the two groups among states that may have had different benchmark years for adoption of national initiatives, accreditation mandates, and learning standards shifts and thus may have different perceptions on familiarity and implementation. A subsequent study will be conducted in NYS with a shorter list of ranking items, limiting them only to the proposed standards revision areas. In addition, a study on world language teacher perceptions of innovation, beliefs, incongruities (Allen, 2002; Kaplan, 2016) and implementation of the revision areas is currently underway. To participate in this anonymous survey, please click this link: https://www.surveymonkey.com/r/POIWL

Conclusion

This study shed light on the importance of current pedagogical content knowledge and practices by world language teachers in New York State. Regardless of certification year, world language teachers reported a strong tendency to use the four skills and grammar-based instruction, along with the occasional use of culturally authentic materials. All in-service teachers and administrators in language departments discussed a level of familiarity with the three modes and can-do statements. Most of the teacher group participants claimed to know how to design tasks in the three modes and understood the benefits of such tasks in improving overall language learning and teaching, but they implemented these less often. The vacuum created by the lack of statewide unified effort toward these practices for years has contributed to poor vertical articulation between levels, buildings, and schools. The forthcoming revision of our standards will be a tremendous advantage toward a common framework of understanding and practice for our profession. Through these assessments, our learners will show us what they can do; not just for now, but later too.

In order for world language teachers to progress from familiarity of the three modes to implementation, the profession needs to take serious note of the challenges they have shared and address them. Teachers not only need more professional learning opportunities but also advocacy from department chairs/supervisors that support and mentor their department. This is the case particularly for building leaders who are not world language educators. The reported lack of mentorship to encourage implementation was a clear indication that IPA or other standards-based practices were still not universally acknowledged, encouraged, or practiced. This observation was further supported by the shared report that teachers are rarely suggested or offered PD within their schools. If such patterns continue, it may be more challenging for newly certified teachers familiar with IPAs and can-do/performance targets to implement these protocols, particularly if they feel pressure from colleagues to conform to departmental norms. They will likely succumb to the default setting of those practices their in-service colleagues espouse and implement. Another generation of NYS learners will not have access to or benefit from tools that students in other states have experienced for at least a decade. We must ensure every world language teacher accesses the research and practice base necessary to design an optimal language learning experience for all NYS learners, with a goal toward biliteracy, transferable to college, career, and civic readiness.

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Appendix A

Survey

*1. In which New York State Region do you teach?

Not from NY? Please click: *I teach in another state.*

- ○ Western NY
- ○ Central NY
- ○ Long Island
- ○ New York City
- ○ Capital East
- ○ Mid Hudson/ Westchester
- ○ *I teach in another state.*

* 2. What is the minimum score requirement for certification on the Oral Proficiency Interview (OPI)?

- ○ Intermediate Mid
- ○ Intermediate High
- ○ Advanced Low
- ○ Advanced Mid
- ○ N/A. OPI is not required by my state.

* 3a. In your experience, how often do teachers prepare performance tasks in the three modes of communication?

As summative (the last assessment tasks of the unit) and also formative assessment, in daily lessons.	As summative and also formative, but not in every lesson.	Not as summative end of unit tests, but they prepare tasks in the three modes in some lessons.	As summative assessment only, but not for every unit.	As summative assessment only, the final tasks for every unit.	They do not teach or assess using the three modes at all.

3b. Please select your familiarity and/or implementation of the following skills.

	I am familiar with it and implement it often.	I am familiar with it but I sometimes implement it.	I am familiar with it but I seldom implement it.	I am familiar with it but I never implement it.	I am not familiar with this practice or concept.
IPA (Integrated Performance Assessment-tasks in the three modes of communication)	○	○	○	○	○
Can do Statements and performance targets with Backward design to guide articulation between tasks, units and levels.	○	○	○	○	○
Four skills (Listening, speaking, reading, writing)	○	○	○	○	○
OPI (Oral Proficiency Interview) of at least advanced low for target language instruction	○	○	○	○	○
The state syllabus or state curriculum only.	○	○	○	○	○
90% target language use	○	○	○	○	○
Using culturally authentic materials	○	○	○	○	○
Grammar instruction, vocabulary, and dialogue practice	○	○	○	○	○
Both the state or local curriculum and the national/World Readiness Standards-5Cs	○	○	○	○	○
Cultural perspectives, practices, and products	○	○	○	○	○

* 4. During your certification program, which among the following competencies were most important or emphasized in your classes and/or seminars? Please rank them from **1 (Most important)** to **10 (Least Important)**.

