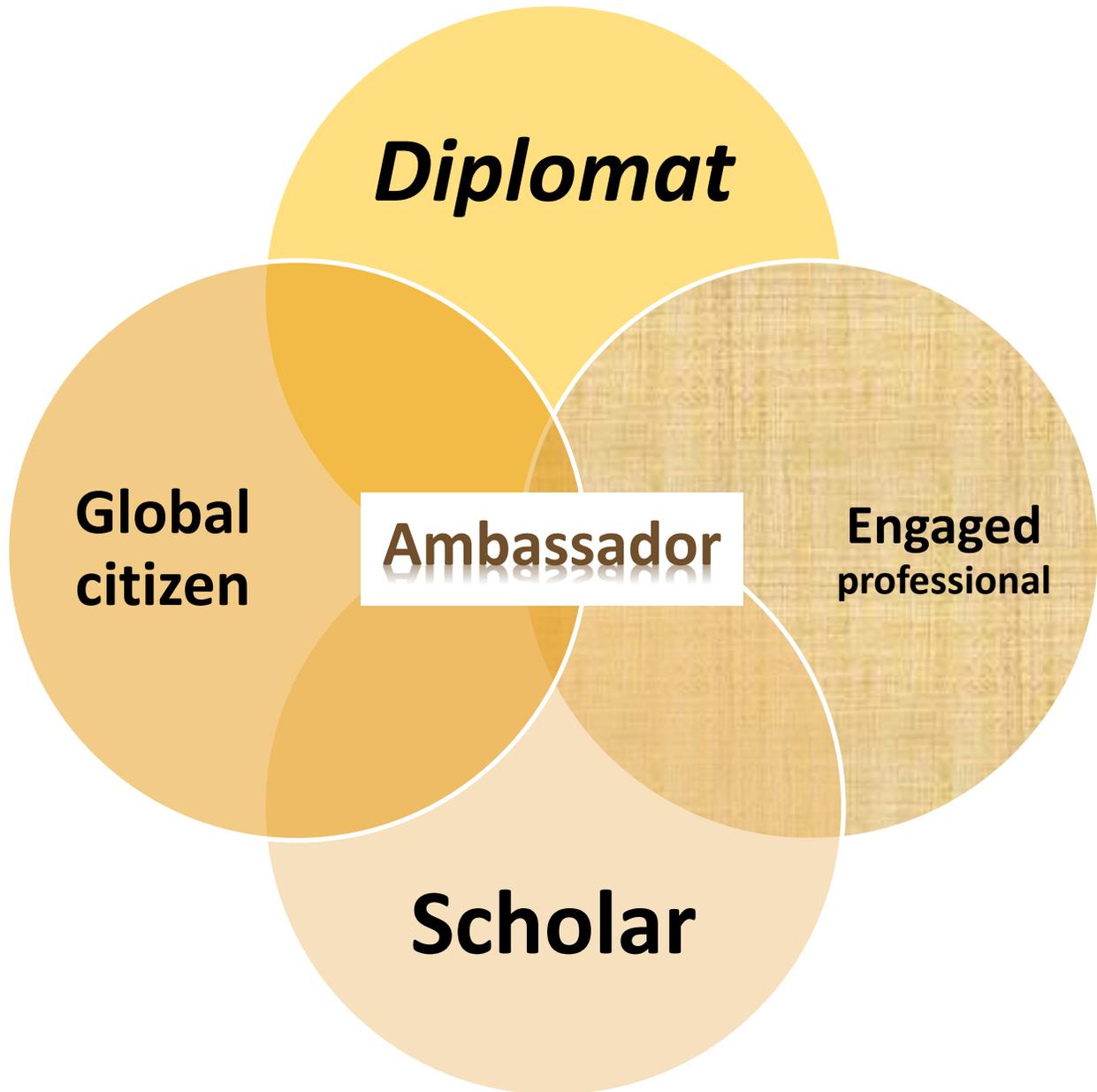


# Modern and Classical Languages Ambassador Model

-Officially approved and adopted by the Modern and Classical Languages Faculty  
on November 3, 2015



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## Background

In fall 2015 we asked incoming MCL majors how they saw themselves after having completed a course of study in our department. They responded with words like *exciting*, *distinguished*, and *marketable*. Among the professions they aspired to, students mentioned: teaching, interpreting, translating, and work along the lines of international relations.

A common impetus for these vocational paths centered on what students perceived as *a lack of interest in second language study among Americans*. While faculty had already arrived at the metaphor of *Ambassador* as the desired exit profile of an MCL major or minor, it is interesting to see how well the Ambassador model fit students' comments.

At the core of the Modern and Classical Languages Department is a common commitment to preparing students for ambassadorial stewardship in an age of increasing economic and cultural globalization. The empathy and appreciation we show one another, in light of our plurality of identities and perspectives, serves as a model that we endeavor to instill in our students.

We embrace our distinctive role in supporting the college's mission to promote diversity, community connections and global engagement. Consequently, we welcome the challenge of fostering the progress of students so that they complete our programs as committed and capable ambassadors. We expect that they will exit MCL globally engaged, with an expanded sense of cultural identity attained through their study of modern and classical languages and literatures.

As noted in the diagram, there are essentially four interrelated learning outcomes that logically flow from the notion of an MCL Major as an Ambassador.

Think for a moment about the resume. First and foremost you want an ambassador to have a mastery of all aspects of the country to which he or she will be assigned. Consequently, undergirding the model is **Scholarship** in the target language, its diversity of cultures, histories, arts and letters.

In linguistics, there is growing recognition of a blended, higher-order global competency that arises from cross-cultural and cross-linguistic explorations. The world is growing closer and more connected; we can ill-afford to see things from the questionable 'us vs. them' polarity.

