

**Standards for the Preparation of Teachers of Japanese (FL)**  
**Content/Guidelines Standards Matrix**

College/University	OAKLAND UNIVERISTY	Code	FL
Source of Guidelines/Standards	Michigan State Board of Education, July 13, 2004	Program/Subject Area	Japanese

Requirements for the Japanese (FL) endorsement options:

- Elementary or secondary major of at least 30 semester hours
- Elementary or secondary minor of at least 20 semester hours
- K-12 major (additional standards are required for K-12 programs)
- Additional endorsement of at least 20 semester hours or 30 hours for K-12 endorsement

**Prerequisite:** To meet the standards, all required content coursework must be beyond the first four semesters of language instruction in commonly taught languages (inclusive of Categories I and II of the Foreign Service Institute (FSI) scale).

The Levels of Proficiency are:

- A = Awareness: Possesses general knowledge of**
- B = Basic: Ability to understand and apply**
- C = Comprehensive: High level of understanding, applying, and reflecting**
- \* = These standards do not have levels of proficiency. Programs either meet, or do not meet, these standards.**

**Directions:** List required courses on matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated. Adjust size of cells as needed.

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
1.0	<b>Language, Linguistics, Comparisons</b> <b>Teacher preparation institutions provide candidates opportunities to develop and demonstrate:</b>			
1.1	At least an advanced low level of speaking, listening, reading, and writing proficiency in the target language using a variety of testing protocols, including assessment of interpersonal, interpretive, and presentational communication.	*	<b>Elementary</b>	
			<b>Major:</b> JPN 314, JPN 316, JPN 318, JPN 351 (e <sup>1</sup> ), JPN 370, JPN 408 MTTC Japanese Oral Proficiency Interview (OPI)	<b>Minor:</b> JPN 314, JPN 316, JPN 318, JPN 351 (e), JPN 370, JPN 408 (e) MTTC Japanese Oral Proficiency Interview (OPI)
			<b>Secondary</b>	
			<b>Major:</b>	<b>Minor:</b> JPN 314, JPN 316, JPN 318, JPN 351 (e), JPN 370, JPN 408 (e) MTTC Japanese Oral Proficiency Interview (OPI)

<sup>1</sup> designates *elective class*

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
			<b>K-12</b>
			<b>Major:</b> JPN 314, JPN 316, JPN 318, JPN 351 (e), JPN 370, JPN 408 (e), 400 level Japanese literature class(es) <sup>2</sup> MTTC Japanese Oral Proficiency Interview (OPI)

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<sup>2</sup> At the moment there is only one 400-level Japanese lit class [JPN 420], but as the program grows more 400-level Japanese lit class will be added and these will all be developed to address the same standards.

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
Explanation for 1.1				
<ul style="list-style-type: none"><li>• <b>Standard 1.1 does not have levels of proficiency. Programs either meet, or do not meet, Standard 1.1.</b></li><li>• <b>Candidates’ proficiency in the target language is assessed:</b><ul style="list-style-type: none"><li>○ by faculty throughout each course using a variety of oral and written activities: Q/A sessions, skits, role plays, debates, presentations, compositions, essays, research papers, student-made videos and exams and final exams</li><li>○ speaking during conversation classes JPN 316 and JPN 408</li><li>○ writing during composition classes JPN 318 and JPN 408</li><li>○ by methods teacher in EED 428 and SED 428</li><li>○ MTTC for Japanese—all candidates must pass major and minor content area MTTC tests before student teaching [listening, reading and writing]</li><li>○ Oral Proficiency Interview (OPI) administered by ACTFL trained rater before beginning student teaching [speaking]</li><li>○ by cooperating teacher and university supervisor on the midterm and final student teaching evaluations</li></ul></li></ul>				
1.2	Knowledge of the linguistic elements of English and its varieties.	C	Elementary	
			Major: JPN 314; JPN 355 and 455 (e)	Minor: JPN 314 JPN 355 and 455 (e)
			Secondary	
			Major:	Minor: JPN 314; JPN 355 and 455 (e)

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
			<b>K-12</b>
			<b>Major:</b> JPN 314; JPN 355 and 455 (e); LIT 100 [or IS 300 <sup>3</sup> , AH 301, HST 370, HST 371, HST 372, CIN 350 <sup>4</sup> , LIT 251 <sup>5</sup> , LIT 375 <sup>6</sup> ]

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<sup>3</sup> when the topic is Japan

<sup>4</sup> when topic is Japanese cinema

<sup>5</sup> when topic is Japanese cinema

<sup>6</sup> when topic is Japanese literature

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
Explanation for 1.2			

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
			<ul style="list-style-type: none"> <li>• <b>C = Comprehensive: High level of understanding, applying, and reflecting on Standard 1.2.</b></li> <li>• <b>candidates study the linguistic elements of the target language and of English in:</b> <ul style="list-style-type: none"> <li>○ in JPN 314 by comparing the elements in the respective languages and by translating material from Japanese to English and English to Japanese to demonstrate similarities and differences in syntax [also in electives JPN 355 and 455]</li> <li>○ in electives JPN 355 and 455 translating from Japanese to English and English to Japanese literary pieces from many different cultural/social and dialectical levels</li> <li>○ in LIT 100 [Asian literature in English translation conducted solely in English] [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375] <ul style="list-style-type: none"> <li>▪ by observing the semantic and syntactic elements of expression and the linguistic complexity of literary pieces</li> <li>▪ by observing and discussing the use of time, tense, gender, syntax, style, etc., in many literary genres</li> <li>▪ the course is required of K-12 Japanese majors and is recommended to fulfill Oakland University General Education and/or College of Arts and Sciences Distribution requirements for elementary Japanese teaching majors and minors and secondary Japanese teaching minors</li> </ul> </li> </ul> </li> <li>• <b>candidates' command of English, including the correct use of linguistic elements is assessed:</b> <ul style="list-style-type: none"> <li>○ on the MTTC—Basic Skills exam required for all candidates prior to admission to any teacher preparation program</li> <li>○ in EED 428, SED 428 and SED 427 via candidates' written reflections on lesson plans and micro teach activities, communications with the methods instructor, presentations in the methods class, written reaction papers associated with final projects and the final oral interview with the EED 428 and SED 428 instructor</li> <li>○ in LIT 100 [Asian literature in English translation conducted solely in English] [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375] in every discussion, debate or other oral presentation and in every written assignment and midterm and final exams</li> </ul> </li> </ul>

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
1.3	An understanding of the dynamic nature of language systems and demonstrate competency in helping students acquire and use English and the target language in listening, speaking, reading, and writing for social and academic purposes.	B	Elementary	
			<b>Major:</b> JPN 316, 318 and 408(e); EED 428, EED 455	<b>Minor:</b> JPN 316, 318 and 408 (e); EED 428, EED 455
			Secondary	
			<b>Major:</b>	<b>Minor:</b> JPN 316, 318 and 408 (e); SED 428, SED 455
			K-12	
			<b>Major:</b> JPN 316, 318 and 408; EED 428, SED 428, SED 455	



No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
Explanation for 1.3				
	<ul style="list-style-type: none"><li>• <b>B = Basic: Ability to understand and apply Standard 1.3.</b></li><li>• Candidates’ understanding of the dynamic nature of language systems is assessed:<ul style="list-style-type: none"><li>○ all Oakland University students take one or two rhetoric classes to meet the General Education requirements</li><li>○ by asking candidates to write compositions and essays in conversation and composition classes (JPN 316 and 408)</li><li>○ by asking candidates to write and perform skits and role playing in conversation and compositions classes (JPN 316, 318 and 408)</li><li>○ by asking candidates to demonstrate the use of various registers, levels of sophistication and current usage (JPN 316, 318 and 408)</li></ul></li><li>• Candidates demonstrate a high level of competence in teaching language:<ul style="list-style-type: none"><li>○ by preparing and presenting micro teaching lessons that are assessed by the instructor (EED 428 and SED 428)</li><li>○ during each of the early field experiences</li><li>○ during the internship where their performance is assessed by the university supervisor and the cooperating teacher (EED/SED 455)</li></ul></li></ul>			
1.4	Knowledge of the similarities and differences between English and the target languages.	B	Elementary	
			Major: JPN 314; (e) JPN 355 and 455 (e) EED 428, SED 428	Minor: JPN 314; (e) JPN 355 and 455 (e) EED 428, SED 428
			Secondary	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
			<b>Major:</b>	<b>Minor:</b> JPN 314; (e) JPN 355 and 455 (e) EED 428, SED 428
			<b>K-12</b>	
			<b>Major:</b> JPN 314; (e) JPN 355 and 455 (e) EED 428, SED 428	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
Explanation for 1.4			
	<ul style="list-style-type: none"> <li>• <b>B = Basic: Ability to understand and apply Standard 1.4.</b></li> <li>• Candidates demonstrate knowledge of similarities and differences: <ul style="list-style-type: none"> <li>○ in JPN 314 and JPN 355 by translating material from Japanese to English and English to Japanese to demonstrate similarities and differences in syntax [also in elective JPN 455]</li> <li>○ in JPN 314 and JPN 355 by comparing idioms, loan words from other languages and characters of Chinese origin [also in elective JPN 455]</li> <li>○ in JPN 314 and JPN 355 by comparing phonological, morphological and syntactical analyses of English and Japanese [also in elective JPN 455]</li> <li>○ in JPN 314 and JPN 355 on a variety of oral and written tests, presentations, essays, and midterm and final exams</li> <li>○ [also on translation projects in JPN 355; also in elective JPN 455]</li> <li>○ by methods teacher (EED 428 and SED 428)</li> <li>○ by cooperating teacher and university supervisor on the midterm and final student teaching evaluations</li> </ul> </li> </ul>		
2.0	<b>Cultures, Literatures, Cross-Disciplinary Concepts</b> <b>Teacher preparation institutions provide candidates opportunities to develop and demonstrate:</b>		
2.1	Knowledge, understanding, and use of	A	Elementary