IPA (Integrated Performance Assessment)/ Three modes of communication in general.

Can do statements and Performance targets with backward design to guide articulation between tasks, units, levels.

Four skills (listening, reading, speaking, writing)

OPI (Oral Proficiency Interview) of at least advanced low for target language instruction

The State syllabus or State Curriculum only

90% target language use

Using culturally authentic materials

Grammar instruction, vocabulary, and dialogue practice

Both the State or local curriculum and the National/World Readiness Standards- 5Cs

Cultural Perspectives, Practices, and Products

* 5. Do you think teachers implement the competencies that are required for new teacher candidates?

- All of them

- Majority of them

- Some of them

- Few of them

- None of them

- N/A

* 6. The following sentence is an example of which mode of communication?

a) " I can come to consensus with a partner on strategies to save the rainforest.".

- Interpretive mode of communication.

- Interpersonal mode of communication.

- Presentational mode of communication.

- None of above.

* b) I can compare breakfast in Colombia with breakfast in the United States with a partner.

- Interpretive mode of communication.

- Interpersonal mode of communication.

- Presentational mode of communication.

- All of above.

* c) " I can identify breakfast items on a Colombian menu".

- Interpretive mode of communication.

- Interpersonal mode of communication.

- Presentational mode of communication.

- None of above.

* d) " I can make a video showing how to prepare an authentic Colombian breakfast."

- Interpretive mode of communication.

- Interpersonal mode communication.

- Presentational mode of communication.

- None of above.

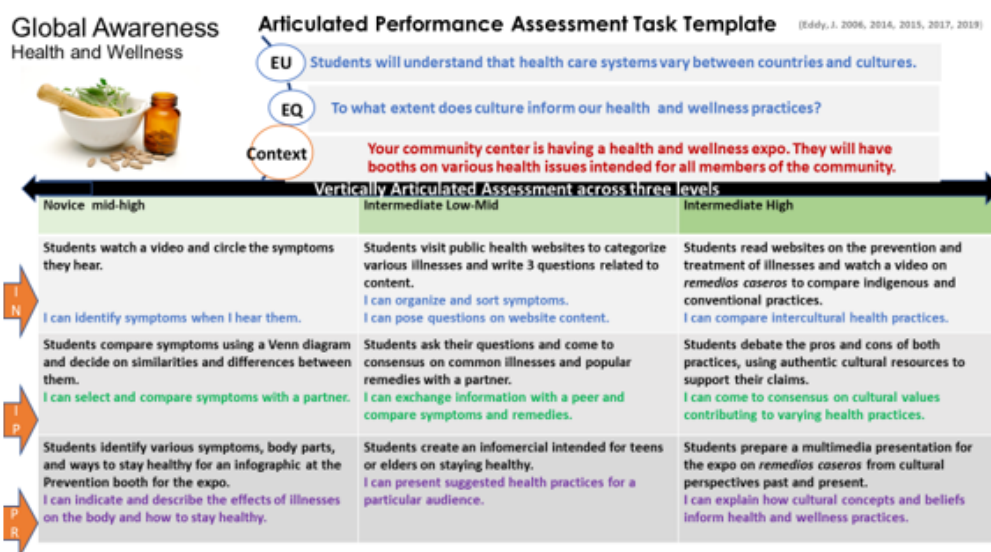7. Articulated Performance assessment Task (Eddy, 2006, 2017)

Global Awareness
Health and Wellness

Articulated Performance Assessment Task Template (Eddy, J. 2006, 2014, 2015, 2017, 2019)

EU — Students will understand that health care systems vary between countries and cultures.

EQ — To what extent does culture inform our health and wellness practices?

Context — Your community center is having a health and wellness expo. They will have booths on various health issues intended for all members of the community.