In engaging with citizens of the country of assignment, a good ambassador must always weigh his or her values and decisions from a global perspective. That means the 'greater good' is something more than the sum of his or her home country and that of the country to which he or she is assigned. **Global citizenship** connotes an exploration that is life-long and never ends. The capable ambassador must always seek out opportunities to expand and connect, to form alliances, and to forge the kind of solutions that may only arise from conscious examination of two or more cultural perspectives.

This self-identification as a global citizen must always be held in tension with a sense of professional identity. Who doesn't want a secure, financially lucrative career? We're surrounded with messages about the importance of competency in another language for staying competitive in the global economy. From a practical standpoint, there is an obvious edge in the capacity to take the perspective of your competitor, client, or for that matter, student. Only sustained study of another language and its cultures will address such a challenge. And yet, a critical examination of one's professionalism, from a

cross-cultural standpoint, has its ethical dimensions, particularly with regard to confronting bias and prejudice. What good is an ambassador who can only see ‘the good’ from an English-speaking American perspective? This is what we mean by **Engaged Professionalism**.

Last, but not least, what is an Ambassador, if not a consummate **Diplomat**? As the world grows closer, so does the potential for miscommunication and conflict. Diplomacy relies on all of the aforementioned skills, but first and foremost, it involves great care in all written and verbal communication. Certainly communication in the target language should be linguistically accurate, but as we move into the targeted [ACTFL Advanced Level](#) exit proficiency level of, there is greater emphasis on the socio-pragmatic aspects of the language. How will one expression be received as opposed to another in such-and-such context? Is it still rooted in my native language and culture? Even the most capable diplomats challenge themselves in such respects. Such questions promote deeper levels of proficiency and empathy with speakers of the target language.

The journey toward ambassadorship demands commitment and self-determination. Sustained engagement in your coursework is critical to your success- with the instructor, with your peers, as well as with the course content. From an ambassadorial perspective, you need to stretch your exploration well past the classroom. The new program model factors in opportunities for you to choose assignments that fit linguistic and cultural exploration with your own interests, including extracurricular enrichment opportunities like The French and Spanish Clubs and other cultural assets in the community and on the web. Let’s stretch that even further: what about study abroad? There are excellent opportunities for study in a country where the target language predominates, including our esteemed Summer in Salamanca partnership with UB.

Following is a translated entry in Hannah Kroll’s SPA301 Autonomous Language Learning Journal from which we can all learn something about the essence of being a major in MCL: ambassadorial engagement, in its highest form...

*In other news, I’d like to share something interesting. The other day I went to “Tim Horton’s” in Buffalo, close to the bus stop, and there was a woman there who didn’t know English. She had a problem asking for something. I decided to help her and I asked her what it was she wanted to eat and drink. Then I translated. She told me “muchas gracias” and she had tears in her eyes. Seems like she was frustrated and in pain. I know I don’t speak Spanish perfectly, but I feel very happy and proud that I have the capacity to help and translate.*

On that note, we honor your decision to major in MCL. We have no doubt you will attain that ambassador class just described, and we remain committed to helping you attain your goals.

## MCL Exit Profile for Majors: I, R, M=Introduced, Reinforced, Mastered

Student Learning Objective (Students will be able to...)	Targeted Ambassador Model Dimensions	Alignment to A&H, BSC Strategic Plan 2016-2021	Courses Contributing to Achievement of Objectives	Assignments Providing Evidence of Achievement of Objectives	Criteria for Student Achievement of Goals/ Objectives*
1. communicate in French or Spanish at or near the Advanced Level (Adv.-Low for oral; Adv. Mid for written)	Diplomat Scholarship Global Citizenship Professional Engagement	Vision: cross-cultural competence. G1.1.1 distinctiveness in engaging “diversity of our community, and our urban setting“; G2.1, 11 dual-credit partnerships	FRE/ITA/SPA 201-202 (I) FRE/ITA/SPA 301 and 302 (R) FRE/SPA 321 (M) FRE/SPA 416, ITA 4XX, SPA 421 (M) FRE/ITA/SPA 496 or 497	oral interviews; written assignments; oral presentations, autonomous language learning journal	Oral Skills Evaluation Rubric MCL Composition Evaluation Rubric;
2. demonstrate... <ul style="list-style-type: none"> <li>• ...knowledge of cultural artifacts and products of cultures under study.</li> <li>• ...the ability to synthesize and analyze information and make cross-cultural inferences.</li> <li>• ...the ability to look at and express cultural elements from outside the student’s own cultural perspective.</li> <li>• ...an ability to use appropriate language to describe, explore, explain cultural significance of phenomena under study.</li> </ul>	Diplomat Scholarship Global Citizenship Professional Engagement	Vision: cross-cultural competence. G1.1.1 distinctiveness in engaging “diversity of our community, and our urban setting“ through applied learning partnerships with local bus. and community organizations; distinctive academic programs: MCL has sponsored several international Fulbright, SUNY-CRUE scholars G1.18-19: lang. for specific purposes tracks,	FRE/ITA/SPA 201-202 (I) FRE/ITA/SPA 301 and 302 (R) FRE307, 309 (M) FRE/SPA 321 (M) FRE 307, 309, 310 (M) ITA 306, 309 (M) SPA306, 309 (M) FRE/ITA/SPA496 or 497	final projects; essays; oral and written exams; presentations	MCL Cultural Assessment Rubric  Autonomous Language Learning Rubric
3. demonstrate... <ul style="list-style-type: none"> <li>• ...a working knowledge of literary genres and literary periods, and representative figures. (LCSR 1-3)</li> <li>• ...the capacity to engage, explore, interpret and explain text both within and beyond surface-level meaning in the target language. (LCSR 4-6)</li> </ul>	Scholarship Global Citizenship	Vision: cross-cultural competence. G1.1.1 distinctiveness in engaging “diversity of our community, and our urban setting“ through broad, diverse representation of Franco-phone and Hispanic arts and letters.	FRE/ITA/SPA 201-202 (I) FRE/ITA/SPA 301 and 302 (R) SPA 303 (R) FRE 306, 308 (M) ITA 307, 308, 4XX ITA (M) SPA307, 308, 310 and 311, 4XX (M)	final projects; essays; oral and written exams; oral presentations FRE/ITA/ SPA496 or 497	MCL Literary Critical Skills Rubric (LCSR)
4. ... develop and implement a systematic plan for locating and using text-, web-, campus- and community-based resources for improving proficiency in the direction of the level targeted by the course.	Diplomat Scholarship Global Engagement Professional Engagement	1.1.1 Recruitment: base for urban engagement with community partners 1.1.3 Recruitment: Curriculum Innovation: 1.1.4 Recruitment: ‘Stackable World Language Adv. cert., a world-class passport to 21st century global workforce.	FRE/ITA/SPA 202, FRE/SPA 203 (I) SPA/FRE 204 (R) FRE/ITA/SPA 301 and 302 (R) FRE307, 309 (M) FRE/SPA 321 (M) FRE 307, 309, 310 (M) ITA 306, 309 (M) SPA306, 309 (M) FRE/ITA/SPA496 or 497 (M)	Autonomous Language Learning Journal, Final presentations.	Autonomous Language Learning Journal and Final Presentation Rubrics

