

TEACHER CANDIDATE PREPARATION FOR PERFORMANCE ASSESSMENTS IN WORLD LANGUAGES

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ABSTRACT

University Foreign Language departments across the USA are confronted with challenges to be nationally recognized for their teacher education programs. Accrediting bodies such as CAEP (Council for the Accreditation of Educator Preparation) have set high expectations for pre-service programs that intend to develop stronger, more qualified teachers. ACTFL (The American Council on the Teaching of Foreign Languages) has implemented rigorous standards and the establishment of the Oral Proficiency Interview (OPI) to ensure quality foreign language teacher candidates. Students cannot proceed to Student Teaching or become state certified in many states without achieving an advanced level in the OPI or the passing score of the Spanish Praxis II, which varies from state to state. Once having achieved these goals and subsequent placement for student teaching, students are faced with navigating the capstone performance assessment of the edTPA (Teacher Performance Assessment), which evaluates the student teacher's capability to plan and instruct lessons, as well as assess and reflect with supporting classroom video clips. This study presents the challenges of one medium sized institution on the east coast of the United States to successfully prepare teacher candidates for the OPI, the Spanish Praxis II, and the edTPA. Studies that show the efficacy of the performance assessments, as well as best practices, collaboration, websites, and programs used in the advancement of oral and written proficiency will be included in order to provide insights into the current phenomenon of Foreign Language teacher education in the United States, as well as to inspire new support systems for teacher candidates between Language and Education departments.

Key Words:

Teacher education
Higher education
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Oral Proficiency
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