Vertically Articulated Assessment across three levels

Novice mid-high	Intermediate Low-Mid	Intermediate High
IN Students watch a video and circle the symptoms they hear.	Students visit public health websites to categorize various illnesses and write 3 questions related to content.	Students read websites on the prevention and treatment of illnesses and watch a video on *remedios caseros* to compare indigenous and conventional practices.
I can identify symptoms when I hear them.	I can organize and sort symptoms. I can pose questions on website content.	I can compare intercultural health practices.
IP Students compare symptoms using a Venn diagram and decide on similarities and differences between them.	Students ask their questions and come to consensus on common illnesses and popular remedies with a partner.	Students debate the pros and cons of both practices, using authentic cultural resources to support their claims.
I can select and compare symptoms with a partner.	I can exchange information with a peer and compare symptoms and remedies.	I can come to consensus on cultural values contributing to varying health practices.
PR Students identify various symptoms, body parts, and ways to stay healthy for an infographic at the Prevention booth for the expo.	Students create an infomercial intended for teens or elders on staying healthy.	Students prepare a multimedia presentation for the expo on *remedios caseros* from cultural perspectives past and present.
I can indicate and describe the effects of illnesses on the body and how to stay healthy.	I can present suggested health practices for a particular audience.	I can explain how cultural concepts and beliefs inform health and wellness practices.

* Examine the sample Articulated Performance Assessment above. In your opinion, which four competencies are the most important for world language teachers in order to implement these tasks. Please choose only four.

☐ Integrated Performance Assessment (IPA) design/ Three modes of communication in general.

☐ Using Can do statements and performance targets with backward design to guide articulation between tasks, units, and levels

☐ Four skills (listening, reading, speaking, writing)

☐ OPI (Oral Proficiency Interview) of at least advanced low for target language instruction

☐ Checkpoints A, B, and C with the Topic and Functions in the NYS syllabus or other State/Local guidelines

☐ 90% target language use

☐ Using culturally authentic materials

☐ Grammar instruction, vocabulary, and dialogue practice

☐ World Readiness/National Standards- 5Cs

☐ Assessment and instruction of Cultural Perspectives, Practices, and Products

8. Articulated Performance assessment Task (Eddy, 2006, 2017)

Contemporary Life
Leisure

Articulated Performance Assessment Task Template (Eddy, J. 2006, 2014, 2015, 2017)

(EU) Students will understand that customs and traditions play a role in leisure activities.

(EQ) What is leisure time? How do we spend our free time?

(Context) The online magazine El Ocio Hispano needs content for the next issue on the value of spending leisure time outdoors.

Silvia D.

Novice High (ACTFL, 2012)	Intermediate Mid	Intermediate High-Advanced Low
Watch the video on activities at a Mexican school and check which you would participate in if you attended the school.	Using the park website, categorize the activities in the park and select which you like and do not like.	Using the two websites on the beaches, compare and contrast the advantages and disadvantages of Mexican and Spanish beaches on a chart.
I can identify popular activities offered by Spanish speaking schools.	I can categorize activities according to my interest.	I can compare pros and cons of different beaches.
Come to consensus which activities are offered at the US and Mexican school.	Discuss with a partner and decide where to go in Chapultepec Park.	Using the chart, come to a consensus with my partner which beach is preferred and why: Mexico or Barcelona?
I can compare leisure activities offered between schools.	I can plan outdoor activities with a partner.	I can decide with a partner on leisure preferences and justify our choices.
Create a short video on leisure activities for the online magazine.	Write a segment for the magazine on Chapultepec Park activities suitable for young children.	Create a video on beach vacations for the magazine with options for different needs. Compare three beaches and what they offer.
I can describe popular leisure activities in the US and abroad.	I can recommend popular outdoor activities based on someone else's needs.	I can explain which vacations are best and why these outdoor activities are preferred in the Spanish speaking world.

(Left margin labels: IN, TP, PR)

* Examine the sample Articulated Performance Assessment above. In your opinion, which four competencies are the most important for world language teacher to know and be able to do in order to implement these tasks. Please choose only four.

☐ Integrated Performance Assessment (IPA) design/ Three modes of communication in general.

☐ Using Can do statements and performance targets with backward design to guide articulation between tasks, units, and levels

☐ Four skills (listening, reading, speaking, writing)

☐ OPI (Oral Proficiency Interview)) of at least advanced low for target language instruction

☐ Checkpoints A, B, and C with the Topic and Functions in the NYS syllabus or any other State/Local guidelines.

