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Resolution #28

Routing #28 75-76

C.B.T.E. Program in French 7-12

Resolution #24
1975-1976

TO: PRESIDENT ALBERT W. BROWN

FROM: THE FACULTY SENATE

Meeting on May 17, 1976

(Date)

RE: X I. Formal Resolution (Act of Determination)

 II. Recommendation (Urging the fitness of)

 III. Other (Notice, Request, Report, etc.)

SUBJECT: C.B.T.E. Program in French 7-12

(See attached)

Signed Wm C. Rock Date Sent 5/18/76

(For the Senate)
William C. Rock

TO: THE FACULTY SENATE

FROM: PRESIDENT ALBERT W. BROWN

RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION

- a. Accepted. Effective Date June 30, 1976
- b. Deferred for discussion with the Faculty Senate on _____
- c. Unacceptable for the reasons contained in the attached explanation

II, III. a. Received and acknowledged

b. Comment:

DISTRIBUTION: Vice-Presidents: Terry Summers

Others as identified: Outby

Distribution Date: _____

Signed: Albert W. Brown

(President of the College)

Date Received by the Senate: _____

AUG 23 '76

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Section A - Required Basic Information

1. Cover sheet

Date Proposal submitted	April 5, 1976
Name of College	SUC/Brockport
Name of participating public school district	Holley School District
Title of certificate	French 7-12
Level of certificate	Provisional
Degree toward which this program will lead	B.A.
Anticipated date of program implementation	January 1, 1977
Anticipated date of program completion by initial entrants	May 1, 1978

2. Table of contents

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Section B - Program

1. A conceptualization of the professional who will be prepared by the program. The successful candidate will be recommended on the basis of competency for French 7-12, a position which requires general background knowledge as well as specific competencies for teaching various levels of French to pupils ranging in age from approximately twelve to eighteen.

General background knowledge will be of particular value to the candidate's carrying out the ten Goals Statements of the Board of Regents:

1. MASTERY OF THE BASIC SKILLS OF COMMUNICATION AND REASONING ESSENTIAL TO LIVE A FULL AND PRODUCTIVE LIFE.
2. ABILITY TO SUSTAIN LIFETIME LEARNING IN ORDER TO ADAPT TO THE NEW DEMANDS, OPPORTUNITIES AND VALUES OF A CHANGING WORLD.
3. ABILITY TO MAINTAIN ONE'S MENTAL, PHYSICAL AND EMOTIONAL HEALTH.
4. UNDERSTANDING OF HUMAN RELATIONS - RESPECT FOR AND ABILITY TO RELATE TO OTHER PEOPLE IN OUR OWN AND OTHER NATIONS- INCLUDING THOSE OF DIFFERENT SEX, ORIGINS, CULTURES, AND ASPIRATIONS.
5. COMPETENCE IN THE PROCESSES OF DEVELOPING VALUES - PARTICULARLY THE FORMATION OF SPIRITUAL, ETHICAL, RELIGIOUS, AND MORAL VALUES WHICH ARE ESSENTIAL TO INDIVIDUAL DIGNITY AND A HUMANE CIVILIZATION.
6. KNOWLEDGE OF THE HUMANITIES, SOCIAL SCIENCES AND NATURAL SCIENCES AT A LEVEL REQUIRED TO PARTICIPATE IN AN EVER MORE COMPLEX WORLD.
7. OCCUPATIONAL COMPETENCE NECESSARY TO SECURE EMPLOYMENT COMMENSURATE WITH ABILITY AND ASPIRATION AND TO PERFORM

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WORK IN A MANNER THAT IS GRATIFYING TO THE INDIVIDUAL
AND TO THOSE SERVED.

8. KNOWLEDGE AND APPRECIATION OF OUR CULTURE AND CAPABILITY
FOR CREATIVITY, RECREATION AND SELF-RENEWAL.
9. UNDERSTANDING OF THE PROCESSES OF EFFECTIVE CITIZENSHIP
IN ORDER TO PARTICIPATE IN AND CONTRIBUTE TO THE GOVERN-
MENT OF OUR SOCIETY.
10. KNOWLEDGE OF THE ENVIRONMENT AND THE RELATIONSHIP BETWEEN
ONE'S OWN ACTS AND THE QUALITY OF THE ENVIRONMENT.

Too, the general background knowledge reveals connections of language with humanities, philosophy, philology, literature, psychology, linguistics, anthropology, history, and other disciplines.