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
	the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support student learning.		<b>Major:</b> EED 310, EED 420, RDG 338, EED 428 and EED 455; JPN 351 (E); LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375]	<b>Minor:</b> EED 310, EED 420, RDG 338, EED 428 and EED 455; JPN 351; LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375]
			<b>Secondary</b>	
			<b>Major:</b>	<b>Minor:</b> RDG 338, SED 427, SED 428 and SED 455; JPN 351 (e); LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375]
			<b>K-12</b>	
			<b>Major:</b> RDG 338, EED 420, SED 427, EED 428 and SED 428 and SED 455; JPN 351 (e); LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375]	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
Explanation for 2.1				
<ul style="list-style-type: none"><li>• <b>A = Awareness: Possesses general knowledge of Standard 2.1.</b></li><li>• Candidates demonstrate the knowledge of cultural practices, products and perspectives:</li><li>• in JPN 351 (e) by investigating and discussing the role language (dialects, sociolects, etc.) play in cultural identity</li><li>• by designing micro-lessons with culturally authentic and age appropriate cultural context (SED 427, EED 428 and SED 428)</li><li>• by designing all lessons for their unit and daily lessons during the internship within a culturally authentic and age appropriate cultural context (EED/SED 455)</li><li>• by explaining and justifying their philosophy on teaching culture in the final oral interview (EED 428 and SED 428)</li><li>• in discussions with cooperating teacher about including culture in language instruction and activities</li></ul>				
2.2	Application of knowledge and understanding of how cultural groups and students’ cultural identities affect language learning and school achievement.	A	Elementary	
			Major: EED 428, EED 420, EED 455; SE 355 <sup>7</sup>	Minor: EED 428, EED 420, EED 455; SE 355
			Secondary	
			Major:	Minor: SED 428; SED 455; SE 355

<sup>7</sup> SE 401, which addresses the same standards, may be taken in cases of scheduling conflict

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
			<b>K-12</b>
			<b>Major:</b> EED 428 and SED 428; EED 420; SE 355
<b>Explanation for 2.2</b>			
<ul style="list-style-type: none"> <li>• <b>A = Awareness: Possesses general knowledge of Standard 2.2.</b></li> <li>• Candidates demonstrate their knowledge of cultural groups and identities: <ul style="list-style-type: none"> <li>○ by analyzing for each lesson the distribution of a cultural product, practice or perspective within or between cultures (EED 428 and SED 428)</li> <li>○ by using in their micro-teach lessons, classroom presentations/demonstrations, early field experiences and the internship a variety of lesson designs, activities and materials that meet the needs of students with differing background, background knowledge and diverse learning styles (SED 300, FE 506, EED 420, EED 428, SED 428 and EED/SED 455)</li> <li>○ by designing instruction in the internship based on an analysis of the learning context (EED/SED 455)</li> <li>○ by preparing adaptations to each lesson plan to accommodate diverse learners (SE 355, SE 355, EED 420, EED/SED 455)</li> </ul> </li> </ul>			
2.3	An understanding of the value and role	B	<b>Elementary</b>

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
	of literary and cultural texts and use them to interpret and reflect upon the perspectives of cultures over time.		<b>Major:</b> <ul style="list-style-type: none"> <li>JPN 351 (e); LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375]</li> <li>JPN 370</li> <li>400 level Japanese literature class(es)</li> </ul>	<b>Minor:</b> <ul style="list-style-type: none"> <li>JPN 351 (e); LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375]</li> <li>JPN 370</li> <li>400 level Japanese literature class(es)</li> </ul>
			<b>Secondary</b>	
			<b>Major:</b>	<b>Minor:</b> <ul style="list-style-type: none"> <li>JPN 351[what else?]</li> <li>JPN 370</li> <li>400 level Japanese literature class(es)</li> </ul>
			<b>K-12</b>	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
			<b>Major:</b> <ul style="list-style-type: none"> <li>• JPN 351; LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375]</li> <li>• JPN 370</li> <li>• 400 level Japanese literature class(es)</li> </ul>



No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
Explanation for 2.3			

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
			<ul style="list-style-type: none"> <li>• <b>B = Basic: Ability to understand and apply Standard 2.3.</b></li> <li>• <b>In virtually every Japanese language, literature, culture/civilization and translation class candidates will learn that</b> <ul style="list-style-type: none"> <li>○ language is intrinsic to the expression of culture</li> <li>○ language communicates values, beliefs and customs</li> <li>○ language has important social functions</li> <li>○ language fosters feelings of group identity and solidarity</li> <li>○ language is a means by which culture, traditions and shared values may be conveyed and preserved</li> </ul> </li> <li>• <b>Candidates demonstrate their ability to understand and interpret text and use it to interpret cultural values:</b> <ul style="list-style-type: none"> <li>○ by discussing and analyzing detailed questions about a variety of texts (JPN 351, JPN 370, 400 level Japanese literature classes, LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375])</li> <li>○ by working orally in groups to analyze texts <ul style="list-style-type: none"> <li>▪ directed and straightforward analysis (JPN 370) <ul style="list-style-type: none"> <li>• K-12 Japanese majors are required to take this course</li> <li>• elementary majors and minors and secondary minors are required to take JPN 370</li> </ul> </li> <li>▪ detailed and more sophisticated analysis (400 level Japanese literature class(es))</li> </ul> </li> <li>○ by writing essays and test items which analyze texts at appropriate levels (JPN 370; 400 level Japanese literature class(es))</li> <li>○ LIT 100 [in English] [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375] <ul style="list-style-type: none"> <li>▪ by comparing and discussing, orally and in written essays, the ways authors from Asian countries incorporate culture, values, beliefs, customs, social functions, group identity and solidarity, etc., in their literary works</li> <li>▪ the course is required of K-12 Japanese majors and is recommended to fulfill Oakland University General Education and/or College of Arts and Sciences Distribution requirements</li> </ul> </li> </ul> </li> </ul>

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
2.4	An understanding of the connections among perspectives of cultures, their practices and products, and be able to make comparisons.	B	Elementary	
			<b>Major:</b> <ul style="list-style-type: none"> <li>JPN 351</li> <li>LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375]</li> </ul>	<b>Minor:</b> <ul style="list-style-type: none"> <li>JPN 351</li> <li>LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375]</li> </ul>
			Secondary	
			Major:	<b>Minor:</b> <ul style="list-style-type: none"> <li>JPN 351</li> <li>LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375]</li> </ul>
			K-12	
			<b>Major:</b> <ul style="list-style-type: none"> <li>JPN 351 [what else?]</li> <li>LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375]</li> </ul>	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
Explanation for 2.4				
<ul style="list-style-type: none"><li>• <b>B = Basic: Ability to understand and apply Standard 2.4.</b></li><li>• <b>Candidates will demonstrate their ability to understand the connections among perspectives of cultures, their practices and products and to be able to make comparisons by:</b><ul style="list-style-type: none"><li>○ in JPN 351</li><li>○ by discussing and comparing aspects Japan or other regions where Japanese is spoken and comparing it with their native country</li><li>○ in LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375] by discussing and comparing a variety of texts and media from various Asian countries and by comparing them to English language texts and media with which they are familiar from previous experience and, in some sections, by presenting the same in their individual final projects</li><li>○ in LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375] by writing comparisons of texts and media from various Asian countries and by comparing them to English language texts and media with which they are familiar from previous experience in essays, reading journals, mid-term and final exams and short papers</li></ul></li></ul>				
2.5	Ability to recognize distinctive cultural viewpoints of multiple content areas available only through the target language.	A	Elementary	
			Major: <ul style="list-style-type: none"><li>• JPN 351; EED 428, EED 455</li></ul>	Minor: <ul style="list-style-type: none"><li>• JPN 351; EED 428, EED 455</li></ul>
			Secondary	
			Major:	Minor: <ul style="list-style-type: none"><li>• JPN 351; SED 428, SED 455</li></ul>