☐ 90% target language use

☐ Using culturally authentic materials

☐ Grammar instruction, vocabulary, and dialogue practice

☐ World readiness/National Standards- 5Cs

☐ Assessment and instruction of Cultural Perspectives, Practices, and Products

* 9. In both examples, you see a common Context and Performance Assessments across three levels of performance targets. Please choose the most important 4 benefits or advantages to this task design from the 6 below.

☐ Backward Design: It helps the teacher plan with the assessment goals in mind and work backward from there to design lessons.

☐ Differentiation: It allows all students of different levels to contribute toward a common goal in the Context, according to their ability and performance target of the task.

☐ Self-Assessment: It holds student accountable with Can Do statements so they know what the "take away" will be as a result of the task.

☐ Intercultural Competence: The tasks integrate language, culture and content, with comparisons between cultures
☐ Curriculum Design: Movement away from fixed textbook to current and timely culturally authentic materials driving the curriculum.

☐ Performance targets: Designing these tasks helps teachers and learners understand performance target goals within each level and for each task.

☐ If desired, please explain your choices here.

[   ]

* 10. Why do you think teachers might not implement articulated tasks in the three modes with Can Do statements? Please rank the reasons, **1 is the most important reason; 5 is the least.**

☐

Lack of Mentorship: it may not be encouraged in the department. There appears to be a lack of mentoring.

☐

Lack of Knowledge: fellow colleagues do not know it and therefore do not plan assessment and instruction this way.

☐

Administration: teachers are concerned on how they will be evaluated if the department chair/AP/supervisor does not use or know the modes.

☐

Lack of autonomy: it appears teachers do not have freedom to design their own units or lessons. Everything is textbook driven.

☐

Low Expectations: perception that the students cannot handle performance tasks and can only do fill in, rote work.

* 12. What is your current position?

○ Teacher candidate about to start one semester of required student teaching.

○ Teacher candidate about to start a second semester of required student teaching.

○ Teacher candidate in observations only at this time.

○ I am currently a world language teacher: K-12, 7-12, 9-12.

○ My primary position is Admin: dept chair, district supervisor, or AP

○ Methods Instructor only at my college/university.

○ I teach Methods but also teach courses in the language department at my college/university.

○ I teach K-12 and I also teach the methods course.

○ N/A

Branching begins: In-Service Teachers only

* 13. When were you certified as a world language teacher? If you are not certified, select N/A.

○ Before or in 1986

○ Between 1987 & 1995

○ Between 1996 & 2003

○ Between 2004 & 2012

○ In 2013 or later

○ N/A

* 14. How familiar are you with "Three modes of communication"?

I don't know the three modes of communication.	I am familiar with them.	I know about them but I have not used them in planning assessment and instruction.	I know them and use tasks in the three modes written by others.	I can design my own tasks in the three modes.
○	○	○	○	○

* 15. In your experience, how often do teachers design and implement tasks with the three modes of communication?

Rarely or Never	Once a unit.	Once a week.	Three times a week.	Daily
○	○	○	○	○

* 16. How often do teachers develop can do statements from the mode tasks they designed?

Rarely or Never	Once a unit.	Once a week.	Three times a week.	Daily
○	○	○	○	○

* 17. The three modes of communication are...

[   ]

* 18. Anecdotal feedback often reports that candidates do not see current world language pedagogy implemented in the classrooms they observe. Why do you think teachers might not implement the pedagogical skills/strategies discussed above? Select three reasons.

☐ They just do not know them. Perhaps they do not attend professional development workshops or the PD they do attend does not include these.

☐ No one seems to try new things; teachers appear set in their ways. Few to none of the classes I observe use the modes or can dos. It's mostly grammar, vocabulary, some culture if there is time.

☐ It is easier to teach from a textbook. Designing Integrated Performance Assessments in the three modes takes time, skill, and creativity to design.

☐ They probably finished their certification program prior to 2003. The modes, IPAs and can dos were introduced after that.

☐ Perhaps they think students can't handle/understand culturally authentic materials, the mode tasks, or target language instruction.   If

☐ their methods course was before 2004, it is possible it was a general methods class and not specific to World Languages/LOTE.

☐ Please share your thoughts below.

