

WORLD LANGUAGE  
TEACHER  
CERTIFICATION  
GRADES 7-12  
UNDERGRAD  
STUDENT HANDBOOK

AN OVERVIEW OF *CALL* AND THE FOUR GATES  
SOUTHERN CONNECTICUT STATE UNIVERSITY

Department of World Languages and Literatures  
World Language Teacher Certification Program  
Effective Fall 2008/Revised 2014/2017/2018

## PREFACE

This handbook has been created for *you*, the student majoring in a world language (French, Italian, or Spanish) and pursuing teacher certification in grades 7-12. It contains the information you will need to successfully complete your program. Please keep this handbook in a convenient place. It should be used as a reference to guide you through your program at SCSU. Also, please remember to regularly consult with your advisor and the World Languages Teacher Certification Coordinator if you have questions.

We wish you the best of success in your studies and in your future teaching!

**SCSU's World Language Teacher Certification Program is nationally recognized by the Council for the Accreditation of Educator Preparation (CAEP)**

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## **CALL: AN OVERVIEW**

CALL is an acronym which stands for Collaborating, Applying, Leading and Learning. This is the School of Education's conceptual framework for teacher preparation. Every certification program at SCSU is guided by this framework and a four-gate program. Each gate addresses each of these four framework categories, and every candidate in the program must meet certain competencies at each gate.

### **CALL COMPETENCIES FOR WORLD LANGUAGE CERTIFICATION**

#### **Collaborating**

This competency is met through your course work, your fieldwork, and your student teaching. More information about these items can be found in the description of each gate later in this handbook.

#### **Applying**

Through your fieldwork, your portfolio, your course assessments and projects, and your student teaching, you will be able to apply knowledge of the theories and methodologies you acquire in your coursework to your teaching practice. More information about these items can be found in the description of each gate later in this handbook.

#### **Leading**

Leadership is demonstrated through your maintaining your GPA in all areas of your coursework, the regular professional dispositions assessment of your instructors, your interaction with peers, teachers and students in your fieldwork and tutoring, and especially in your student teaching. Leadership is also demonstrated by your participation in any on-campus and off-campus groups and organizations, such as SCSU language clubs, ACTFL, CT COLT or an AAT. Your recommendation letters should exemplify this quality in your work and life.

#### **Learning**

Your time as a student in the certification program will provide you with many varied opportunities to learn about your subject area and instructional theories and methodologies. Maintaining a high G.P.A. will demonstrate your progression in your field and your acquisition of the content presented in the program's courses.

## **THE FOUR GATES: AN OVERVIEW**

Each certification candidate, regardless of subject area, must pass through a set of four gates to complete his/her certification program. Every department has developed its own set of gates: In the World Language Teacher Certification Program, the four gates consist of:

1. Entry into the certification program
2. Midpoint evaluation in the program
3. Pre-student teaching in the program
4. Completion of the program

At each gate, every certification candidate will be assessed according to the four CALL categories. Students will not be allowed to proceed to the next gate unless they demonstrate competency in these CALL categories.

In this Handbook, we will explain each of the four gates in detail.

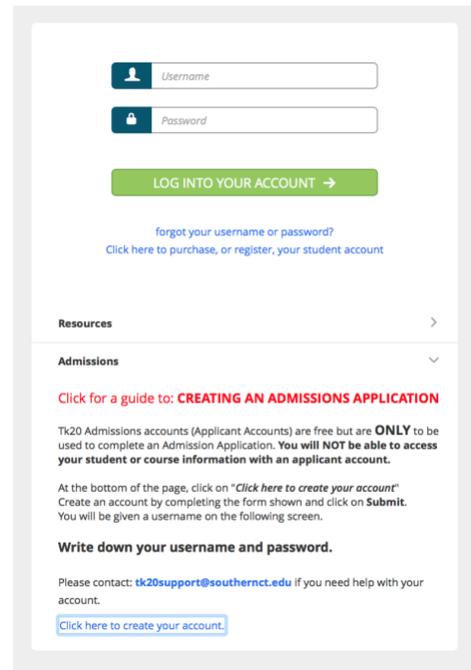
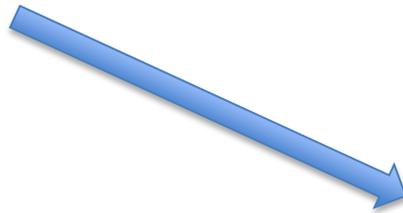
Reminder: Always consult with your advisor or the World Language Teacher Certification Coordinator if you have questions.