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
			<b>K-12</b>
			<b>Major:</b> <ul style="list-style-type: none"> <li>JPN 351; EED 428, EED 455; EED 428 and SED 428; EED 455 or SED 455</li> </ul>
<b>Explanation for 2.5</b>			
<ul style="list-style-type: none"> <li><b>A = Awareness: Possesses general knowledge of Standard 2.5.</b></li> <li><b>In the methods classes (EED 428 and SED 428) candidates will demonstrate a basic understanding distinctive cultural viewpoints of multiple content areas available only through the target language by:</b> <ul style="list-style-type: none"> <li>researching and reporting on school content common in Japanese settings</li> <li>researching and reporting on literature common to native speakers of Japanese such as short stories, poems, rhymes, songs, etc.</li> <li>researching and reporting on concepts learned in other subjects such as counting, family relationships and opposites; weather, math facts, measurements, animals, geographical concepts, etc.</li> <li>researching and reporting on common leisure time activities common among students in Japan such as sports and games; attending sporting events; hobbies and crafts; family outings such as going to the zoo, visiting a museum, etc.; altruistic activities such as hospital visits to sick children, entertaining the elderly, or other volunteer work</li> <li>by discussing and comparing the results of their own research with colleagues in the methods classes</li> </ul> </li> </ul>			

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
3.0	<b>Language Acquisition Theories and Instructional Practices</b> <b>Teacher preparation institutions provide candidates opportunities to develop and demonstrate:</b>			
3.1	An understanding of language acquisition theories and research.	B	Elementary	
			Major: EED 428 and SED 428	Minor: EED 428 and SED 428
			Secondary	
			Major:	Minor: EED 428 and SED 428
			K-12	
			Major: EED 428 and SED 428	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
Explanation or 3.1				
<p><b>B = Basic: Ability to understand and apply Standard 3.1.</b> <b>In EED 428 and SED 428 candidates will demonstrate that they understand language acquisition theories</b> by investigating, via journal articles and Internet websites, research on past and present approaches to language acquisition by discussing and comparing in class the history and aims of various language acquisition by discussing and comparing textbooks that represent various past and current language acquisition theories and identifying the particular theory/theories on which the text(s) were developed by discussing the history and aims of various language acquisition theories with the instructor in the final oral interview <b>During the internship experience (EED 428 or SED 428) candidates will demonstrate that they are able to apply current language acquisition theories</b>     ○ by designing and implementing lesson plans within the context of the particular language acquisition theory on which the text is based</p>				
3.2	Ability to use language acquisition knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction.	B	Elementary	
			Major: EED 428, EED 455	Minor: EED 428, EED 455
			Secondary	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
			Major:	Minor: SED 428, SED 455
			K-12	
			Major: EED 428 and SED 428; EED/SED 455	



No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
Explanation for 3.2			

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
			<ul style="list-style-type: none"> <li>● <b>B = Basic: Ability to understand and apply Standard 3.2.</b></li> <li>● <b>Candidates will demonstrate that they can create a supportive classroom learning environment</b> <ul style="list-style-type: none"> <li>○ by creating appropriate lesson plans for field experiences, the methods class(es) and the internship that <ul style="list-style-type: none"> <li>▪ take into consideration individual student needs</li> <li>▪ that include all students rather than excluding some</li> <li>▪ allow students to take part in planning and implementing some activities</li> <li>▪ allow students to take the risk of expressing themselves in Japanese</li> <li>▪ incorporate homework that is learning work rather than busy work</li> </ul> </li> <li>○ by creating and demonstrating appropriate micro teach activities (EED 428 and SED 428)</li> <li>○ by creating and implementing appropriate classroom activities (EED/SED 455)</li> <li>○ by modeling correct language usage rather than direct error correction</li> <li>○ by providing samples of “commenting” on student writing rather direct error correction in the methods class(es)</li> </ul> </li> <li>● <b>Candidates will demonstrate that they are able to supply appropriate target language input</b> <ul style="list-style-type: none"> <li>○ by using as much Japanese as possible in all field experiences, in micro teach (EED 428 and SED 428) and student teaching (EED/SED 455) situations for <ul style="list-style-type: none"> <li>▪ greeting students in the hallways and as they enter the classroom</li> <li>▪ “chatting” with the students about events of interest in their lives</li> <li>▪ routine classroom instructions</li> <li>▪ interesting and engaging pair and small group activities</li> <li>▪ oral and written quizzes and tests that allow the students to show how much language they are learning</li> </ul> </li> </ul> </li> <li>● <b>Candidates will demonstrate in micro teach (EED 428 and SED 428) and student teaching (EED/SED 455) situations that they are able to provide opportunities for negotiation of meaning and meaningful interaction</b> <ul style="list-style-type: none"> <li>○ by showing appreciation for student responses</li> <li>○ by helping students self correct their responses</li> <li>○ by asking follow-up questions</li> <li>○ by encouraging other students to ask questions or add information to classmates’ responses</li> <li>○ by encouraging students to initiate conversation, especially in Japanese</li> </ul> </li> </ul>

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
3.3	A variety of instructional practices that produce language outcomes through an articulated program that addresses the needs of diverse language learners.	B	Elementary	
			<b>Major:</b> EED 428, SE 355, EED 455	<b>Minor:</b> EED 428, SE 355, EED 455
			Secondary	
			<b>Major:</b>	<b>Minor:</b> SED 428, SE 355, SED 455
			K-12	
			<b>Major:</b> EED 428 and SED 428, SE 355, EED/SED 455	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
<b>Explanation for 3.3</b>			
<ul style="list-style-type: none"> <li>• <b>B = Basic: Ability to understand and apply Standard 3.3.</b></li> <li>• <b>in EED 428 and SED 428 candidates will</b> <ul style="list-style-type: none"> <li>○ investigate and discuss a variety of current best practices for teaching Japanese</li> <li>○ investigate and discuss the various ways people learn</li> <li>○ create and share with the class learning activities for different developmental levels</li> <li>○ modify learning activities to allow diverse learners to perform at an appropriate level for their abilities</li> <li>○ modify assessment activities to allow diverse learners to perform at an appropriate level for their abilities</li> </ul> </li> <li>• <b>in EED/SED 455 teaching interns will</b> <ul style="list-style-type: none"> <li>○ create and implement daily/weekly/unit plans that <ul style="list-style-type: none"> <li>▪ make use of current best practices for teaching Japanese</li> <li>▪ fit into the overall plan for the semester/year</li> <li>▪ organize the plan around meaningful tasks and real-life communicative outcomes rather than grammar points</li> <li>▪ provide instruction and activities at appropriate developmental level</li> <li>▪ sequence instruction and activities to insure that students acquire new skills in a logical manner</li> <li>▪ provide learning activities to allow diverse learners to perform at an appropriate level for their abilities</li> <li>▪ provide assessment activities to allow diverse learners to perform at an appropriate level for their abilities</li> </ul> </li> <li>○ analyze the success of the plan, activities, assessment, etc., in terms of communicative outcomes</li> </ul> </li> </ul>			
3.4	Knowledge and use of a variety of	B	<b>Elementary</b>

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
	strategies for instructional management that facilitates language acquisition and student achievement for second language learners.		<b>Major:</b> EED 428, EED 420, EED 455	<b>Minor:</b> EED 428, EED 420, EED 455
			<b>Secondary</b>	
			<b>Major:</b>	<b>Minor:</b> SED 428, SED 455
			<b>K-12</b>	
			<b>Major:</b> EED 428 and SED 428, EED 420, EED/SED 455	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
Explanation for 3.4			