[   ]

* 19. In your experience, which among the following are given the most importance or emphasized in WL programs? Please rank them from 1 (Most important) to 10 (Least Important).

IPA (Integrated Performance assessment) Design/ The three modes of communication in general.

Can do statements and performance targets with backward design to guide articulation between tasks, units, levels.

Four skills (listening, reading, speaking, writing)

OPI (Oral Proficiency Interview)) of at least advanced low for target language instruction

Checkpoints A, B, and C with the Topic and Functions from the NYS syllabus only or any State/Local guidelines.

90% target language use

Using culturally authentic materials

Grammar instruction, vocabulary, and dialogue practice

Both State/local and the National/World Readiness Standards- 5Cs

Assessment and instruction of Cultural Perspectives, Practices, and Products

* 20. Professional Development, such as Workshops/webinars/conferences on Integrated Performance Assessment or task design in the three modes of communication, are

  ○ required by the department/district

  ○ offered as an option in the department/district

  ○ suggested PD off site

  ○ not offered, suggested, or required at all

* 21. Professional Development, such as Workshops/webinars/conferences on designing Can Do statements are offered or suggested.

Not at all				Always
○	○	○	○	○

* 22. Professional Development, such as Workshops/webinars/conferences on articulation between tasks, levels, buildings and schools are offered or suggested.

Not at all				Always
○	○	○	○	○

* 23. Thank you so much for your participation and we welcome you to share any questions or additional feedback in the box below. Please suggest the PD topics you would like to see offered by NYSED.

Teacher Candidates only

* 24. Which year do you expect to be certified as a teacher?

  ○ 2018

  ○ 2019

  ○ 2020

  ○ 2021

  ○ N/A

* 25. As a teacher candidate, I will use the three modes of communication in assessment and instruction of world languages during student teaching.

Never				Always
○	○	○	○	○

* 26. As a teacher candidate, I will use the can-do statements to guide articulation, learner accountability, and progress between tasks, units, and levels during student teaching.

Never				Always	N/A
○	○	○	○	○	○

* 27. Please rate how often you observe evidence of the following competencies by in-service World Language teachers.

	Not at all				Always
I) IPA (Integrated Performance Assessment) design/Three modes of communication in general.	○	○	○	○	○
II) Can do statements, performance targets with backward design to guide articulation between tasks, units, levels	○	○	○	○	○
III) Four skills (listening, reading, speaking, writing)	○	○	○	○	○
IV) OPI (Oral Proficiency Interview) of at least advanced low. for target language instruction	○	○	○	○	○
V) Checkpoints A, B, and C with the Topic and Functions in the NYS syllabus or any State/Local guidelines.	○	○	○	○	○
VI) 90% target language use	○	○	○	○	○
VII) Using culturally authentic material	○	○	○	○	○
VIII) Grammar instruction, vocabulary, and dialogue practice	○	○	○	○	
IX) World readiness/National Standards-5Cs	○	○	○	○	○
X) Assessment and instruction of Cultural Perspectives, Practices, and Products.	○	○	○	○	○

Please type N/A below if you are not a teacher candidate.

[   ]

* 28. Which among the following are given the most importance or emphasized by cooperating teachers or student teacher mentors? Please rank them from 1 (Most important) to 10 (Least Important).

IPA (Integrated Performance assessment) Design/ The three modes of communication in general.

Can do statements and performance targets with backward design to guide articulation between tasks, units, levels.

Four skills (listening, reading, speaking, writing)

OPI (Oral Proficiency Interview) of at least advanced low for target language instruction

Checkpoints A, B, and C with the Topic and Functions from the NYS syllabus or any State/Local guidelines.

90% target language use

Using culturally authentic materials

Grammar instruction, vocabulary, and dialogue practice

Both State/Local and the National/World Readiness Standards- 5Cs

Assessment and instruction of Cultural Perspectives, Practices, and Products

* 29. Anecdotal feedback often reports that candidates do not see current world language pedagogy implemented in the classrooms they observe. Why do you think teachers might not implement these pedagogical skills/strategies? Select three reasons.

☐ They just do not know them. Perhaps they do not attend professional development workshops or the PD they do attend does not include these.

☐ No one seems to try new things; teachers appear set in their ways. Few to none of the classes I observed used the modes or can dos. It's all grammar, vocabulary, some culture if there is time.