## Profile of a Graduating Senior in Modern and Classical Language: The Ambassador Model Exit Survey

As a graduating senior we would like to know how you see yourself in terms of our Profile of a Graduating Senior. This will help us assess how well we are educating our student, in a holistic way. Thanks for completing this form. And, good luck as you leave us.

Have you see the Profile before this?                      Yes                      No

In the first column indicate the degree to which you see yourself in terms items in the Profile. In the second column indicate the degree to which your MCL courses and the department faculty contributed to realizing the items in the Profile.

Scale    1 = not at all  
          2 = a little  
          3 = a lot

<b>Ambassador traits</b>	<b>Descriptors that reflect combined student learning outcomes</b>	<b>Targeted courses</b>	<b>See yourself as</b>	<b>See courses, faculty contributing to you as...</b>
<b>Diplomat</b>	Cross-cultural communicator; capacity to communicate in both written and oral form at ACTFL Advanced-Low-level+ accuracy and empathy across a diversity of Spanish speakers.	FRE/ITA/SPA 201, 202, 301, 302, 496 FRE 310, 321 SPA 321	1 = not at all 2 = a little 3 = a lot	1 = not at all 2 = a little 3 = a lot
<b>Scholar of arts, letters, cultures and language</b>	Interpretation of target language samples and cultural artifacts, ranging from day-to-day textual varieties to arts and letters from a diversity of regions, periods and genres, with insight historical, as well as intra- and cross-cultural variation.	FRE/ITA/SPA 201, 202, 301, 302, 496 ITA 306, 307- SPA 303, 306-311, 321, 421 FRE 306-311, 321, 310, 321	1 = not at all 2 = a little 3 = a lot	1 = not at all 2 = a little 3 = a lot
<b>Globally engaged citizen</b>	Life-long and self-determined commitment to language and culture exploration, and the importance of self-identifying beyond one's native language and culture.	FRE/ITA/SPA 201, 202, 301, 302, 496 SPA 306-311, 321, 416, 421 FRE 305, 306-311, 321, 310, 321	1 = not at all 2 = a little 3 = a lot	1 = not at all 2 = a little 3 = a lot
<b>Engaged professional</b>	Continually refining knowledge, skills, wary of how native language and culture influences decision-making in professional contexts.	FRE/SPA 203-204 FRE 310, SPA 200, 205, 317, 401, 410, 421	1 = not at all 2 = a little 3 = a lot	1 = not at all 2 = a little 3 = a lot

## MCL Assessment: I, R, M=Introduced, Reinforced, Mastered

Student Learning Objective (Students will be able to...)	Targeted Ambassador Model Dimensions	Alignment to A&H, BSC Strategic Plan 2016-2021	Courses Contributing to Achievement of Objectives	Results: 2010-15 cycle	Response to results	Next assessment
1. communicate in French or Spanish at or above the Advanced Level (Adv. Low for oral and Adv. Mid for written)	Diplomat Scholarship Global Citizenship Professional Engagement	Vision: cross-cultural competence. G1.1.1 distinctiveness in engaging “diversity of our community, and our urban setting“; G2.1, ...11 dual-credit partnerships	FRE/ITA/SPA 201-202 (I) FRE/ITA/SPA 301 and 302(R) FRE/SPA 321 (M) FRE/SPA 416, ITA 4XX, SPA 421 (M) FRE/ITA/SPA 496 or 497	Across French & Spanish, most to all met or exceeded speaking and writing standards	Attend more loosely to diverse literacy needs, inc. those of heritage speakers of FRE and SPA	Oral Spring, 2019 Writing Spring, 2019
2. demonstrate... <ul style="list-style-type: none"> <li>• ...knowledge of cultural artifacts and products of cultures under study.</li> <li>• ...the ability to synthesize and analyze information and make cross-cultural inferences.</li> <li>• ...the ability to look at and express cultural elements from outside the student’s own cultural perspective.</li> <li>• ...an ability to use appropriate language to describe, explore, explain cultural significance of phenomena under study.</li> </ul>	Diplomat Scholarship Global Citizenship Professional Engagement	Vision: cross-cultural competence. G1.1.1 distinctiveness in engaging “diversity of our community, and our urban setting“ through applied learning partnerships with local bus. and community organizations; distinctive academic programming: MCL has sponsored several international Fulbright, SUNY-CRUE scholars G1.18-19: language for specific purposes tracks	FRE/ITA/SPA 201-202 (I) FRE/ITA/SPA 301 and 302 (R) FRE307, 309 (M) FRE/SPA 321 (M) FRE 307, 309, 310 (M) ITA 306, 309 (M) SPA306, 309 (M) FRE/ITA/SPA496 or 497	French-Below Standard; Spanish-At or Above Standard	SPA BA requires both Hisp. & Peninsular Civ. foundation; FRE integrating ‘specific purposes’ and increasing Franco-African, -Caribbean focus	Spring, 2020
3. demonstrate... <ul style="list-style-type: none"> <li>• ...a working knowledge of literary genres and literary periods, and representative figures. (LCSR 1-3)</li> <li>• ...the capacity to engage, explore, interpret and explain text both within and beyond surface-level meaning in the target language. (LCSR 4-6)</li> </ul>	Scholarship Global Citizenship	Vision: cross-cultural competence. G1.1.1 distinctiveness in engaging “diversity of our community, and our urban setting“ through diverse representation of Franco-phone and Hispanic arts and letters.	FRE/ITA/SPA 201-202 (I) FRE/ITA/SPA 301 and 302 (R) SPA 303 (R) FRE 306, 308 (M) ITA 307, 308, 4XX ITA (M) SPA307, 308, 310 and 311, 4XX (M)	French-Below Standard; Spanish-Near Standard	SPA BA now requires “Intro. to Lit.” (SPA303); FRE has shifted from lit., to ‘specific purposes’ focus	Spring, 2021
4. ... develop and implement a systematic plan for locating and using text-, web-, campus- and community-based resources for improving proficiency in the direction of the level targeted by the course.	Diplomat Scholarship Global Engagement Professional Engagement	1.1.1 Recruitment: base for urban engagement with community partners 1.1.3 Recruitment: Curriculum Innovation: 1.1.4 Recruitment: ‘Stackable World Language Advantage cert., a world-class passport to the 21st century global workforce.	FRE/ITA/SPA 202, FRE/SPA 203 (I) SPA/FRE 204 (R) FRE/ITA/SPA 301 and 302 (R) FRE307, 309 (M) FRE/SPA 321 (M) FRE 307, 309, 310 (M) ITA 306, 309 (M) SPA306, 309 (M) FRE/ITA/SPA496 or 497 (M)	NA (in process of being fully implemented)		Spring 2021