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
			<ul style="list-style-type: none"> <li>● <b>B = Basic: Ability to understand and apply Standard 3.4.</b></li> <li>● <b>Candidates will demonstrate that they are gaining knowledge of a variety of strategies for instructional management that facilitate language acquisition and student achievement for second language learners</b> <ul style="list-style-type: none"> <li>○ in field experiences students will have the opportunity to observe a variety of instructional management styles in foreign language classrooms and in the classrooms of their minor area</li> <li>○ by keeping an anecdotal [attendance] record and reflective summaries of field experiences, they will have a record for reference in other classes in the professional sequence, particularly SED 300, SED 427 and the foreign language methods classes, EED 428 and SED 428</li> <li>○ in SED 427 <ul style="list-style-type: none"> <li>▪ by investigating issues of instructional management in their minor field, making observations and reporting observations</li> </ul> </li> <li>○ in EED 428 and SED 428 candidates will demonstrate the knowledge of strategies for instructional management <ul style="list-style-type: none"> <li>▪ by investigating issues of instructional management, making observations and reporting observations</li> <li>▪ by discussing and comparing how different strategies for instructional management facilitate language acquisition</li> <li>▪ by discussing how language acquisition theory translates into application for teaching</li> </ul> </li> </ul> </li> <li>● <b>Candidates will demonstrate that they are able to use appropriate strategies for instructional management that facilitate language acquisition and student achievement for second language learners</b> <ul style="list-style-type: none"> <li>○ in early field experiences candidates may have the opportunity to create mini-lessons that match the instructional management style of the model teacher</li> <li>○ in EED 455 and SED 455 interns will have the opportunity to create and implement daily/weekly/unit plans that <ul style="list-style-type: none"> <li>▪ make use of current best practices for teaching Japanese</li> <li>▪ make use of appropriate instructional management to facilitate the particular facilitate language acquisition approach of the class/school/district in which they are doing their internship</li> <li>▪ analyze the success of the plan, activities, assessment, etc., in terms of second language learner achievement</li> </ul> </li> </ul> </li> </ul>

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.0	<b>Integration of Standards Into Curriculum and Instruction</b> <b>Teacher preparation institutions provide candidates opportunities to develop and demonstrate:</b>			
4.1	An understanding of the standards and benchmarks of the <i>Michigan Curriculum Framework and Standards for Foreign Language Learning</i> in curricular planning	B	Elementary	
			Major: EED 428, EED 455	Minor: EED 428, EED 455
			Secondary	
			Major:	Minor: SED 427 & 428, SED 455
			K-12	
			Major: EED 428, SED 427 & 428; EED/SED 455	



No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
Explanation for 4.1			

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
			<ul style="list-style-type: none"> <li>● <b>B = Basic: Ability to understand and apply Standard. 4.1</b></li> <li>● <b>Candidates will demonstrate that they are gaining knowledge of the standards and benchmarks of the <i>Michigan Curriculum Framework and Standards for Foreign Language Learning</i> in curricular planning</b> <ul style="list-style-type: none"> <li>○ in field experiences candidates by observing how model teachers apply the standards in foreign language classrooms and in the classrooms of their minor area</li> <li>○ in SED 427 <ul style="list-style-type: none"> <li>▪ by investigating what the standards in their minor field are and how they are applied; by making observations and reporting observations</li> </ul> </li> <li>○ in EED 428 and SED 428 candidates will demonstrate the knowledge of standards and benchmarks <ul style="list-style-type: none"> <li>▪ by informing themselves about the features of the <i>Michigan Curriculum Framework and Standards for Foreign Language Learning</i></li> <li>▪ by informing themselves about how the <i>Michigan Curriculum Framework and Standards for Foreign Language Learning</i> may be applied in the foreign language classroom</li> <li>▪ by discussing and comparing how different standards facilitate language acquisition</li> <li>▪ by discussing how the standards translate into application for teaching</li> </ul> </li> </ul> </li> <li>● <b>Candidates will demonstrate that they are able to apply the <i>Michigan Curriculum Framework and Standards for Foreign Language Learning</i></b> <ul style="list-style-type: none"> <li>○ in early field experiences; candidates may have the opportunity to create mini-lessons that address one or more standards</li> <li>○ in EED/SED 455 interns will have the opportunity to create and implement daily/weekly/unit plans that <ul style="list-style-type: none"> <li>▪ identify and apply the standards for classroom instruction/activities, related outside activities and for assessment</li> </ul> </li> </ul> </li> </ul>

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.2	Ability to integrate the <i>Standards for Foreign Language Learning</i> and the <i>Michigan Curriculum Framework</i> into language instruction.	B	Elementary	
			Major: EED 428; EED 455	Minor: EED 428; EED 455
			Secondary	
			Major:	Minor: SED 428, SED 455
			K-12	
			Major: EED 428 and SED 428; EED/SED 455	
Explanation for 4.2				
<ul style="list-style-type: none"><li>● <b>B = Basic: Ability to understand and apply Standard 4.2.</b></li><li>● <b>Candidates will demonstrate that they are able to integrate the <i>Michigan Curriculum Framework</i> and <i>Standards for Foreign Language Learning</i> into language instruction</b><ul style="list-style-type: none"><li>○ in early field experiences; candidates may have the opportunity to create mini-lessons that address one or more standards</li><li>○ in EED 428 and SED 428 by planning and demonstrating micro-teach activities</li><li>○ in EED/SED 455 by creating and implementing daily/weekly/unit plans that<ul style="list-style-type: none"><li>▪ identify and apply the standards for classroom instruction/activities, for related outside activities and for assessment</li></ul></li></ul></li></ul>				
4.3	Ability to use standards and benchmarks	A	Elementary	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
	to evaluate, select, design, and adapt instructional resources by connecting curriculum to students' experiences and skills of home and community.		<b>Major:</b> EED 428, EED 455	<b>Minor:</b> EED 428, EED 455
			<b>Secondary</b>	
			<b>Major:</b>	<b>Minor:</b> SED 428, SED 455
			<b>K-12</b>	
			<b>Major:</b> EED 428 and SED 428; EED/SED 455	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
Explanation for 4.3			

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
			<ul style="list-style-type: none"> <li>● <b>A = Awareness: Possesses general knowledge of Standard 4.3.</b></li> <li>● <b>Candidates will demonstrate that they understand how to use standards and benchmarks to evaluate, select, design, and adapt instructional resources</b> <ul style="list-style-type: none"> <li>○ in EED 428 and SED 428 by investigating and discussing           <ul style="list-style-type: none"> <li>▪ how to conduct needs assessments for the classroom and how the data can be used to make decisions about what to teach, how to teach it and what instructional resources will complement the textbook materials</li> <li>▪ how the standards and benchmarks influence teaching plans</li> <li>▪ how to integrate instructional resources into daily/weekly/unit plans</li> <li>▪ how to use standards and benchmarks to evaluate and improve program quality</li> </ul> </li> <li>○ in EED/SED 455 by discussing with the cooperating teacher how to incorporate standards and benchmarks into every phase of lesson planning and implementation</li> </ul> </li> <li>● <b>Candidates will demonstrate that they understand how to connect curriculum to students' experiences and skills of home and community</b> <ul style="list-style-type: none"> <li>○ in EED 428 and SED 428 by investigating and discussing           <ul style="list-style-type: none"> <li>▪ how to assess the experiences and skills of home and community students bring to the classroom</li> <li>▪ how to incorporate the same into the daily/weekly/unit plans</li> </ul> </li> <li>○ in EED/SED 455 by working with the cooperating teacher to           <ul style="list-style-type: none"> <li>▪ identify the standards and benchmarks that the particular school district uses for instructional planning</li> <li>▪ understand how to incorporate those standards and benchmarks into every phase of lesson planning and implementation</li> </ul> </li> </ul> </li> </ul>

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.4	Ability to serve as an effective model of English and the target language for developing listening, speaking, reading, and writing skills.	C	Elementary	
			<b>Major:</b> EED 428, EED 455	<b>Minor:</b> EED 428, EED 455
			Secondary	
			<b>Major:</b>	<b>Minor:</b> SED 428. SED 455
			K-12	
			<b>Major:</b> EED 428 and SED 428; EED/SED 455	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
<b>Explanation for 4.4</b>			
<ul style="list-style-type: none"> <li>• <b>C = Comprehensive: High level of understanding, applying, and reflecting on Standard 4.4.</b></li> <li>• <b>Candidates will demonstrate that they are able to serve as an effective model of English and the target language for developing listening, speaking, reading and writing skills:</b> <ul style="list-style-type: none"> <li>○ by faculty throughout each course using a variety of oral and written activities: Q/A sessions, debates, presentations, compositions, essays, research papers, and exams and final exams</li> <li>○ speaking during conversation classes JPN 316 and JPN 408</li> <li>○ writing during composition classes JPN 318 and GRM &amp; SPN 408</li> <li>○ by methods teacher in EED 428 and SED 428</li> <li>○ MTTC Basic Skills for English— all candidates must pass MTTC Basic Skills before being admitted to teacher preparation programs</li> <li>○ MTTC for Japanese—all candidates must pass major and minor content area MTTC tests before student teaching</li> <li>○ Oral Proficiency Interview (OPI) administered by ACTFL trained rater before beginning student teaching</li> <li>○ by the correct use (as judged by the cooperating teacher and the university supervisor) of both English and Japanese during the internship (EED/SED 455)</li> </ul> </li> </ul>			
4.5	Understanding and utilization of	A	<b>Elementary</b>