As for specific competencies in French 7-12, they fall into three categories: knowledge of French (oral and written command of the language; acquaintance with French culture, civilization, and literature); skill as a teacher (management in the classroom; awareness of needs of pupils varying in being monolingual or bilingual and having other differences; knowledge of how to solve problems of articulation; ability to use machines such as typewriters, ditto machines, tape recorders, and so on; effective lesson plans; teaching techniques; use of appropriate materials and tests); and attitudes as a teacher (enthusiasm, respect for students, colleagues, community; commitment to the humanistic value of foreign languages and cultures as well as to their practical role in local, urban, national, and international problems; and professionalism and its requirements of active membership in various associations and emphasis on constant up-grading).

The candidate's attention should be called to the required evidence of "compliance with State law regarding the teaching of the ill effects of alcohol and drugs (Education Law, Sec. 804, 804a, and 805)" and "procedures which are used to verify that persons seeking certification have not been convicted for offenses that would affect their teaching effectiveness."

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2. Requirements for entrance into the professional education program. In competency-based certification the requirement is the candidate's ability to perform objective competencies at specific levels. Even though no exact length of time and no specific courses in French or professional education are required, certain courses at Brockport will facilitate the candidate's achievement of specific competencies. For example, the major in French which requires Phonetics, Modern Usage, Civilization, Literature to 1800, Literature after 1800, Conversation, Advanced Stylistics or Composition, History of the French Language, three courses on 400-level in literature, one elective on 300 or 400-level covers many of the competencies required in the knowledge of French.

In fact, most candidates for certification in French 7-12 will be students enrolled in courses on the Brockport campus where they will take professional education courses and courses in French.

Before enrolling in Methods in Secondary French (Education 326), candidates must demonstrate French competencies because at this time in their career they are completing their major in French and thus the test for French competencies may be considered to be an exit requirement for French but an entrance requirement for Methods. Prior to enrolling in Methods, the candidate must: 1) visit French classes at the Holley Junior-Senior High School, the cooperating school district, in order to understand more clearly the role of the teacher and its demand for language competence, cultural insight and awareness, literary acquaintance, management skills, and professional attitudes; 2) must have some experiential work such as working in the foreign language labs, tutoring in the Skills Center, helping with bilingual-bicultural education, participating in some manner in beginning and intermediate French classes on the Brockport campus, leadership in French clubs or conversation hours, office practice with typewriters and other machines, experience with media machines such as projectors, study abroad, counselor in French summer camp, experience in firm with French business interests, or other field-centered activity; and 3) must take a test with performance objectives prepared by the French staff at SUC/Brockport in consultation with the French staff of the Holley High School District.

The test will be modeled on the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students and will include the following competencies: listening comprehension, speaking, reading, writing, applied linguistics, French civilization, French literature (survey), and professional preparation. Before being admitted to Methods, the candidate must make at least a C grade on all parts of the test except that of professional preparation. The grade of C indicates that the candidate has at least the minimal acceptable subject-matter competence in all levels and aspects of French to be taught in grades 7-12.

Should the test reveal that the candidate lacks competencies in French, the candidate will receive counseling and further instruction and may repeat the test or parts of the test until a grade of C is made. Admission to Education 326, Methods in Secondary French, is the real entrance into the professional education program. At the end of Education 326, the candidate will be given a post-test on professional preparation on which a grade of at least C is required.

At this time, the candidate must be able to perform at an acceptable level (C grade) all competencies related to French, professional competence, and attitudes in order to be recommended by the Department of Foreign Languages, the Department of Curriculum and Instruction, and the Coordinator of Student Teaching to the cooperating school district for the practicum in French. It is understood that the cooperating district can refuse to accept into the practicum a candidate who does not meet the jointly accepted competencies.

3-4. Skill, Knowledge, Attitude, and Assessment

Skill, Knowledge, Attitude

Assessment Procedure

Assessment Conditions

Assessment
Criteria

1. Listening Comprehension
of French

French

1. SUC/Brockport staff certify that candidate has a grade of C or higher on all section of Listening Comprehension below for testing phonetics, discrimination, idiomatic expression, structure for conversational use of French and has the competencies: Listening Comprehension for French 7-12.