# MCL Instructional Assessment Protocols

-Officially approved and adopted by the Modern and Classical Languages Faculty  
on December 1, 2015

## Ambassador Model for *Teaching*:

Success of the MCL Ambassador Model depends on articulation with expectations for instruction. There are many ways of teaching, and MCL respects the primacy of academic freedom. That said, there are some fundamental ‘musts’ in aligning teaching practices to institutional policies. All approved courses at Buffalo State College feature ‘student learning outcomes’ or SLOs, which describe the essential skills students should have attained within the scope of the course. These SLOs are matched with a minimum set of targeted topics and a variety of assessments, which include but are not limited to ‘participation in class discussions’, oral and written exams, a course journal or web log (blog). MCL has some assessments specifically targeted to students in our programs such as an autonomous language learning journal, which matches self- and instructor-initiated suggestions for further development of target language proficiency and literacy. Simply put, the MCL Model stays within policy parameters by centering itself on the fundamental principal that mediational tools and learner engagement must be linked to the core goal of helping students to achieve the targeted SLOs.

Rather than thinking of ‘assessment’ under the traditional sense of paper-and-pencil ‘tests’, the MCL ‘Linkage Model’ adds to the aforementioned assessments a wide range of ‘mediational tools’ (materials, technologies) that may be put in service to the measurement of students’ progress with respect to the targeted SLOs. Lately, there is a growing recognition that good teaching is almost indistinguishable from assessment. Good instructors are constantly checking for understanding, offering feedback on an individual and whole-class basis, as appropriate.

Another key element in the model is the notion of ‘engagement’. There is an old Chinese proverb: “Tell me and I’ll forget. Show me, I’ll remember. Involve me, I’ll understand.” The essence of student engagement lies somewhere toward the end of this continuum from passive reception to active learning. Engagement with the content, with the instructor and with peers should promote critical thinking and self-directed inquiry.



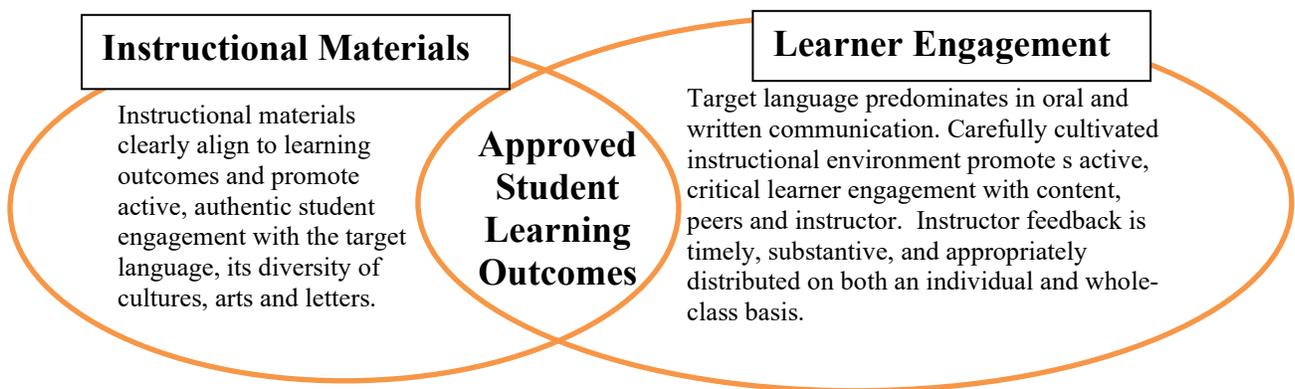
In addition to addressing the established SLOs and assessments, expectations for language teaching further link to the MCL Ambassador Model by way of the new ACTFL Global Readiness Standards (2014), which essentially link content, communication and culture in language teaching and learning. The following graphic shows how the MCL Model aligns (to the right):

As with the MCL Model, there is overlap between the components. Essentially, the main difference centers on the conflation of 'Global Citizen' and 'Engaged Professional' into the 'Culture' component. In addition, two core elements of language pedagogy that have been integrated (see diagram on the right):

- Maximal teacher and student use of the target language in order to maximize input and interaction for second language acquisition.
- The integration of authentic materials for target cultural exploration and the development of literacy and close reading skills.