No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
	strategies that promote student competence in using critical thinking skills in conjunction with learning the target language.		<b>Major:</b> EED 428, EED 455	<b>Minor:</b> EED 428, EED 455
			<b>Secondary</b>	
			<b>Major:</b>	<b>Minor:</b> SED 428. SED 455
			<b>K-12</b>	
			<b>Major:</b> EED 428 and SED 428; EED/SED 455	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
<b>Explanation for 4.5</b>			
	<ul style="list-style-type: none"> <li>● <b>A = Awareness: Possesses general knowledge of Standard 4.5.</b></li> </ul> <p><b>4.5</b> Understanding and utilization of strategies that promote student competence in using critical thinking skills in conjunction with learning the target language.</p>		
	<ul style="list-style-type: none"> <li>● <b>Candidates will demonstrate that they can identify strategies that promote student competence in using critical thinking skills</b> <ul style="list-style-type: none"> <li>○ in EED 428 and SED 428 <ul style="list-style-type: none"> <li>▪ by defining <i>critical thinking</i> and identifying activities that allow learners to develop critical thinking skills</li> </ul> </li> <li>○ in EED/SED 455 by discussing with the cooperating teacher how to structure activities to encourage critical thinking in the classroom</li> </ul> </li> <li>● <b>Candidates will demonstrate that they understand how to promote critical thinking in conjunction with learning the target language</b> <ul style="list-style-type: none"> <li>○ in EED 428 and SED 428 by investigating and discussing <ul style="list-style-type: none"> <li>▪ by discussing how to adapt activities that promote critical thinking to the world language classroom</li> <li>▪ how to incorporate the same into the daily/weekly/unit plans</li> </ul> </li> <li>○ in EED/SED 455 by working with the cooperating teacher to <ul style="list-style-type: none"> <li>▪ identify how critical thinking can be incorporated in the current plan</li> <li>▪ develop classroom activities that allow students use critical thinking skills</li> </ul> </li> </ul> </li> </ul>		

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.6	Familiarity with and adaptive use of a wide range of standards-based materials, resources, and technologies in effective world language and content teaching.	B	Elementary	
			Major: EED 428, EED 455; IST 396	Minor: EED 428, EED 455; IST 396
			Secondary	
			Major:	Minor: SED 428. SED 455; IST 397
			K-12	
			Major: EED 428 and SED 428; EED/SED 455; IST 397	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
<b>Explanation for 4.6</b>			
<ul style="list-style-type: none"> <li>• <b>B = Basic: Ability to understand and apply Standard 4.6.</b></li> <li>• in IST 396 or IST 397 candidates will learn to use technologies that will allow them to adapt a wide range of materials for use in the world language classroom</li> <li>• in EED 428 and SED 428 candidates will examine and discuss <ul style="list-style-type: none"> <li>○ standards-based textbooks (and their ancillaries) most commonly used in area schools</li> <li>○ age appropriate materials that can be adapted to use in the world language classroom, such as books of puzzles and other word games, suitable movies in Japanese, poems, songs, etc</li> <li>○ Japanese Internet sites that can be used by the learners to enhance the textbook materials, for instance, real estate sites, health and fitness sites, news and other information sites, restaurant websites, cooking sites, etc.</li> </ul> </li> <li>• in field experiences candidates will discuss observe how the model teacher incorporates age appropriate materials from a wide range of sources in the world language classroom</li> <li>• <b>in EED/SED 455 candidates will demonstrate that they can adapt age appropriate materials from a wide range of sources for use in the world language classroom and incorporate them into the daily/weekly/unit plans</b></li> </ul>			
4.7	Skills in supporting world language	B	<b>Elementary</b>

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
	students as they access the core curriculum and learn language and academic content together.		Major: EED 428, EED 455	Minor: EED 428, EED 455
Secondary				
Major:			Minor: SED 428, SED 455	
K-12				
Major: EED 428, SED 428, EED/SED 455				
Explanation for 4.7				
<ul style="list-style-type: none"><li>● <b>B = Basic: Ability to understand and apply Standard 4.7.</b></li><li>● in EED 428 and SED 428 candidates will<ul style="list-style-type: none"><li>○ become familiar with the Michigan Core Curriculum Framework</li><li>○ discuss how language classes can incorporate academic content in the world language classroom</li><li>○ investigate and discuss how use information technology can be used to support the incorporation of academic content in the world language classroom</li><li>○ create vocabulary lists and learning activities that will enable students to access content in core courses</li><li>○ create graphic organizers for use of world language students as they encounter academic content in Japanese</li></ul></li><li>● in EED/SED 455 teaching interns will, in so much as the curriculum of the host school will allow, create and implement lessons that are based on academic content and taught in Japanese</li></ul>				

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.8	Knowledge of past and current second language teaching methodologies and their applicability in developing instructional practices and resources to meet the needs of individual learners.	B	Elementary	
			Major: EED 428, EED 455	Minor: EED 428, EED 455
			Secondary	
			Major:	Minor: SED 428, SED 455
			K-12	
			Major: EED 428, SED 428, EED/SED 455	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
Explanation for 4.8				
<ul style="list-style-type: none"><li>● <b>B = Basic: Ability to understand and apply Standard 4.8.</b></li><li>● in EED 428 and SED 428 candidates will<ul style="list-style-type: none"><li>○ investigate and discuss past and current second language teaching methodologies</li><li>○ investigate and discuss current best practices for second language classrooms</li><li>○ present micro teach activities commensurate with current best practices for second language acquisition</li></ul></li><li>● in EED/SED 455 candidates will develop and implement daily/weekly/unit lesson plans that<ul style="list-style-type: none"><li>○ employ current best practices for second language acquisition</li><li>○ take into consideration a reasonable range of appropriate resources</li><li>○ are sensitive to the needs of individual learners</li></ul></li></ul>				
5.0	Assessment of Languages and Cultures Teacher preparation institutions provide candidates opportunities to develop and demonstrate:			
5.1	Knowledge of the ongoing nature of assessment and multiple age- and level-appropriate ways to assess that provides purposeful outcome data.	B	Elementary	
			Major: EED 310, EED 428, EED 455	Minor: EED 310, EED 428, EED 455

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
			Secondary	
			Major:	Minor: SED 300, SED 427, SED 428, SED 455
			K-12	
			Major: EED 428, SED 300, SED 427, SED 428, EED/SED 455	
Explanation for 5.1				
<ul style="list-style-type: none"><li>• <b>B = Basic: Ability to understand and apply Standard 5.1.</b></li><li>• in the methods classes candidates will investigate and discuss assessment in all its facets</li><li>• during field experiences candidates will have opportunities to observe the assessment practices of the model teachers</li><li>• during the internship candidates will have the opportunity to participate in assessment practices of the cooperating teacher</li></ul>				
5.2	Reflective assessment practices including: analysis of assessment results, adjustment of instruction based on assessment results, and use of outcome data to determine the direction of instruction.	A	Elementary	
			Major: EED 428, EED 455	Minor: EED 428, EED 455
			Secondary	