1.1 Comprehension of single sentence

1.1 Candidate will listen to taped test and write answers in test book.

1.1 SUC Brockport Language Lab (part of test required for entering Methods)

1.2 Comprehension of short, connected dialogue or paragraph

1.2 Candidate will select correct response from choices in test book.

1.2 SUC/Brockport Language Lab (part of test required for entering Methods)

1.3 Comprehension of two-part conversation

1.3 Candidate will select correct response from choices in test book.

1.3 SUC/Brockport Language Lab (part of test required for entering Methods)

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5. Student Guidance. Guidance in a competency-based program requires record keeping of the competencies to be met and the time at which they were met. At Brockport, the competencies (knowledge, skills, behaviors) for French 7-12 stated in measurable terms with criteria for assessment along with a statement of the ten Goals Statements of the Board of Regents, information about the teaching of the ill effects of alcohol and drugs, and procedures which are used to verify that persons seeking certification have not been convicted for offenses that would affect their teaching effectiveness are available to the public. Copies of the program are available from the Department of Foreign Languages, the Department of Curriculum and Instruction, the Office of the Coordinator of Student Teaching, and the Office of Teacher Certification. Several orientation sessions will be held for students wishing to enter the program. A report on student progress will be made for each candidate on the following type of form:

REPORT ON TEST TAKEN FOR ENTRANCE INTO EDUCATION 326,
METHODS IN SECONDARY FRENCH AT SUC/BROCKPORT

Name of Candidate _____	Assessors (French Staff at SUC/Brockport)
Campus Address or Brockport Address _____	_____
Telephone _____	signature
Permanent Address _____	_____
Permanent Telephone _____	signature
Social Security Number _____	_____
Date of Test _____	signature
	signature

<u>Competency</u>	<u>Passed</u>	<u>Must be Repeated</u>
Listening Comprehension	_____	_____
Speaking	_____	_____
Reading	_____	_____
Writing	_____	_____
Applied Linguistics	_____	_____
French Civilization	_____	_____
French Literature	_____	_____
Methodology (need not be passed before entrance into methods)	_____	_____

Copy 1 to Dept. of Foreign Languages
 Copy 2 to Candidate
 Copy 3 to Head of French Program at Holley High School
 Copy 4 to Director of Student Teaching
 Copy 5 to Department of Curriculum and Instruction

REPORT ON POSTTEST TAKEN AT END OF EDUCATION 326,
METHODS IN SECONDARY FRENCH SUC/BROCKPORT

Name of Candidate _____

Campus or Brockport
Address _____

Telephone _____

Permanent Address _____

Permanent Telephone _____

Social Security _____

Date of Test _____

Assessor _____

Instructor in Methods _____
signature

Competency

Passed

Must be Repeated

Methodology

- copy 1 to Department of Foreign Languages
- copy 2 to Candidate
- copy 3 to Head of French Program at Holley High School
- copy 4 to Director of Student Teaching
- copy 5 to Department of Curriculum and Instruction

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FORM FOR ACCEPTANCE INTO THE PRACTICUM FOR FRENCH 7-12

SUC/Brockport

Name of Candidate _____

Campus or
Brockport address _____

Telephone _____

Permanent Address _____

Permanent Telephone _____

Social Security _____

Date of Acceptance _____

Assessors

Instructor in Methods _____
signature

Head, French Staff Holley
High School _____
signature

Competencies for Practicum

Approved

Not Approved

Knowledge of Subject

Methodology

Attitude

- copy 1 to Department of Foreign Languages
copy 2 to Candidate
copy 3 to Head, French Program at Holley High School
copy 4 to Director of Student Teaching
copy 5 to Department of Curriculum and Instruction

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Final forms such as the Report on the Practicum will be those used by the office of the Coordinator of Practice Teachers and will be filled out by the proper persons.

Information for guidance in the certification program will be published in the student newspaper, college catalog, Academic Information Guide, Handbook of the Department of Foreign Languages, Handbook of Teacher Certification, publications and advertisements of Continuing Education, materials sent to community colleges and high schools, Major Newsletter of the Department of Foreign Languages, and in other places such as bulletin boards. The Majors Association, Elected Student Representatives, and advisers will also be most important in helping inform candidates about the competencies and requires for provisional certification in French 7-12 at SUC/Brockport.

6. Program Evaluation and Management

a. Procedures by which information about program effectiveness (i.e. students' and graduates' meeting performance expectations) will be collected and reviewed.