These language-specific areas of pedagogy are highlighted in yellow in the following forms.

### MCL Ambassador Model for Teaching



### MCL Instructional Assessment Protocol: Traditional face-to-face course

- 1) Observed instructor is entitled to a pre-observation conference to orient observer to class dynamics, the larger unit to which the targeted lesson will contribute and other foci that will help the observer attain an accurate measure of teaching and learning. A lesson plan should minimally consist of targeted student learning outcomes and class activities. This is the time to present course materials such as the syllabus, expectations for student participation, class activities, assessments and such.
- 2) Observers take detailed notes, with attention to both instructor and student discourse, as well as visual (location in the classroom) and kinesics (facial expression, hand movements), as well as use of traditional and technology-based instructional tools.
- 3) Observer furnishes observed teacher with notes on the lesson. The observed instructor then has at least 24 hours to correct, add details, such as specific students' names, any utterances that did not get (fully) recorded.
- 4) Observer and observed instructor share their ratings and address points where there is no consensus. If disagreements cannot be resolved, Personnel and Promotions Committee makes the final assessment based on all available evidence (for non-tenured faculty). For lecturer assessments, MCL Oversight Committee charged with final assessment.

## **MCL Ambassador Model up close: Four interconnected competencies**

**Yellow:** With few exceptions, MCL coursework is conducted in the target language.

**WRS=ACTFL World Readiness Standards**

### **Learning outcomes:**

- Stated according to meaningful and measurable knowledge and skills
- Transcend specific course tasks
- Center on higher-order thinking rather than rote memorization
- Pervade development and matching of instructional content, technology and learner engagement

### **Content mediation:**

- Coherently organized according to topical or thematic modules (units)
- Level-appropriate authentic texts are incorporated for purposes of developing (cultural) literacy (WRS 3.1), as well as for the development of linguistic accuracy (WRS 2.1, 2.2, 3.2, 4.1, 4.2)
- At both the course and lesson level there is a clear, students understand how content will be used, assessed and its role in achieving learning outcomes.
- Authoritative, accurate, current (the latest scholarship, if content is historical in nature) content integration.
- There is evidence of quality, instructor-designed materials in addition to course text program.
- Content clearly addresses learning outcomes.
- Instructor recruits, promotes active engagement and critical thinking prior to, during and after content exploration.
- Some element of option and extension is factored into instructional content such that students can select some content to individualize the learning experience
- Assessments are varied and valid, matched to learning outcomes and appropriately reflect course content, technology and engagement students have experienced in the course

### **Technology: For web-enhanced to blended and fully online courses**

- Tech. selection, adaptation well-matched to course assets, offers opportunities for further exploration (WRS 5.1, 5.2)
- There is a clear, student-friendly introduction that advances the key technologies that will be used in the course and the means for students to attain the expected technological literacies
- Technology is clearly conducive to learning outcomes
- Tech. selection, adaptation reflects commitment to innovation and engagement of a diversity of learners (ADA).
- Instructor proactive in preventing technological issues and responds promptly and appropriately if problems arise.
- Technology selection is student-friendly and promotes active learning.

### **Engagement:**

- Accurate and maximal teacher use of the target language and the promotion of students' interpersonal and presentation use of the L2. (WRS 1.1, 1.2, 1.3)
- At the initiation of each stage, there is a clear, inviting introduction that poses intriguing questions to be explored and sets the structure for each lesson and unit, ensuring that students have what they need to be successful.
- If a web-enhanced or blended (hybrid) course, there are guidelines that clarify expectations for both face to face (f2f) and online student participation
- All tasks clearly address learning outcomes
- There is a sense of rhythm and flow to course content and tasks pervades instructional design and delivery
- Tasks clearly reflect a meditational rather than lecture-based, transmission perspective on instruction; active learning and the promotion of critical thinking skills predominates
- Evidence of a consistent, concerted effort to recruit and sustain student involvement, individualize learning opportunities and deliver timely, substantive feedback on a whole-class as well as individual student basis
- Discussions demonstrate sensitive, responsive and authoritative facilitation, including periodic summaries that synthesize main points.