☐ It is easier to teach from a textbook. Designing Integrated Performance Assessments in the three modes takes time, skill, and creativity to design.

☐ They probably finished their certification program prior to 2003. The modes and can dos were introduced after that.

☐ Perhaps they think students can't handle/understand culturally authentic materials, the mode tasks, or target language instruction.

☐ If their methods course was before 2004, it is possible it was a general class and not specific to World Languages.

☐ Please share your thoughts below.

* 30. I will use the three modes of communication in assessment and instruction of world languages after I am hired.

Never				Always
○	○	○	○	○

* 31. From your experience thus far in World Language classrooms, now please rate the importance given to following competencies. You are evaluating to what extent these are a priority in the classroom.

	Not very Important				Extremely Important
i) Integrated Performance Assessment (IPA) design/Three modes of communication in general.	○	○	○	○	○
II) Can do statements and performance targets with backward design to guide articulation between tasks, units, levels.	○	○	○	○	○
III) Four skills (listening, reading, speaking, writing)	○	○	○	○	○
IV) OPI (Oral Proficiency Interview) of at least advanced low for target language instruction	○	○	○	○	○
V) Checkpoints A, B, and C with the Topic and Functions in the NYS syllabus or any State/Local guidelines.	○	○	○	○	○
VI) 90% target language use	○	○	○	○	○
VII) Using culturally authentic materials	○	○	○	○	○
VIII) Grammar instruction and dialogue practice	○	○	○	○	○
IX) Both State/Local guidelines and the National/World Readiness Standards-5Cs	○	○	○	○	○
X) Assessment and instruction of Cultural Perspectives, Practices, and Products	○	○	○	○	○

* 32. I will use the can-do statements to guide articulation, learner accountability, and progress between tasks, units, and levels after I am hired.

Never				Always
○	○	○	○	○

* 33. Thank you so much for your participation and we welcome you to share any questions or additional feedback in the box below.

Appendix B

Articulated Assessment Transfer Task Template
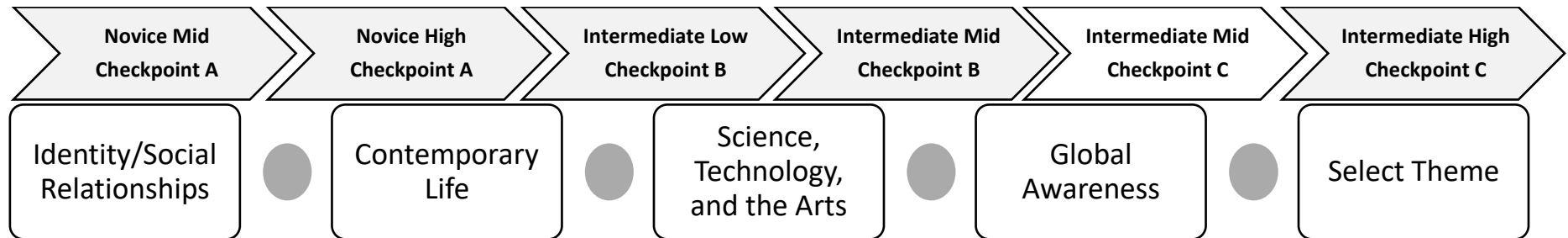

Articulated Assessment Task Template. Adapted from "Unpacking the Standards for Transfer: Intercultural Competence by Design" by J. Eddy, 2017, NECTFL Review, Special Volume on Intercultural Competence for Northeast Conference on the Teaching of Foreign Languages, p. 53. Copyright 2017 by the Northeast Conference on the Teaching of Foreign Languages. Adapted with permission.

Thematic Unit Sample

Understanding by Design/Backward Design Articulated Thematic Unit Abridged Sample Eddy, J. 2006, 2015, 2017, 2020.