No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
			Major:	Minor: SED 428, SED 455
			K-12	
			Major: EED 428, SED 428, EED/SED 455	
Explanation for 5.2				
<ul style="list-style-type: none"><li>• <b>A = Awareness: Possesses general knowledge of Standard 5.2.</b></li><li>• in the methods classes candidates will investigate and discuss assessment in all its facets, including the ways assessment should be used to adjust instruction (EED 428 and SED 428)</li><li>• during field experiences candidates will have opportunities to<ul style="list-style-type: none"><li>○ observe the ways in which model teachers adjust instructions based on assessment results</li></ul></li><li>• during the internship candidates will have the opportunity to</li><li>• participate in assessment practices of the cooperating teacher, including modification of syllabi, exams and course content to reflect assessment results (EED/SED 455)</li></ul>				
5.3	Ability to interpret and communicate the	B	Elementary	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
	results of student performances to all stakeholders and provide opportunity for discussion of the interpretations and decisions based on the information.		<b>Major:</b> EED 428, EED 455	<b>Minor:</b> EED 428, EED 455
			<b>Secondary</b>	
			<b>Major:</b>	<b>Minor:</b> SED 428, SED 455
			<b>K-12</b>	
			<b>Major:</b> EED 428, SED 428, EED/SED 455	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
Explanation for 5.3				
<ul style="list-style-type: none"><li>• <b>B = Basic: Ability to understand and apply Standard 5.3.</b></li><li>• in the methods classes candidates will learn the importance of interpreting and communicating the results of student performances<ul style="list-style-type: none"><li>○ to the students via grades and comments on work, during conferences with individual students and official grade reporting</li><li>○ to the parents at conferences and in e-mail and other written communications</li><li>○ to the administration for purposed of official grade posting</li></ul></li><li>• during early field services candidates will be able to observe how the model teachers use the results of student performances</li><li>• during the internship candidates will have an opportunity to participate in evaluation of student performance and to interpret and communicate the results<ul style="list-style-type: none"><li>○ to the students via grades and comments on work, during conferences with individual students and official grade reporting</li><li>○ to the cooperating teacher in daily/weekly conferences about student achievement and performance</li><li>○ to the parents at conferences and in e-mail and other written communications under the supervision of the cooperating teacher</li><li>○ to the administration for purposed of official grade posting as permitted by the cooperating teacher and school district policies</li></ul></li></ul>				
5.4	Knowledge of various assessment issues (e.g., cultural and linguistic bias, political, social, and psychological factors).	A	Elementary	
			Major: EED 428, EED 455	Minor: EED 428, EED 455
			Secondary	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
			Major:	Minor: SED 428, SED 455
			K-12	
			Major: EED 428, SED 428, EED/SED 455	
Explanation for 5.4				
<ul style="list-style-type: none"><li>• <b>A = Awareness: Possesses general knowledge of Standard 5.4.</b></li><li>• in the methods classes candidates will investigate and discuss assessment in all its facets, including issues such as cultural and linguistic bias, social, psychological and political factors (EED 428 and SED 428)</li><li>• during field experiences candidates will have opportunities to<ul style="list-style-type: none"><li>○ discuss aspects of assessment with model teachers</li></ul></li><li>• during the internship candidates will have the opportunity to<ul style="list-style-type: none"><li>○ discuss aspects of assessment with the cooperating teacher (EED/SED 455)</li></ul></li></ul>				
5.5	Knowledge of the value of assessment data for identification, placement, and demonstration of language proficiency and academic achievement of world language student	B	Elementary	
			Major: EED 428, EED 455, SE 355	Minor: EED 428, EED 455, SE 355
			Secondary	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
			Major:	Minor: SED 428, SED 455, SE 355
			K-12	
			Major: EED 428, SED 428, EED/SED 455, SE 355	
Explanation or 5.5				
<ul style="list-style-type: none"><li>• <b>B = Basic: Ability to understand and apply Standard 5.5.</b></li><li>• in the methods classes candidates will investigate and discuss assessment in all its facets, including the importance of collecting and using assessment data (EED 428 and SED 428) and placement of exceptional learners [SE 355 and SE 355]</li><li>• during field experiences candidates will have opportunities to<ul style="list-style-type: none"><li>○ observe how model teachers collect and use assessment data</li></ul></li><li>• during the internship candidates will have the opportunity to<ul style="list-style-type: none"><li>○ participate in the collection of assessment data with the cooperating teacher and to observe how the collected date is used by the cooperating teacher, her department and the school (EED/SED 455)</li></ul></li></ul>				
6.0	Professionalism Teacher preparation institutions provide candidates opportunities to develop and demonstrate:			
6.1	Linguistic and cultural competence	B	Elementary	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
	through reflective practices.		Major: EED 310, EED 428, EED 455	Minor: EED 310, EED 428, EED 455
			Secondary	
			Major:	Minor: SED 300, SED 427, SED 428, SED 455
			K-12	
			Major: SED 300, SED 427, EED 428, SED 428, EED/SED 455	
Explanation for 6.1				
<ul style="list-style-type: none"><li>• B = Basic: Ability to understand and apply Standard 6.1.</li><li>• In every methods class and for every field experience, and especially during the internship, candidates are required to keep a reflective journal/reflective summary in which they record not only the activities of their experiences, but also their reflections upon those experiences; those experiences are often shared with instructors/professors, model teachers, cooperating teachers and university field supervisors</li></ul>				
6.2	Knowledge of the value of	B	Elementary	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
	multilingualism to the overall success of all students and understands the teacher’s role as an advocate for students, colleagues, and members of the community in promoting multilingualism.		Major: EED 428, EED 455	Minor: EED 428, EED 455
			Secondary	
			Major:	Minor: SED 428, SED 455
			K-12	
			Major: EED 428, SED 428, EED/SED 455	
Explanation for 6.2				
<ul style="list-style-type: none"><li>• <b>B = Basic: Ability to understand and apply Standard 6.2.</b></li><li>• In EED 428 and SED 428 candidates will investigate and discuss<ul style="list-style-type: none"><li>○ the value of multilingualism in our society</li><li>○ the duty of educators as advocates for students, colleagues and members of the community in promoting multilingualism</li></ul></li><li>• During the internship candidates will have the opportunity to observe the role of cooperating teachers and administrators in the school in relation to promotion of multilingualism, i.e., world language programs (EED/SED 455)</li></ul>				
6.3	Ability to identify, analyze, and reflect	C	Elementary	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
	upon professional knowledge and language proficiency, and seek resources for improvement.		<b>Major:</b> EED 310, EED 428, EED 455	<b>Minor:</b> EED 310, EED 428, EED 455
			<b>Secondary</b>	
			<b>Major:</b>	<b>Minor:</b> SED 300, SED 427, SED 428, SED 455
			<b>K-12</b>	
			<b>Major:</b> EED 428, SED 428, EED/SED 455	



No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
Explanation for 6.3			

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
			<ul style="list-style-type: none"> <li>• <b>C = Comprehensive: High level of understanding, applying, and reflecting on Standard 6.3</b></li> <li>• In every course in the professional sequence candidates will be encouraged to               <ul style="list-style-type: none"> <li>○ join professional organization for language teachers [MiWLA, ACTFL/AATF, AATG, AATSP] and to read the journals that are published by those organizations</li> <li>○ join at least one electronic listserve [FL-TEACH] and to participate in online discussions associated with the listserve(s)</li> <li>○ investigate summer institutes or travel and study abroad programs where they will be able to improve language proficiency and to observe first hand the changes in popular culture and language in the countries where Japanese is spoken</li> <li>○ investigate the opportunities professional development centers such as the ISD for the county in which the intern experience is done and later the first job</li> </ul> </li> <li>• by discussing their plan for professional development during the first five years of teaching in the final oral interview with the methods professor(s) (EED 428 and SED 428)</li> <li>• as candidates go out in to the field, they will be encouraged to               <ul style="list-style-type: none"> <li>○ take advantage of professional development activities in the school district where they become employed</li> <li>○ take an active part in a mentoring program for new teachers</li> <li>○ take time to reflect on their teaching experience and to keep a journal</li> <li>○ attend professional meetings and conferences and to develop and present sessions</li> <li>○ participate in the network of OU foreign language teaching alumni via e-mail and annual gatherings</li> <li>○ engage in research relative to their own classrooms and to share the results with their colleague</li> <li>○ to investigate summer programs where they will continue to improve language proficiency and to observe first hand the changes in popular culture and the living language in Japan or in other regions where Japanese is spoken</li> <li>○ to experiment with innovate instructional technologies</li> <li>○ to examine newly published instructional materials</li> </ul> </li> </ul>