	Target (all criteria fully met)	Developing	Substandard
Learning outcomes	<ul style="list-style-type: none"> <li>• Stated according to meaningful and measurable knowledge and skills</li> <li>• Transcend specific course tasks</li> <li>• Center on higher-order thinking rather than rote memorization</li> <li>• Pervade development and matching of instructional content, technology and learner engagement</li> </ul>	Learning outcomes are clearly served by instructional content, technology and learner engagement, but there may be a few examples of learning outcomes that are missing and or vague, overstated, too specific to certain tasks or not adequately focused on higher-order thinking.	Learning outcomes are not fully in evidence across the three categories. There may also be significant evidence of the need for attention to learning outcomes.
Content	<ul style="list-style-type: none"> <li>• Coherently organized according to topical or thematic modules (units)</li> <li>• Level-appropriate authentic texts are incorporated for purposes of developing (cultural) literacy (WRS 3.1), as well as for the development of linguistic accuracy (WRS 2.1, 2.2, 3.2, 4.1, 4.2)</li> <li>• At both the course and lesson level there is a clear, students understand how content will be used, assessed and its role in achieving learning outcomes.</li> <li>• Authoritative, accurate, current (the latest scholarship, if content is historical in nature) content integration.</li> <li>• There is evidence of quality, instructor-designed materials in addition to course text program.</li> <li>• Content clearly addresses learning outcomes.</li> <li>• Instructor recruits and promotes active learner engagement and critical thinking prior to, during and after exploration of content.</li> <li>• Some element of option and extension is factored into instructional content such that students can select some content to individualize the learning experience</li> <li>• Assessments are varied and valid, matched to learning outcomes and appropriately reflect course content, technology and engagement students have experienced in the course</li> </ul>	Instructional content is (mainly) authentic, aligned to learning outcomes, technology and learner engagement, as well as coherently organized into topical/thematic modules and optimized to promote linguistic accuracy. There may be some assets of questionable quality and or a lack of instructor-made materials. May be need for closer alignment to universal design standards. There may also be a need for more attention to assessments.	Instructional content not fully aligned to learning outcomes, technology and engagement needs of ALL learners, and/or the organizational framework is not module-oriented. There may also be a need for more instructor-made materials and assessment integration, as well as for more level-adapted authentic texts.
Technology	<ul style="list-style-type: none"> <li>• Technology selection and adaptation is appropriately matched to course assets and offers opportunities for further exploration (WRS 5.1, 5.2)</li> <li>• There is a clear, student-friendly introduction that advances the key technologies that will be used in the course and the means for students to attain the expected technological literacies</li> <li>• Technology is clearly conducive to learning outcomes</li> <li>• Technology selection and adaptation reflects commitment to innovation and engagement of a diversity of learners (ADA).</li> <li>• Instructor takes a proactive stance in preventing technological issues and responds promptly and appropriately if problems arise.</li> <li>• Technology selection is student-friendly and promotes active learning.</li> </ul>	Technology is aligned to learning outcomes and well-matched to content and engagement; there may be either a need for more planning with regard to preparing students for technology use or a need for more appropriate and swift response to students' problems in using course technology.	Technology is not fully aligned to learning outcomes and/or not well-matched to content and engagement; there may be a significant need for attention to preparing students for technology use and/or more appropriate, swifter response to problems.
Engagement	<ul style="list-style-type: none"> <li>• Accurate maximal and effective teacher use of the target language and the promotion of students' interpersonal and presentation use of the L2. (WRS 1.1, 1.2, 1.3)</li> <li>• At the initiation of each stage, there is a clear, inviting introduction that poses intriguing questions to be explored and sets the structure for each lesson and unit, ensuring that students have what they need to be successful.</li> <li>• If a web-enhanced or blended (hybrid) course, there are guidelines that clarify expectations for both face to face (f2f) and online student participation</li> <li>• All tasks clearly address learning outcomes</li> <li>• There is a sense of rhythm and flow to course content and tasks pervades instructional design and delivery</li> <li>• Tasks clearly reflect a meditational rather than lecture-based, transmission perspective on instruction; active learning and the promotion of critical thinking skills predominates</li> <li>• Instructor participation establishes a consistent, concerted effort to recruit and sustain student involvement, individualize learning opportunities and deliver timely, substantive feedback on a whole-class as well as individual student basis</li> <li>• Discussions demonstrate sensitive, responsive and authoritative facilitation, including periodic summaries that synthesize main points.</li> </ul>	Classroom discourse mainly in target language, though it may not be optimally integrated. Engagement is aligned to learning outcomes and appropriately matched with content and technology; there may be either a need for more attention to preparing all students in their participation in the course and or the persistence of more teacher-centered pedagogy, as evidenced by the prominence of a lecture-response model, need for more flow or provision of choice and or challenge in learning tasks and or need for more feedback.	Engagement does not effectively integrate the L2 and or is not adequately aligned to learning outcomes and/or content and technology design undermines active learning; there may be a significant need for re-framing engagement from the teacher's to the learner's perspective vis-à-vis a more mediational approach (more feedback, flow, provision of choice).

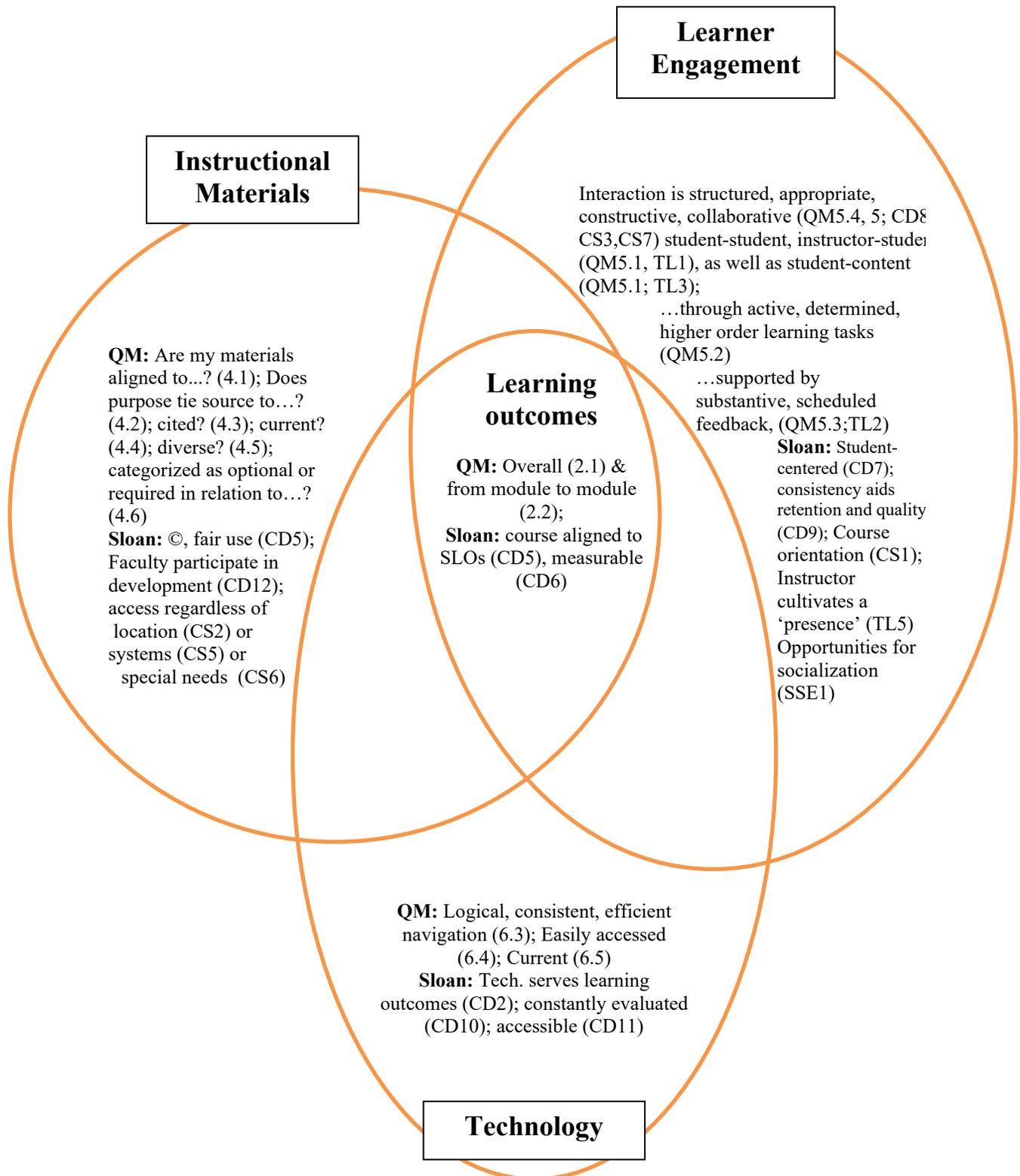
**Yellow:** With few exceptions, MCL coursework is conducted in the target language.