Novice Mid Checkpoint A	Novice High Checkpoint A	Intermediate Low Checkpoint B	Intermediate Mid Checkpoint B	Intermediate Mid Checkpoint C	Intermediate High Checkpoint C
Identity/Social Relationships	Contemporary Life	Science, Technology, and the Arts	Global Awareness		Select Theme

Stage 1: What are the Desired Results?   **Culture**   **Topic: Nutrition and Meal Taking**

Unit Overview	Enduring Understandings	Essential Questions	Intercultural Competence Can Dos
Using a variety of culturally authentic materials and transfer tasks, students will examine lifestyle choices and healthy initiatives in the community.	Health practices and perspectives vary across cultures. Health depends on many factors, including our diet, culture and lifestyle. Sociopolitical, media and environmental factors can play a role in healthcare.	How does the media affect our health and lifestyle? To what extent does culture inform our health and wellness practices? How do we talk about our health with others in my family and community?	In my own and other cultures, I can identify and compare health practices and food products to help me understand perspectives. I can choose and design health conscious meal options with community needs in mind.

Stage 2: Determine Acceptable Evidence: **Communication**

Context for the Summative Performance Assessment	Summative Performance Assessment task		
The *Good Life!* channel is looking for episode content with a focus on healthy lifestyles.	**Interpretive (IN)**	**Interpersonal (IP)**	**Presentational (PR)**
	Students examine a variety of infographics and commercials to categorize items with high sugar, salt, fat, and carbs. Students write 3 questions on foods.	With a partner, come to consensus on which food items to include on a diet for people with different health needs and goals.	The *Good Life!* channel is focusing one week of programming on diabetes. Create a multimedia presentation outlining healthy lifestyle choices in your community or global initiatives.

NCSSFL/ACTFL Can-Do(s)	Performance Assessment Specific Statements (PASS)	Communicative Mode
I can identify the main idea and key information in short straightforward informational texts. I can exchange information in conversations on familiar and some researched topics. I can give presentations on a variety of familiar topics and concrete topics I have researched.	I can identify and compare foods and ingredients from authentic resources. I can categorize food items as healthy or not healthy. I can pose questions from information I listen to or watch. I can choose the proper foods depending on someone's dietary needs. I can come to a consensus on healthy choices to include in a presentation. I can make a presentation on an issue with facts and suggestions on a local and global health concern.	Interpretive reading Interpretive listening Interpretive listening Interpersonal speaking Interpersonal speaking Presentational writing Presentational speaking

Stage 3: Learning Experiences and Instruction: **Connections-Comparisons-Communities**

Formative Assessments during lessons	Mode IN IP PR	Performance Assessment Specific Statements I can…	Vocabulary and Grammar Review (R) same year Spiral (S) previous year New (N) for this unit.	Intercultural Competence Can Do I can…
https://youtu.be/pejLGerfMWM https://tinyurl.com/vjdudqa Students watch videos on three steps to a healthy lifestyle and Mexican school initiatives. On a chart, categorize the actions mentioned in the video. Write three questions for a partner. Using the chart, ask partner about dietary choices. Use voicethread/flipgrid on tips for healthy lifestyle.	IN IP PR	I can create a chart about steps to a healthy lifestyle. I can ask my partner about their healthy choices. I can write a script about healthy initiatives and diet choices.	Gain or lose weight (N) Exercise (S), Drink water (S) Walk (S), Whole grains (S) Fried (N), Carbohydrates (S) Have to (S), Starch (N) sometimes (S), harm (N), prohibit (N), junk food (N)	I can identify some common lifestyle habits and health concerns in other cultures. I can compare food and lifestyle initiatives from different cultures in the media. I can describe lifestyle choices across cultures.
http://miescuelasaludable.org/comida-chatarra/ Use a Venn Diagram to compare foods served in your school and on the TL website. Write five questions about food sold in schools. Come to consensus with partner on what foods should not be served or sold. Create a short video with an infographic on healthier choices for your school and community stores.	IN IP PR	I can compare cafeteria food choices in the US and the target language country. I can suggest, agree and disagree when planning school menus. I can create a presentation on healthy v. junk foods.	Junk food (N) Artificial flavors (N) Salt (S), Fats(R), Fast Food (R) Sugary (N), Dairy products (R) Feel Hungry (N) Feel Full (N) processed (N) packaged (N), diabetes (N) Dietary (N), mandate (N)	I can identify school foods served in different countries. I can suggest healthy food choices for stores in my community. I can compare foods sold and served in a target language community with my own experience.

Eddy, J. 2017. Adapted from "Unpacking the Standards for Transfer: Intercultural Competence by Design" NECTFL Review. Understanding by Design/Backward Design Template.