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
6.4	Knowledge of legislative impact on the teaching in programs for world languages, limited-English proficient students, and bilingual education.	A	<b>Elementary</b>	
			<b>Major:</b> EED 310, EED 428, EED 455, SE 355	<b>Minor:</b> EED 310, EED 428, EED 455, SE 355
			<b>Secondary</b>	
			<b>Major:</b>	<b>Minor:</b> SED 300, SED 427, SED 428, SED 455, SE 355
			<b>K-12</b>	
			<b>Major:</b> SED 300, SED 427, EED 428, SED 428, EED/SED 455, SE 355	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
Explanation for 6.4				
<ul style="list-style-type: none"><li>• <b>A = Awareness: Possesses general knowledge of Standard 6.4.</b></li><li>• in all EED and SED classes candidates will investigate and discuss legislative impact on education, particularly dealing with language learning and with the exceptional learner</li><li>• in SE 355 [or SE 401] candidates will investigate and discuss legislative impact on education, particularly dealing with the exceptional learner</li><li>• during the internship the subject is likely to be addressed by the cooperating teacher and/or administrator; in election years the likelihood is that the subject will be more in evidence (EED/SED 455)</li><li>• Possibly, in a very limited way, candidates may be exposed to discussions about legislative issues in education in the early field experiences</li></ul>				
6.5	Knowledge of the teacher’s role as a professional within a discipline.	A	Elementary	
			Major: EED 428, EED 455, SE 355	Minor: EED 428, EED 455, SE 355
			Secondary	
			Major:	Minor: SED 428, SED 455, SE 355
			K-12	
			Major: EED 428, SED 428, EED/SED 455, SE 355	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
Explanation for 6.5				
<ul style="list-style-type: none"><li>• <b>A = Awareness: Possesses general knowledge of Standard 6.6.</b></li><li>• the teacher’s role as a professional will be addressed in every EED and SED class, in both SE classes, in the seminars associated with EED/SED 455 and certainly by the cooperating teacher and the university field supervisor during the internship (EED/SED 455)</li><li>• the teacher’s role as a professional is likely to be addressed by model teachers during early field experiences</li></ul>				
6.6	Knowledge of the history and current state of teaching world languages, limited-English proficient students, and bilingual students as it affects public policy and advocacy issues.	A	Elementary	
			Major: EED 420, 428 and 354; SE 355	Minor: EED 420, 428 and 354; SE 355
			Secondary	
			Major:	Minor: SED 428, SE 355
			K-12	
			Major: EED 428 and SED 428, SE 355	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
Explanation for 6.6				
<ul style="list-style-type: none"><li>• <b>A = Awareness: Possesses general knowledge of Standard 6.6.</b></li><li>• Knowledge of the history and current state of teaching world languages and the special needs of the limited-English proficient students and bilingual students will be addressed in the Managing the Classroom Community of U.S. Diverse Learners (EED 420), Instructional Design and Assessment (EED 354) and methods classes (EED 428 and SED 428)</li><li>• Legislative, public policy and advocacy issues as they apply to all students will be addressed in methods classes (EED 428 and SED 428)</li><li>• Legislative, public policy and advocacy issues as they apply to students with special needs will be addressed in the special education classes (SE 355 or SE 401)</li></ul>				
6.7	An ability to serve as a professional resource, an advocate for students, and an ability to build partnerships with students’ families and communities.	A	Elementary	
			Major: EED 455	Minor: EED 455
			Secondary	
			Major:	Minor: SED 455
			K-12	
			Major: EED/SED 455	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
Explanation for 6.7				
<ul style="list-style-type: none"><li>• <b>A = Awareness: Possesses general knowledge of Standard 6.7.</b></li><li>• During the intern experience (EED/SED 455) candidates will be expected to demonstrate the ability to</li><li>• serve as a professional resource and an advocate for students</li><li>• interact with parents and other family members at parent/teacher conferences and at other activities such as Foreign Language Week, International Week, etc.</li><li>• interact with members of the community through activities and assignments that will take their students out into the community to observe, interview, etc., representatives of other cultures and especially native speakers of Japan</li></ul>				
7.0	<b>Institutional Resources, Coordination, and Commitment</b> <b>Teacher preparation institutions provide candidates program structures that demonstrate a capacity for coordination of resources, and the commitment toward a quality program.</b>			
7.1	The program provides an administrative and governance structure that encourages collaboration across content and teacher preparation programs.	*	Elementary	
			Major: [see explanation for 7.1]	Minor: [see explanation for 7.1]
			Secondary	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
			Major:	Minor: [see explanation for 7.1]
			K-12	
			Major: [see explanation for 7.1]	



No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
<b>Explanation for 7.1</b>			
<ul style="list-style-type: none"> <li>• This standard does not have levels of proficiency. Programs either meet, or do not meet, Standard 7.1.</li> <li>• Elementary program description at <a href="http://www2.oakland.edu/oakland/ouportal/index.asp?item=1715&amp;name=ELE+Program+Description&amp;site=55">http://www2.oakland.edu/oakland/ouportal/index.asp?item=1715&amp;name=ELE+Program+Description&amp;site=55</a></li> <li>• Elementary Teacher Education Internship Handbook at <a href="http://www2.oakland.edu/oakland/ouportal/file_repository/SEHS_school/ElementaryInternshipHandbook.pdf">http://www2.oakland.edu/oakland/ouportal/file_repository/SEHS_school/ElementaryInternshipHandbook.pdf</a></li> <li>• Secondary program description at <a href="http://www2.oakland.edu/oakland/ouportal/index.asp?item=1716&amp;name=SEC+Program+Description&amp;site=55">http://www2.oakland.edu/oakland/ouportal/index.asp?item=1716&amp;name=SEC+Program+Description&amp;site=55</a></li> <li>• Secondary Teacher Education Internship Handbook at <a href="http://www2.oakland.edu/oakland/ouportal/index.asp?item=1716&amp;name=SEC+Program+Description&amp;site=55">http://www2.oakland.edu/oakland/ouportal/index.asp?item=1716&amp;name=SEC+Program+Description&amp;site=55</a></li> <li>• Elementary Teacher Preparation Governance Council (ETPGC) <ul style="list-style-type: none"> <li>○ made up of representatives of the Departments of Teacher Development and Educational Studies (TDES), Reading and Language Arts (RDG) and Human Development and Child Studies (HDCS), the Executive Director of Professional Development, one associate Dean of CAS (ex-efficio) and two Associate Deans of SEHS (ex-efficio); presided over by the Chair of TDES</li> </ul> </li> <li>• Secondary Education Council <ul style="list-style-type: none"> <li>○ made up of representatives of each department in CAS that has a teaching major and/or minor, representatives from SEHS, especially TEDS, one Associate Dean of SEHS; presided over by Associate Dean of CAS</li> </ul> </li> </ul>			
7.2	The program provides adequate	*	<b>Elementary</b>

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
	resources, both human and material, to insure the world language teacher preparation program is equivalent in stature to other teacher preparation programs.		<b>Major:</b> EED 428, EED 455	<b>Minor:</b> EED 428, EED 455
			<b>Secondary</b>	
			<b>Major:</b>	<b>Minor:</b> SED 428, SED 455
			<b>K-12</b>	
			<b>Major:</b> EED 428, SED 428, EED/SED 455	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
Explanation for 7.2			

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
			<ul style="list-style-type: none"> <li>• <b>This standard does not have levels of proficiency. Programs either meet, or do not meet, Standard 7.2.</b></li> </ul> <p>The same resources and support are available to all teaching candidates, regardless of discipline or level:</p> <ul style="list-style-type: none"> <li>• College of Arts and Sciences (CAS) Advising [<a href="http://www2.oakland.edu/cas/advising_home.cfm">http://www2.oakland.edu/cas/advising_home.cfm</a>]</li> <li>• School of Education and Human Services Teacher Education Advising [<a href="http://www2.oakland.edu/oakland/ouportal/index.asp?site=45">http://www2.oakland.edu/oakland/ouportal/index.asp?site=45</a>]</li> <li>• Department of Modern Languages and Literatures Advising <ul style="list-style-type: none"> <li>○ Dr. Christopher Clason, DMLL Chief Advisor</li> <li>○ Dr. Stacey Hahn, French teaching majors and minors</li> <li>○ Dr. Barbara Mabee, German teaching majors and minors</li> <li>○ Dr. Seigo Nakao, Japanese teaching majors and minors</li> <li>○ Dr. Fran Meuser, Spanish teaching majors and minors</li> </ul> </li> <li>• School and Field Services placement <ul style="list-style-type: none"> <li>○ elementary [<a href="http://www2.oakland.edu/oakland/ouportal/index.asp?item=1715&amp;name=ELE+Program+Description&amp;site=55">http://www2.oakland.edu/oakland/ouportal/index.asp?item=1715&amp;name=ELE+Program+Description&amp;site=55</a>]</li> <li>○ secondary [<a href="http://www2.oakland.edu/oakland/ouportal/index.asp?item=1716&amp;name=SEC+Program+Description&amp;site=55">http://www2.oakland.edu/oakland/ouportal/index.asp?item=1716&amp;name=SEC+Program+Description&amp;site=55</a>]</li> </ul> </li> <li>• School and Field Services [<a href="http://www2.oakland.edu/oakland/ouportal/index.asp?site=55">http://www2.oakland.edu/oakland/ouportal/index.asp?site=55</a>] <ul style="list-style-type: none"> <li>○ Sherrill Karppinen, Director and Coordinator</li> <li>○ support staff</li> </ul> </li> <li>• Education Research Laboratory (ERL), the library/resource lab of SEHS[ <a href="http://www2.oakland.edu/oakland/ouportal/index.asp?site=47">http://www2.oakland.edu/oakland/ouportal/index.asp?site=47</a>]</li> <li>• OU's Kresge Library [<a href="http://www.kl.oakland.edu/">http://www.kl.oakland.edu/</a>]</li> <li>• Career Resources: <ul style="list-style-type: none"> <li>○ Adult Career Counseling [<a href="http://www2.oakland.edu/oakland/ouportal/index.asp?site=110">http://www2.oakland.edu/oakland/ouportal/index.asp?site=110</a>]</li> <li>○ Career Services [<a href="http://www2.oakland.edu/oakland/ouportal/index.asp?site=68">http://www2.oakland.edu/oakland/ouportal/index.asp?site=68</a>]</li> <li>○ Graham Health &amp; Counseling Center [<a href="http://www2.oakland.edu/GHC/">http://www2.oakland.edu/GHC/</a>]</li> <li>○ SEHS Counseling Center [<a href="http://www2.oakland.edu/oakland/ouportal/index.asp?site=109">http://www2.oakland.edu/oakland/ouportal/index.asp?site=109</a>]</li> </ul> </li> </ul>