WRS= ACTFL World Readiness Standards

## **MCL Instructional Assessment Protocol: Online course**

- 1) Observer and observed instructor decide on a week of instruction in which observed will be admitted as a guest to the online course for the period of one week. Observed instructor is entitled to a pre-observation conference to orient observer to class dynamics, the larger unit to which the targeted lesson will contribute and other foci that will help the observer attain an accurate measure of teaching and learning. A lesson plan should minimally consist of targeted student learning outcomes and class activities. This is the time to present course materials such as the syllabus, expectations for student participation, class activities, assessments and such.
- 2) Once observation period is initiated, the instructor may make adjustments comparable to those encountered in a traditional face-to-face context. At no time may students' comments and contributions be deleted, unless they are of a particularly offensive or otherwise legally problematic nature. Observers take detailed notes, with attention to both instructor and student discourse, analyze patterns of students' use of the course environment, as well as the instructor's use of traditional and technology-based instructional tools.
- 3) Observer furnishes observed teacher with notes on the observation period. The observed instructor then has at least 24 hours to correct, add details, such as specific students' names, any utterances that did not get (fully) recorded.
- 4) Observer and observed instructor share their ratings and address points where there is no consensus. If disagreements cannot be resolved, Personnel and Promotions Committee makes the final assessment based on all available evidence (for non-tenured faculty). For lecturer assessments, MCL Oversight Committee charged with final assessment.

**Ambassador Model for an online course:**



**Sources:** Quality Matters Program (2013); Sloan Quality Scorecard (2015); Warford (2014)

**Sample chart for crosswalking instructional materials and learner engagement according to specific learning objectives. Sample starter for blended course.**

Area	Target (all criteria fully met)	My course: SPA2XX
Learning outcomes	<ul style="list-style-type: none"> <li>• Stated according to meaningful and measurable knowledge and skills</li> <li>• Transcend specific course tasks</li> <li>• Center on higher-order thinking rather than rote memorization</li> <li>• Pervade development and matching of instructional content, technology and learner engagement</li> </ul>	SLO1. Demonstrate ACTFL-Intermediate-Mid proficiency in Spanish writing. SLO2. Illustrate Pre-Columbian and Colonial beliefs and practices on common cultural products, practices and perspectives.
Content	<ul style="list-style-type: none"> <li>• Coherently organized according to topical or thematic modules (units)</li> <li>• Level-appropriate authentic texts are incorporated for purposes of developing (cultural) literacy (WRS 3.1), as well as for the development of linguistic accuracy (WRS 2.1, 2.2, 3.2, 4.1, 4.2)</li> <li>• At both the course and lesson level there is a clear, students understand how content will be used, assessed and its role in achieving learning outcomes.</li> <li>• Authoritative, accurate, current (the latest scholarship, if content is historical in nature) content integration.</li> <li>• There is evidence of quality, instructor-designed materials in addition to course text program.</li> <li>• Content clearly addresses learning outcomes.</li> <li>• Instructor recruits and promotes active learner engagement and critical thinking prior to, during and after exploration of content.</li> <li>• Some element of option and extension is factored into instructional content such that students can select some content to individualize the learning experience</li> <li>• Assessments are varied and valid, matched to learning outcomes and appropriately reflect course content, technology and engagement students have experienced in the course</li> </ul>	Autonomous Learning forum- uses Journal function in Blackboard- private instructor-student tutorial area (SLO1) Collaborative GoogleDocs exercises (SLO1, SLO2).
Technology	<ul style="list-style-type: none"> <li>• Technology selection and adaptation is appropriately matched to course assets and offers opportunities for further exploration (WRS 5.1, 5.2)</li> <li>• There is a clear, student-friendly introduction that advances the key technologies that will be used in the course and the means for students to attain the expected technological literacies</li> <li>• Technology is clearly conducive to learning outcomes</li> <li>• Technology selection and adaptation reflects commitment to innovation and engagement of a diversity of learners (ADA).</li> <li>• Instructor takes a proactive stance in preventing technological issues and responds promptly and appropriately if problems arise.</li> <li>• Technology selection is student-friendly and promotes active learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus offers overview of major educational technologies.</li> <li>• Additional screenshots in assignment folders, quiz on course expectations offer further orientation.</li> <li>• Autonomous Learning forum (SLO1)</li> <li>• Collaborative GoogleDocs exercises (SLO1, SLO2).</li> </ul>
Engagement	<ul style="list-style-type: none"> <li>• Accurate maximal and effective teacher use of the target language and the promotion of students' interpersonal and presentation use of the L2. (WRS 1.1, 1.2, 1.3)</li> <li>• At the initiation of each stage, there is a clear, inviting introduction that poses intriguing questions to be explored and sets the structure for each lesson and unit, ensuring that students have what they need to be successful.</li> <li>• If a web-enhanced or blended (hybrid) course, there are guidelines that clarify expectations for both face to face (f2f) and online student participation</li> <li>• All tasks clearly address learning outcomes</li> <li>• There is a sense of rhythm and flow to course content and tasks pervades instructional design and delivery</li> <li>• Tasks clearly reflect a meditational rather than lecture-based, transmission perspective on instruction; active learning and the promotion of critical thinking skills predominates</li> <li>• Instructor participation establishes a consistent, concerted effort to recruit and sustain student involvement, individualize learning opportunities and deliver timely, substantive feedback on a whole-class as well as individual student basis</li> <li>• Discussions demonstrate sensitive, responsive and authoritative facilitation, including periodic summaries that synthesize main points.</li> </ul>	<b>Online:</b> <ul style="list-style-type: none"> <li>• Autonomous Learning forum- individualized forum areas in which instructor posts suggestions for learning tasks that address needs that arise in student work. Students post related work.</li> <li>• Weekly 'rhythm' published for a sense of continuity and structure.</li> <li>• Quiz based on randomly selected statements from FL learning blog.</li> <li>• Forums and googledocs for collaborative work.</li> </ul> <b>F2F (face-to-face):</b> <ul style="list-style-type: none"> <li>• Students formulate biographical info. Statements in Spanish into questions and quiz each other on which facts apply to whom.</li> <li>• In-class discussion of assigned readings and collaborative reading practice (SLO1, SLO2).</li> <li>• Language practice scavenger hunts (SLO1).</li> <li>• Jigsaw/Expert groups (SLO1, SL02).</li> </ul>