Performance objectives will be used to measure the effectiveness of the student teachers in the practicum. The student teachers will be evaluated on subject-matter competence, professional competence, and professional attitudes both by their supervisor and their pupils who will be asked to fill out a rating sheet similar to these taken from Anthony Papalis, "An Assessment of Attitudes and Behaviors of Foreign Language Teachers," Foreign Language Annals, 7, No. 2 (December 1973), 231-236.

Teacher Description Instrument—Cognitive Merit

<i>Behaviors</i>	<i>Item Description</i>
Structure and Clarity	Presentations were logically arranged.
	Seemed to work with a plan.
	Spent time on important and relevant materials.
Content Mastery	Expressed grammatical concepts at level understood by students.
	Well informed on the material presented.
Evaluation	Knew more about the subject than was in the textbook.
	Clearly described grading procedures.
	In content, tests were representative of assigned materials.

Teacher Description Instrument—Affective Merit

<i>Behaviors</i>	<i>Item Description</i>
Encouragement	He used constructive criticism.
	He encouraged students to improve their work.
	He encouraged class members to work as a team.
Rapport	He was courteous.
	He was friendly.
	Encouraged students to ask questions.
	Welcomed different viewpoints.
Individual Assistance	His actions made students feel good.
	He was willing to give individual assistance.
	He took time to help students after class.
	He provided time for questions and discussion.

Teacher Description Instrument—Stimulation

<i>Behaviors</i>	<i>Item Description</i>
Motivation	Encouraged students to think for themselves. Tried to get up to see beyond the limits of the class. Presented problems as a challenge to the class.
Instructional Skill	Used illustrations based on practical experience. Put subject across in a lively way. Required students to consult reference materials. Coordinated language laboratory work with class work. Repeated materials students did not understand.
Teaching Aids	Used teaching aids. Gave helpful demonstrations of grammatical points. Supplemented text from other sources. Was enthusiastic about the subject.
Text Adherence	Just rehearsed the text.
Overload	Assigned a lot of burdensome and busy work. Assigned very difficult readings. Asked for more than students could do.

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The filled-out sheets will be kept in the files of the Department of Foreign Languages so that the French faculty may immediately begin to evaluate the rationale, prerequisites, objectives, assessment, learning alternatives, and post assessment used in the program.

When the practice teachers have graduated and have a position, every effort will be made to contact their principals and supervisors so that information about on-the-job performance may be obtained for use in evaluating the program. All information received will be used by the Department of Foreign Languages for making the program more effective. As time goes on, the graduates of the program should become known for accountability, articulation, achievement, leadership, officers of associations, directors of workshops, and other accomplishments if the program is effective.

b. Describe the plan for gathering information about the applicability of required skills, knowledge, and attitudes to a school setting. In order to have information on the applicability of the required skills, knowledge, and attitudes to a school setting, a questionnaire will be sent to the practice teachers in the program and to teachers who have been in the program. This questionnaire should address itself to each competency which the student is required to meet in the program. The questionnaire will follow this model:

SUC/BROCKPORT DEPARTMENT OF FOREIGN LANGUAGES
QUESTIONNAIRE ON THE APPLICABILITY OF CERTAIN REQUIRED SKILLS,
KNOWLEDGE, AND ATTITUDES IN FRENCH 7-12 TO A SCHOOL SETTING

In your teaching, how useful have been the required competencies which you met before you were recommended for Provisional Certification in French 7-12 at SUC/Brockport. Please return the questionnaire in the envelope provided to the Chairman of the Department of Foreign Languages, SUC/Brockport, New York 14420. You should not sign your name.

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	Always Useful	Often Useful	Almost	Never
1. Listening Comprehension				
1.1 Comprehension of single sentence	_____	_____	_____	_____
1.2 Comprehension of short, connected dialogue or paragraph	_____	_____	_____	_____
1.3 Comprehension of two-part conversation	_____	_____	_____	_____
1.4 Comprehension of three-part conversation	_____	_____	_____	_____
1.5 Dictation	_____	_____	_____	_____
2. Speaking				
2.1 Repeating sentences	_____	_____	_____	_____
2.2 Reading selection	_____	_____	_____	_____

(The form will contain all the competencies required in the program)

A second questionnaire will be sent to high school teachers who were not in the Brockport certification program in order to get their evaluation of the competencies Brockport has set up in its program.

