

Attendees:

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I. Old Business

- a. The first measure of business was to propose moving the Seminar to 3 hours— is it possible? Given the many new changes, perhaps this would be a viable option.
- b. Culture paper or Phonology case study—one should be eliminated for the portfolio. Culture paper is often used for ACTFL program review standards as related to NCATE/CAEP, so perhaps this is the best one to keep.
- c. OPIc: Questions surrounding the administration of the OPI online was discussed, including reliability and validity issues, need, and cost for students.

II. New Business

- a. Dr. Gladwin mentioned the following changes needed for the coming academic year:
 - i. Requirements: 2.75 GPA and Writing Sample are new requirements.
 - ii. Integration of 8 key assessments for CoEHS under CAEP
 1. This discussion was also related to the collection of ACTFL assessments—members discussed how to integrate and record the various assessment materials such that workload is not doubled for students or professors.
 - iii. Necessity of revising FLED and ESOL syllabi with InTASC standards, including the new focus on Ethics. Along with the new measures for assessing ethics, the GA Code of Ethics must be embedded across the curriculum.

- iv. 2 program pilot dates will require extensive review of FLED and ESOL courses such that syllabi and requirements will need to be adjusted to meet necessary elements.
 - 1. EdTPA (fall 2014)
 - a. Questions pertaining to templates or instructions for EdTPA for World Languages were posed; the group decided to wait for more details regarding requirements.
 - 2. TKES (fall 2014)
- v. Necessity of revising FLED 3500 and 4500 courses
 - 1. Preliminary discussions of need to incorporate EdTPA elements: specific rules regarding the roles of University Supervisors, Mentor Teachers, and Teacher Candidates need to be clarified, technology training and needs should be established, details for format of EdTPA lessons will be needed.
 - 2. Based on EdTPA requirements and student requests, technology must be more thoroughly addressed in each course. This, along with other elements, could require another hour to be added to the course offering.
- vi. Given all of the elements and changes above, a group discussion on how to keep evaluations and assessments constructive for candidates before and during student teaching. As more information will be forthcoming regarding EdTPA, CAEP, TCKES/CAPS, there were some preliminary discussions, but the group decided that more information would be needed for a more finalized decision—with the knowledge that this may come with experience during the pilot periods.
- vii. During fall 2014, Dr. Gladwin will be on sabbatical; Coordinator duties will be shared by the group.
- viii. FLED 2999 will be taught by Dr. Davidson Devall in Fall and Spring with the guidance of Dr. Gladwin. Summer FLED 2999 students will consult with Dr. Gladwin. Information about how to handle non-completion students will be transferred and members of the FLED team will work

together to make sure that these requirements are met on an individual basis if needed.