**Yellow:** With few exceptions, MCL coursework is conducted in the target language.

**WRS= National Standards for Foreign Language Learning (2012)**

Area	Target (all criteria fully met)	My course (indicate specific SLOs targeted)
Learning outcomes	<ul style="list-style-type: none"> <li>• Stated according to measurable knowledge and skills</li> <li>• Transcend specific course tasks</li> <li>• Center on higher-order thinking rather than rote memorization</li> </ul> Pervade development and matching of instructional content, technology and learner engagement	
Content	<ul style="list-style-type: none"> <li>• Coherently organized according to topical or thematic modules (units)</li> <li>• Level-appropriate authentic texts are incorporated for purposes of developing (cultural) literacy (WRS 3.1), as well as for the development of linguistic accuracy (WRS 2.1, 2.2, 3.2, 4.1, 4.2)</li> <li>• At both the course and lesson level there is a clear, students understand how content will be used, assessed and its role in achieving learning outcomes.</li> <li>• Authoritative, accurate, current (the latest scholarship, if content is historical in nature) content integration.</li> <li>• There is evidence of quality, instructor-designed materials in addition to course text program.</li> <li>• Content clearly addresses learning outcomes.</li> <li>• Instructor recruits and promotes active learner engagement and critical thinking prior to, during and after exploration of content.</li> <li>• Some element of option and extension is factored into instructional content such that students can select some content to individualize the learning experience</li> </ul> Assessments are varied and valid, matched to learning outcomes and appropriately reflect course content, technology and engagement students have experienced in the course	
Technology	<ul style="list-style-type: none"> <li>• Technology selection and adaptation is appropriately matched to course assets and offers opportunities for further exploration (WRS 5.1, 5.2)</li> <li>• There is a clear, student-friendly introduction that advances the key technologies that will be used in the course and the means for students to attain the expected technological literacies</li> <li>• Technology is clearly conducive to learning outcomes</li> <li>• Technology selection and adaptation reflects commitment to innovation and engagement of a diversity of learners (ADA).</li> <li>• Instructor takes a proactive stance in preventing technological issues and responds promptly and appropriately if problems arise.</li> </ul> Technology selection is student-friendly and promotes active learning.	
Engagement	<ul style="list-style-type: none"> <li>• Accurate maximal and effective teacher use of the target language and the promotion of students' interpersonal and presentation use of the L2. (WRS 1.1, 1.2, 1.3)</li> <li>• At the initiation of each stage, there is a clear, inviting introduction that poses intriguing questions to be explored and sets the structure for each lesson and unit, ensuring that students have what they need to be successful.</li> <li>• If a web-enhanced or blended (hybrid) course, there are guidelines that clarify expectations for both face to face (f2f) and online student participation</li> <li>• All tasks clearly address learning outcomes</li> <li>• There is a sense of rhythm and flow to course content and tasks pervades instructional design and delivery</li> <li>• Tasks clearly reflect a meditational rather than lecture-based, transmission perspective on instruction; active learning and the promotion of critical thinking skills predominates</li> <li>• Instructor participation establishes a consistent, concerted effort to recruit and sustain student involvement, individualize learning opportunities and deliver timely, substantive feedback on a whole-class as well as individual student basis</li> <li>• Discussions demonstrate sensitive, responsive and authoritative facilitation, including periodic summaries that synthesize main points.</li> </ul>	

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**Observation of (observation notes on following pages):**

**Class:**

**Date**

**Observer:**

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**Printed name of Observer**

**Signature**

**Date**

**Feedback:**

**I agree with the assessment of my teaching and recommendations:**

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**Printed name of instructor observed**

**Signature**

**Date**

**I agree with the assessment of my teaching and recommendations, WITH THE FOLLOWING EXCEPTIONS:**

**Comment on specific points of disagreement. If there are areas of disagreement, a final assessment at the discretion of the MCL Personnel Committee. Where a tie vote applies, the MCL Chair's final decision prevails.**

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**Printed name of instructor observed**

**Signature**

**Date**

**Time: Teacher discourse:**

**Student discourse:**

**Comments:**