ACTFL Language Test for NYSED LOTE Certification

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January 22, 2011 
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Proposal to Address Statewide Shortages of Teachers of Languages Other Than English (LOTE) – The Committee discussed the certification requirements for teachers of languages other than English (LOTE). Teacher supply and demand data has shown that in school years 2005-06 and 2006-07, there were severe shortages of LOTE teachers in every region of the state. The Committee discussed the recommendation that candidates who have an acceptable level of language proficiency and cross-cultural competency be permitted to take two rigorous, internationally recognized examinations and, upon achieving a score of Intermediate High/Advanced Low on each, be permitted to use this in lieu of up to 30 semester hours of the content hours required for certification, while keeping all other certification requirements the same. This would include the satisfactory completion of the New York State Teacher Certification Examination’s Content Specialty Test (CST) in the target language. The Committee endorsed the recommendation for flexibility by providing alternative ways to allow prospective teachers of languages other than English to meet certification requirements without compromising teacher quality. [HE (D) 1]

http://www.regents.nysed.gov/Summaries/1008summary.htm
The ACTFL Oral Proficiency Interview (OPI)®, Writing Proficiency Test (WPT)
ACTFL guidelines: Writing-Superior

- ACTFL guidelines: Writing--Superior
  Description Able to express self effectively in most formal and informal writing on practical, social and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of position in areas of special interest or in special fields. Good control of a full range of structures, spelling or nonalphabetic symbol production, and a wide general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development is strongly evident, although not thoroughly executed and/or not totally reflecting target language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.
ACTFL guidelines: Writing-Advanced

- Advanced Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of non-natives. Advanced Plus Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.
ACTFL guidelines: Writing-Intermediate

- Intermediate-Low Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Intermediate-Mid Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time and at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax of non-complex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives. Intermediate-High Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.
Important Contacts

• Kin Chee, Associate, NYSED OBE-FLS
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• Abbas Ali
  Academic Processing Coordinator

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NYSED Facilitator says:

- Are you currently certified in New York State? **Note** Many teachers who are certified in the city only do not know that they do not have State certification. If they are certified to teach in NYS, they may be able to earn up to 30 Content Hours through the OPI and WPT. If they are not certified to teach in NYS, they may be able to earn up to only 24 Content Hours through the OPI and WPT, with the remaining six credit hours to be fulfilled somewhere else.

- also provides the minimum requirement necessary for Korean through the use of the OPI and WPT.
Continued

• there is no Content Specialty Test (CST) for Korean. This means that Korean certification, in the past, is only given to those with the promise of a job offer and/or teaching at the time of application. However, our office has been able to convince the Office of Teaching Initiatives to waive this requirement for most of the teacher candidates who called or emailed our office.
Types of Certificate

- **Initial Certificate**

- **Professional Certificate**
  - Description: The advanced-level certificate for classroom teachers (issued in specific subject/grade titles) and School Building Leaders.
  - Validity: Continuously valid with completion of required professional development hours on a five-year professional development cycle.

- **Provisional Certificate**

- **Permanent Certificate**
  - Description: The advanced-level certificate for pupil personnel professionals. The Permanent certificate also remains the advanced-level certificate for classroom teachers and school administrators who hold a valid Provisional certificate.
  - Validity: Valid for life, unless revoked for cause by the New York State Education Department.
Requirements for Permanent Certificate, Korean

- Pathway: Approved Teacher Preparation Program
- Completion of a NYS Registered Program - Korean
- Institutional Recommendation - Korean
- New York State Teacher Certification Exam - Liberal Arts & Science Test (LAST)
- New York State Teacher Certification Exam - Secondary Assessment of Teaching Skills (ATS-W)
- New York State Teacher Certification Exam - Assessment of Teaching Skills - Performance/Video (ATS-P)
- Paid, full-time Classroom Teaching experience - 2 Yrs
- Fingerprint Clearance
- Citizenship Status - INS Permanent Residence or U.S. Citizenship
PROGRAMS LEADING TO TEACHER CERTIFICATION

• New York State Education Department
• Inventory of Registered Programs Searches
• SEARCH FOR PROGRAMS LEADING TO TEACHER CERTIFICATION, SELECT CERTIFICATION
• Korean is not listed
Requirement Description

• "Registered program" means an education program that has been approved in advance by the New York State Education Department as containing the studies required for certification as a New York State educator. You may review a list of these pre-approved programs through our Inventory of Registered Programs.
Applying for a certificate

• Applying online is easy and fast, and allows you the options of paying by credit card or mailing your payment. To apply online, click on .

• If you are enrolled in a New York State teacher preparation program or alternative teacher preparation program, you need to apply online and indicate "Pathway: Approved Teacher Preparation Program " as your pathway. Your college Certification officer will submit your institutional recommendation.

What happens once you receive my application?
NYS OnLine application

• Certification from Start to Finish
• Click 1.
  2.
  3.
  4. Applying for a Certificate

>>>>>>> Teach onLine
목적

• 뉴욕주 교사자격 취득에 관한 정보를 간단히 소개한다.
• “한국어 교사 자격증을 소지한 교사가 없어 한국어 반을 제공할 수 없다” ?
• 한국어 교사 자격증 취득에 도움을 준다.
• 한국어 교사 자격증을 지닌 한인 교사 수효를 늘인다.