# TK20 Admission & Assessment Portal

Tk20 is the portal used for both admission into the WL teacher certification program as well as for submitting the key assessments once you are in the program.

## Tk20 for Admission into the WL Teacher Certification Program

To fill out the free Tk20 application, visit the following link, and scroll to the bottom where it prompts you to create a new account: <https://southernct.tk20.com/campustoolshighered/start.do>



## Tk20 for Assessment Once Admitted

All admitted teacher certification candidates, regardless of their major, will be required to purchase the paid version of the Tk20 assessment system. This will allow you to upload the key assessments which demonstrate your competencies as you move through your certification program.

In the World Language Teacher Certification Program, the first key assessments occur in WLL 403 and WLL 491; therefore, you must purchase Tk20 prior to registering for these courses. Some of your other professional courses (field experiences for instance) may also require Tk20.

## GATE 1: ENTRY INTO THE PROGRAM

In Gate I, candidates apply to the World Language Certification program and School of Education. This application is required for any candidate wishing to become certified in any subject.

<i>Applicants are already admitted to SCSU (A&amp;S, HHS, SoE) &amp; are in their Sophomore year (or junior year)</i>		
<b>Candidate</b>	<b>Initiation</b>	<ul style="list-style-type: none"> <li>• Candidate creates a Tk20 free account and initiates the application</li> <li>• Candidate tracks the progress of the application through Tk20</li> </ul>
	<b>Submission</b>	<ul style="list-style-type: none"> <li>• Candidate submits the SoE admission Essay to Tk20 (<i>new common essay</i>)</li> <li>• Candidate submits program specific additional material (if needed) (<i>e.g. A second essay for English</i>)</li> <li>• Candidate lists 2 references for letters of recommendation</li> <li>• Letters of recommendations are emailed/mailed to the coordinator, who will scan and upload them to Tk20</li> </ul>

The following must be met before a candidate can apply to the School of Education and complete this gate (a checklist for Gate 1 is in Appendix E):

### Course Requirements

Each candidate must complete World Language courses at the 200-level with a grade of B- or higher in each course. Each student must complete (pass) EDU 200 *Teachers, Schools and Communities*, as well as WLL 211 *Introduction to Linguistics*.

### GPA Requirements

Each candidate must have a minimum of 2.7 GPA (grade point average) at the time of application to the School of Education. This GPA includes course work taken at other universities. Hence, if a candidate has transferred in courses from other universities and the *overall* GPA from those universities and SCSU is below 2.7, the candidate is not eligible to pass through Gate 1, and therefore cannot apply to the School of Education.

### PRAXIS Core/SAT/ACT

The state requires that applicants wishing to pursue teacher certification in any subject area take one of the following assessments: PRAXIS Core, SAT, or ACT. Information on PRAXIS Core, including when it is offered and how to register, can be found at <http://www.ets.org/praxis/ct/requirements>

### Letters of Recommendation

Each applicant must submit two letters of recommendation indicating his or her potential as a teacher of a world language. At least one of these letters must come from a professor or high school teacher of a world language. Letters from friends and/or family members are not permitted. Once completed, **these letters should be sent directly to the World Languages Teacher Certification Coordinator**. A template is provided at the end of this handbook.