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
7.3	The program provides a methods course with specific age-appropriate strategies of instruction for world language learners and collaboratively supports structured field experiences.	*	Elementary	
			Major: EED 428	Minor: EED 428
			Secondary	
			Major:	Minor: SED 428
			K-12	
			Major: EED 428 and SED 428	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
Explanation for 7.3			

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
			<ul style="list-style-type: none"> <li>● <b>This standard does not have levels of proficiency. Programs either meet, or do not meet, Standard 7.3</b></li> <li>● EED 428 provides age-appropriate strategies of instruction for K-8 world language learners</li> <li>● SED 428 provides age-appropriate strategies of instruction for 6-12 world language learners</li> <li>● early field experiences for every level provide age-appropriate strategies of instruction for all world language learners: <ul style="list-style-type: none"> <li>○ elementary majors and minors participate in field placements in EED 310 and in each semester during which students enroll in a professional education class; in so much as possible, they are placed in schools that have foreign/exploratory language programs for at least one of the field experiences</li> <li>○ K-12 Japanese majors participate in field placements in <ul style="list-style-type: none"> <li>▪ SED 300 <ul style="list-style-type: none"> <li>○ 25 hours of field experience in major 6-8</li> <li>○ 25 hours of field experience in major 9-12</li> </ul> </li> <li>▪ FE 506 <ul style="list-style-type: none"> <li>○ 30 hours of field experience K-5 foreign language learning environment</li> </ul> </li> </ul> </li> <li>○ secondary Japanese minors participate in field placements in <ul style="list-style-type: none"> <li>▪ SED 427 <ul style="list-style-type: none"> <li>○ 30 hours of field experience in the minor</li> </ul> </li> </ul> </li> </ul> </li> <li>● the student teaching experience <ul style="list-style-type: none"> <li>○ SED 455 Internship <ul style="list-style-type: none"> <li>▪ 8-month student teaching internship from mid- to late-August to late April</li> <li>▪ assignment, in as much as possible at K-5 and/or 6-8 as well as 9-12, preferably within the same district</li> </ul> </li> </ul> </li> </ul>

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
7.4	The program provides an assessment system that regularly evaluates the effectiveness of the program and its faculty and staff.	*	Elementary	
			Major:	Minor:
			Secondary	
			Major:	Minor:
			K-12	
			Major:	



No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
Explanation for 7.4			

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
			<ul style="list-style-type: none"> <li>• <b>This standard does not have levels of proficiency. Programs either meet, or do not meet, Standard 7.4.</b></li> <li>• <b>DMLL</b> regularly assesses all aspects of all programs <ul style="list-style-type: none"> <li>○ student evaluation of faculty and effectiveness for every DMLL course, every semester</li> <li>○ DMLL Committee on Assessment</li> <li>○ CAS Committee on Assessment</li> <li>○ North Central Association (NCA) Commission on Accreditation and School Improvement</li> <li>○ MDE Review of Teacher Preparation Programs <ul style="list-style-type: none"> <li>▪ currently in progress, Dr. Fran Meuser</li> </ul> </li> </ul> </li> <li>• <b>SEHS</b> regularly assesses all aspects of all programs <ul style="list-style-type: none"> <li>○ Teacher Education Accreditation Council (TEAC) <ul style="list-style-type: none"> <li>▪ currently in progress, Dr. Robert Wiggins, Associate Dean of SEHS, Chair</li> </ul> </li> <li>○ MDE Review of Teacher Preparation Programs</li> <li>○ Student Perception of Teaching/Learning Effectiveness (SPTLE) online evaluation of faculty and effectiveness of course every SEHS class, every semester</li> <li>○ student evaluation of every field experience</li> </ul> </li> <li>• <b>EED/SED 455 Internship (student teaching)</b> <ul style="list-style-type: none"> <li>○ Program Evaluation (program effectiveness)</li> <li>○ Michigan state required Student Teacher Survey (program evaluation)</li> <li>○ student teacher evaluation of university field supervisor each semester of internship</li> <li>○ student teacher evaluation of School and Field Services staff and services each semester of internship</li> </ul> </li> </ul>

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
7.5	The program provides candidates with access to the appropriate testing opportunities, options, and procedures to demonstrate language proficiency.	*	Elementary	
			<b>Major:</b> MTTC for Japanese OPI for Japanese	<b>Minor:</b> MTTC for Japanese OPI for Japanese
			Secondary	
			<b>Major:</b>	<b>Minor:</b> MTTC for Japanese OPI for Japanese
			K-12	
			<b>Major:</b> MTTC for Japanese OPI for Japanese	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
<b>Explanation for 7.5</b>			
<ul style="list-style-type: none"> <li>• <b>This standard does not have levels of proficiency. Programs either meet, or do not meet, Standard 7.5.</b></li> <li>• All candidates must pass the MTTC for Japanese before beginning the internship</li> <li>• All candidates must achieve at least Intermediate-High in Japanese on the OPI before beginning the internship               <ul style="list-style-type: none"> <li>○ currently one French, one German and two Spanish faculty members are ACTFL trained raters</li> <li>○ the department plans for more faculty members to become ACTFL trained raters</li> </ul> </li> <li>• The language proficiency of the candidates is assessed by cooperating teacher and university supervisor on the midterm and final student teaching evaluations</li> </ul>			

Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
A K-12 endorsement program must provide candidates with the following experiences:		

Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
The K-12 program provides structured field experiences (inclusive of student teaching) in three areas: elementary, middle school, and high school.	*	<ul style="list-style-type: none"> <li>• SED 300 provides 25 hours of field experience in the major grades 6-8 and 25 hours of field experience in the major grades 9-12</li> <li>• FE 506 provides 30 hours field experience K-5 foreign language learning environment</li> <li>• SED 427 provides secondary Japanese minors with 30 hours field experience in the minor</li> <li>• in SED 455—Internship—the assignment, in as much as possible at the K-5 and/or 6-8 (depending on career plans of the intern), as well as 9-12, preferably within the same district.</li> </ul>
The K-12 program provides course work in growth and development for early childhood and adolescent learners.	*	<ul style="list-style-type: none"> <li>• FE 506 is an educational psychology course that addresses K-12 development and stage theories of cognition and learning behavior with a significant part of the course devoted growth and development for early childhood and adolescent learners.</li> <li>• EED 428 is foreign language methods for grades K-8; growth and development is discussed briefly</li> <li>• SED 428 is foreign language methods for grades 6-12; growth and development is discussed briefly</li> </ul>

Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
The K-12 program provides preparation in instructional methods with specific strategies of instruction for limited-English proficient students and collaboratively supports structured field experiences appropriate to all levels of certification.	*	<ul style="list-style-type: none"> <li>• depending on the situation in the particular classrooms, during SED 300 and FE506 field experiences and during the EED/SED 455 internship, in Southeast Michigan it would be unusual not to encounter classrooms that contain limited-English proficient students.</li> <li>• EED 428 and SED 428 both address the needs of limited-English proficient students.</li> <li>• SED 300 (6-8 and 9-12), FE 506 (K-5 and 6-12) and EED/SED 455 (K-5 and/or 6-8 [depending on career plans of the intern], as well as 9-12) collaboratively support structured field experiences appropriate to all levels of certification.</li> </ul>