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SUC/BROCKPORT DEPARTMENT OF FOREIGN LANGUAGES;

EVALUATION OF THE APPLICABILITY OF CERTAIN REQUIRED SKILLS, KNOWLEDGE,
AND ATTITUDES IN FRENCH 7-12 TO A SCHOOL SETTING

In order to help the Department of Foreign Languages at SUC/Brockport evaluate the competencies required in its new competency-based certification program in French 7-12, would you please indicate your opinion of the competencies by filling out the enclosed questionnaire and returning it in the envelope provided. We shall appreciate your help very much.

1. Listening Comprehension	Always Useful	Often Useful	Almost	Never
1.1 Comprehension of single sentence	_____	_____	_____	_____
1.2 Comprehension of short, connected dialogue or paragraph	_____	_____	_____	_____
1.3 Comprehension of two-part conversation	_____	_____	_____	_____
1.4 Comprehension of three-part conversation	_____	_____	_____	_____

and so on ...

From your own experience as a teacher of French 7-12, what are the most important competencies? Could you please list several in order of importance.

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- c. Describe procedures designed to facilitate program modification as a result of information gained about program effectiveness and applicability. When the Department of Foreign Languages has information on program effectiveness (from section a) and applicability (from section b), the information can be fed back into the program in order to change, update, and modify the competencies.

Section C - Involvement of Pertinent Agencies

During the month of March 1976, Dr. Martha O'Nan, Chairman of the Department of Foreign Languages at the State University College at Brockport has been in contact by telephone, letters, and visits with the following administrators of the Holley Central Schools, Holley, N.Y.: Dr. Charles H. Strong, District Principal, Mr. Russell Rees, Junior/Senior High Principal, Ms. Judith Trolley, President of the Holley Central School Teachers Association, and Mr. R. Alfred Bergeron, Head of the French Program of the Holley Junior/Senior High School. Mr. Bergeron holds the M.A. from New York University.

Since for several years, Mr. Bergeron has been so successful in helping many of our practice teachers develop into effective teachers, our department requested that his school district cooperate with SUC/Brockport in setting up a Policy Board composed of Mr. Russell Rees (Junior-Senior High Principal), Mr. R. Alfred Bergeron (Head of French in Junior-Senior High School), and Dr. Martha O'Nan (Professor of French and Chairman of the Department of Foreign Languages at SUC/Brockport) for the purpose of preparing a competency based French 7-12 program.

Another important reason for the selection of Holley is the excellent facilities in the new Junior-Senior High School building which was just occupied this January. The floor plan indicates the size and many of the opportunities available at the school. Floor plan here.

In the cooperative effort between the Holley Central School District and SUC/Brockport, recognition is given to the responsibilities for CBTE as outlined in the State Education Department directive of November 1975, "Teacher Education Program Proposals." Responsibilities of particular importance to the French 7-12 program are listed for various officials. The superintendent of schools will have the overall responsibility for the school district's involvement in implementing the program, be represented or attend the meetings of the consortium, and make recommendations about the program. The school principal will assume responsibility for the program implementation within the high school building, insure that the practice teacher is given wide exposure to the total of the school, and give advice and suggestions at all times about the program. The cooperating teacher will play a crucial role in the work of the practice teacher, provide regular feedback to the practice teacher as to performance, maintain the necessary records as to the practice teacher's ability to use the skills, knowledge and attitudes as specified in the program, meet periodically with the collegiate representative who will go to Holley at a time convenient to the cooperating teacher, be involved in the evaluation of the student's performance during the field experience, and participate in the evaluation of the program's effectiveness. The representative of the professional staff and the Department of Foreign Languages of SUC/Brockport will participate in the consortium deliberations, keep staff at Brockport informed on program effectiveness and progress of the practice teachers, participate in the evaluation of the program, and make recommendations about program modifications and improvements. The role of the collegestaff and Department of Curriculum and Instruction will be to prepare the student well, have a representative at the meetings of the consortium, insure that students are aware of the skills, knowledge and attitudes expected of them and the assessment standard and criteria used, maintain contact with persons in the high school involved, insure that the needed instruction is available, maintain an effective guidance and management system for the program, assume final responsibility for admission to the higher education institution, admission to the field experience, granting of the degree and recommendation for state certification, seek the advice and assistance of representatives of school districts and the district's professional staff, participate in the evaluation of the program's effectiveness and insure that the program maintains the standards established and that the program will be modified if necessary to meet these standards.

To complete the proposal, copies of letters which confirm involvement of pertinent agencies and their general agreement on the proposed program are reproduced.