## The Admission Essay

### Admission Essay:

In a concise and carefully crafted essay, explain why you want to become a teacher and discuss the following statements, in no particular order:

- *How do the teacher's personal and professional expectations and capacities influence the motivation, positive learning results, and achievement of students?*
- *How are teachers at their targeted grade levels responsible for integrating authentic literacy instruction across disciplines?*
- *How can teachers reach out to all students? What do you think they can do to reach out to students who are not initially successful?*
- *How can teachers promote creativity and curiosity in students' learning?*

The essay must be typed using a Times New Roman or similar font, 12 point, single spaced, and two pages long. Do not answer each of the questions separately; rather write one coherent composition. Please note that the essay also serves as a writing sample, so it is important to submit a carefully reviewed paper.

Your essay must also address the following points, in no particular order:

- What people or events influenced your decision to teach a world language? You do not need to use anyone's name in your essay if you do not wish.
- When, or under what circumstances, did you first develop an interest in world languages?
- What qualities do you possess that would make you a good world language teacher?
- In what ways can you contribute to our program?
- Examine the four categories of CALL, and briefly discuss how you satisfy (or will satisfy) each of the categories. Cite specific examples, if possible.
- Include any other items in your essay, which you feel we should know, such as hobbies/interests, awards received, etc.

Submit your essay to TK 20 as a part of your admission packet. Save a copy of your essay. Be prepared to discuss any of these items during your department interview.

## The Department Interview

Each candidate must pass an interview with the World Languages Department Certification Coordinator. The interview will only be scheduled once your TK-20 file and Target X file are complete and include two letters of recommendation, essay, and PRAXIS Core results. The interview will usually not last more than 30 minutes. This is our first chance to get to know you better. Here are some tips to help you with the interview:

- Review your essay before the interview, since you may be asked to respond to various parts of it.

- Be familiar with the five categories of CALL.
- Dress appropriately for your interview. Casual clothing is acceptable, but remember you want to create a good impression.
- Arrive on time for your interview. If you need to cancel the interview for any reason, let us know as soon as possible.

Feel free to ask questions during the interview, and stay relaxed. We are here to help you.

Upon completion of the interview, each candidate will be advised either to continue with the program, to continue with conditions, or to withdraw from the program.

### **Acceptance to the School of Education and School of Graduate Studies**

Once you complete the admissions process, the WL Teacher Certification Coordinator will recommend your acceptance into the School of Education and Graduate School. The final decision of your acceptance into the WLT certification program is made by the School of Education. You will be informed by the School of Education regarding your acceptance, conditional acceptance, or rejection.

This will complete Gate 1.

## **GATE 2: MIDPOINT EVALUATION IN THE PROGRAM**

In Gate 2, candidates' progress in the program is assessed. The following competencies must be met before a candidate can complete this gate (a checklist for Gate 2 is in Appendix F):

### **Course Requirements**

Each candidate must complete:

1. World Languages courses at the 300 level with a grade of B- or higher (you are allowed at most one grade below B- in any world language course from now until the remainder of your program)
2. WLL 403, *Second Language Acquisition* with a grade of C or higher
3. EDU 200, *Teachers, Schools & Societies*
4. EDU 316, *Child Development and Psychology for Educators*,
5. SED 482, *Teaching Exceptional Students at the Secondary Level*

### **GPA Requirements**

Each candidate must have a minimum of 2.7 GPA, using the same conditions as in Gate 1. Additionally, each candidate must have a GPA <sup>3</sup> 2.0 in World language courses in the major that count toward graduation.

### **The Department Interview**

At this stage, you will interview in the target language with three members of the World Languages and Literatures Department. Upon completion of the interview, each candidate will be advised to continue with the program, to continue with conditions, or to withdraw. If you are advised to continue with the program, or continue with conditions, you have completed Gate 2.

## **GATE 3: PRE-STUDENT TEACHING IN THE PROGRAM**

In Gate 3, candidates apply for Student Teaching.

The following competencies must be met before a candidate can apply for Student Teaching and complete this gate (a checklist for Gate 3 is in Appendix G):

### **Course Requirements**

Each candidate must complete:

1. The remaining World Languages courses in the major program,
2. EDU 413, *Secondary Education*,
3. SHE 203, *School Health*,
4. EDU 470, *Literacy and Content*,
5. RDG 471, *English Language Learners in the Classroom*
6. WLL 491, *Methods of Teaching World Languages (Secondary School)*

**Please note that WLL 491 can only be taken during a semester directly preceding student teaching. If a candidate enrolls in WLL 491 and does not apply for student teaching for the consecutive semester, he/she will be assigned an Incomplete for WLL 491 and will need to repeat the course.**

### **GPA Requirements**

Each candidate must have a minimum of 2.7 GPA, using the same conditions as in Gate 1. Additionally, each candidate must have a GPA <sup>3</sup> 2.7 in World Languages courses in the major that count toward graduation.

### **ACTFL OPI & WPT**

Each candidate must pass the **ACTFL OPI (Oral Proficiency Interview)** and the **WPT (Written Production Test)**, which are state-required content examinations for certification. This exam cannot be waived. A candidate who does not pass ACTFL prior to Student Teaching will not be allowed to student teach until the exam is passed. The required level of proficiency for ACTFL is *Advanced Low* for both tests. Information on registering for this exam can be found at <http://www.languagetesting.com/> or by calling 800-486-8444 or 914-963-7110.

### **Applying for Student Teaching**

Once all of the above conditions have been satisfied, the candidate will apply for Student Teaching. The candidate will complete the Student Teaching Application form located <https://www.southernct.edu/academics/schools/education/student-services/student-teaching/>. The World Language Teacher Certification Coordinator must sign off on the application form.

Student teaching for a world language is comprised of a 16-week placement at one CT middle or high school. It is strongly recommended that students do not work or take other courses during their student teaching semester.

## **GATE 4: COMPLETION OF THE PROGRAM**

In Gate 4, candidates complete Student Teaching, submit their edTPA portfolio, and are ready to apply for certification. The following competencies must be met before a candidate can apply for certification and complete this gate (a checklist for Gate 4 is in Appendix H)

### **Course Requirements**

Each candidate must pass:

1. WLL 452 *Student Teaching*,
2. WLL 453 *Student Teaching Seminar*

All other required courses for graduation **must be completed before entering Gate 4.**

### **GPA Requirements**

Each candidate must have a minimum of 2.7 GPA, using the same conditions as in Gate 1. Additionally, each candidate must have a GPA <sup>3</sup> 2.7 in World Languages courses in the major that count toward graduation.

### **Student Teaching**

Each candidate must complete WLL 452, *Student Teaching*.

### **edTPA**

Please, familiarize yourself with the required assessment of edTPA at this website: <https://www.southernct.edu/academics/schools/education/student-services/student-teaching/edTPAResources/edTPA%20Tk20Guide.pdf>

### **Completing the Program**

Upon completion of all the requirements for Gate 4, the candidate has completed the program, and is now eligible to graduate and apply for certification.

### **Getting Certified**

Candidates must apply for certification. An Application for Certification form can be obtained in the Student Teaching Office in Davis Hall. This completed form must be submitted to the Certification Officer in the School of Education.

## Appendix A

### GATE 1 Checklist for Secondary Education Majors

- Complete WL courses at the 200 level each with a B- or better
- Complete EDU 200
- Complete WLL 211
- Take PRAXIS I
- Have an overall GPA <sup>3</sup> 2.7 in all courses, including courses taken at other universities
- Initiate free Tk20 application to the School of Education
- Submit 500-word typed, signed essay
- Have two recommenders submit a letter of recommendation to the WL Teacher Certification Coordinator, indicating the candidate's potential as a world language teacher. At least one of these letters must be from a world language professor or high school teacher. See form in Appendix E.
- Pass an initial interview with the World Language Teacher Certification Coordinator

## Appendix B

### GATE 2 Checklist for Secondary Education Majors

- Complete WL courses at the 300-level in the major program and maintain an overall GPA of <sup>3</sup> 2.7 in world language courses in the major that count toward graduation
  
- Complete EDU 316,
  
- Complete EDU 413,
  
- Complete EDU 470,
  
- Complete RDG 471,
  
- Complete SED 482,
  
- Complete SHE 203,
  
- Complete WLL 403,
  
- Maintain an overall GPA <sup>3</sup> 2.7 in all courses, including courses taken at other universities

## Appendix C

### GATE 3 Checklist for Secondary Education Majors

- Complete at least all required WL courses in the major program and maintain an overall GPA <sup>3</sup> 2.7 in WL courses in the major that counts toward graduation
- Complete WLL 491 the semester prior to student teaching
- Pass ACTFL OPI/OPIc and WPT at or above Advanced Low
- Maintain an overall GPA <sup>3</sup> 2.7 in all courses, including courses taken at other universities
- Complete the Application for Student Teaching and the accompanying personal and professional data sheet

## Appendix D

### GATE 4 Checklist for Secondary Education Majors

- Pass WLL 452/453 *Student Teaching & Student Teacher Seminar*
- Prepare, submit, and pass edTPA portfolio
- Maintain an overall GPA <sup>3</sup> 2.7 in all courses, including courses taken at other universities, and an overall GPA <sup>3</sup> 2.7 in WL courses in the major that count toward graduation
- Apply to the State of Connecticut for an Initial Educator's Certificate with the School of Education's Certification Officer

School of Education  
 Recommendation Form

The following named student is applying for acceptance into the School of Education at Southern Connecticut State University. This requires the applicant to submit two (2) letters of recommendation along with this completed rating form from professionals able to testify to the individual's suitability as a prospective candidate.

Please complete this rating form and attach it to your letter of recommendation, which should more fully elaborate upon your ratings of this applicant and any other relevant matters.

Mail your letter and form to:  
**Dr. Jesse Gleason**  
 World Languages Department, Engleman **D170**  
 Southern Connecticut State University  
 501 Crescent Street  
 New Haven, CT 06515

Applicant Name: \_\_\_\_\_ Certification Area: World Languages

I hereby waive my right of access under the Family Education Rights and Privacy Act of 1974 to specific and composite letters of recommendation:

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

How long and in what capacity have you known the applicant?

Please rate the above named applicant relative to other students/employees whom you have known in a similar capacity:

	Excellent	Good	Poor	No Information
Intellectual Curiosity				
If unable to report, calls supervisor promptly				
Works and relates well to others				
Performs assignments effectively				
Ability to analyze a problem and formulate a solution				
Asks questions when in doubt				
Approaches assignment with seriousness				
Exhibits interest and enthusiasm				
Accepts supervision in positive fashion				
Learns from every experience				

World Languages Undergraduate

	Excellent	Good	Poor	No Information
Expresses opinions and disagreements in a mature manner				
Is flexible with changes				
Seeks opportunities to improve				
Demonstrates sensitivity to diversity of individuals				
Maintains confidentiality when required				
Accepts responsibility with commitment				
Demonstrates attitudes and dispositions relevant to pursuit of teaching				
Communicates effectively: oral				
Communicates effectively: written				

Additional Comments:

\_\_\_\_\_  
**Recommender's Signature**

\_\_\_\_\_  
**Print Name**

\_\_\_\_\_  
**Recommender's Address**

\_\_\_\_\_  
**City**

\_\_\_\_\_  
**State/Zip Code**

\_\_\_\_\_  
**Phone**

\_\_\_\_\_  
**Title/Position**