

Panorama

CASLT Research Series

Profile and Pathways Supports for Developing FSL Teachers' Pedagogical, Linguistic, and Cultural Competencies

September 2009

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Canadian Association of
Second Language Teachers

L'Association canadienne des
professeurs de langues secondes

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Use of masculine in this document is generic and applies to both men and women.

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The Canadian Association of Second Language Teachers (CASLT) promotes the advancement of second and additional language teaching and learning throughout Canada by creating opportunities for professional development, by encouraging research, and by facilitating the sharing of information and the exchange of ideas among second language educators.

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EXECUTIVE SUMMARY

In response to suggested future directions and recommendations contained in a number of reports on French-second-language (FSL) teachers and the challenges they face, the Canadian Association of Second Language Teachers (CASLT) established a committee to examine —

- the knowledge, skills, and experiences required of FSL teachers to teach FSL effectively; and
- the initial and continuing teacher-education learning experiences that contribute to the development and enhancement of these knowledge, skills, and experiences among FSL teachers.

The purpose of this report is to provide a statement of common understanding across the Canadian provinces and territories about the knowledge and skill required as professional learning and preparation for teachers of FSL programs. It is hoped that this description may be used by a range of stakeholders as a self-assessment tool, as a tool for program assessment and review, as well as a useful touchstone against which to compare and renew current efforts to recruit, prepare, and retain quality FSL teachers for quality programs.

This report outlines and examines the knowledge, skills and experiences needed to be an effective second-language teacher in three broad categories: pedagogical skill, cultural competency, and proficiency in the target language. The report begins by providing a context for the examination of FSL teacher skills and knowledge, and recent reports and initiatives that have highlighted the need to support FSL teachers in their ongoing skill development. The report provides additional information from teacher-education institutions, departments of education, and school districts on the support provided to FSL teachers to develop their pedagogical skills, cultural knowledge, and language proficiency and the degree to which these skill areas are considered during the hiring process.

The report concludes with several considerations for action:

- pathways for collaboration among FSL stakeholders
- pathways for strengthening initial FSL teacher-education programs
- pathways for strengthening support for practising FSL teachers.

The *European Profile for Language Teacher Education* (Kelly & Grenfell, 2004) is suggested as a possible model for developing the following:

- a shared understanding and common terminology concerning FSL teacher skills, knowledge, and qualifications;
- FSL teacher qualifications that permit greater teacher mobility across Canada;
- a summary of effective practices for institutions and organizations offering initial and continuing language teacher-education programs;
- a self-assessment tool for FSL teachers and candidates enrolled in initial teacher-education programs; and
- a tool that will allow school districts to evaluate and enhance their current practices designed to support FSL teachers.

The report also provides information on a variety of current initiatives and activities related to the development of second-language teacher skill and knowledge. National initiatives such as the *Roadmap for Canada's Linguistic Duality 2008–2013: Acting for the Future*, the role of post-secondary institutions in promoting Canada's linguistic duality and the national agreement on internal trade are outlined in addition to models of language teacher knowledge and skill development in Europe and in the United States of America. Following the recommendations in this report is a brief summary of three recent CASLT initiatives supporting language teacher development.

A. SETTING THE CONTEXT

Over the course of the last several years, a number of studies, reports, and initiatives have focused on the challenges faced by FSL teachers and the support they receive to meet these challenges. In this section of the report, a brief summary is provided of some of the studies and initiatives that provided the impetus and rationale for the present report.

The *Action Plan for Official Languages* (2003) announced the Canadian federal government's intention to double by the year 2013 the number of Canadian secondary school graduates with a functional level of bilingualism in their second language. To that end, the federal government committed to increasing the number of second-language teachers through financial support of initiatives that the provinces and territories could undertake to recruit future specialists and to provide them with professional development opportunities. This financial support and the renewed attention to FSL programs and teachers contributed to CASLT's interest in examining the knowledge base of FSL teachers. Simultaneously, national and provincial studies of the conditions of FSL teaching and FSL teachers were being undertaken. These studies provided a focus for additional exploration of the knowledge and skills required of FSL teachers.

A report prepared for the Ontario Modern Languages Teachers' Association (OMLTA), *Teaching and learning French as a second language: core French in the elementary schools of Ontario* (Mollica, Phillips, & Smith, 2005), was designed to answer two key questions:

- Are the conditions in place to foster excellence in the FSL learning environment?
- Does the learning environment support success for both the second-language student and teacher?

Respondents, who were FSL teachers, identified a number of challenges that they face in their roles as core French teachers. Paramount among these challenges are the lack of French-speaking substitute teachers and the shortage of funds for professional development that create barriers to participation in conferences. Respondents also indicated that they lack the time necessary to engage in professional reading as a form of professional development. Many respondents perceived a lack of support for the FSL program and felt they were perceived primarily as a provider of planning and preparation time for classroom teachers. Despite this perception, respondents felt that they were supported by their teacher colleagues and by school leaders.

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In 2006, a national survey of FSL teachers¹ was undertaken by the Canadian Association of Second Language Teachers in partnership with

1 FSL programs in Canada include core French (also known as basic French in Manitoba and FSL in Alberta), and French immersion (also known as alternative French language programs in Alberta). Extended core French and intensive French (also known as intensive core French in Newfoundland and Labrador) are special core French programs designed to provide additional exposure to French for core French students. French immersion programs, including early French immersion, middle French immersion and late French immersion, have different entry points and may differ in intensity (adapted from CPF, 2003).

Canadian Association of Immersion Teachers (CAIT) and the Canadian Teachers' Federation (CTF). The survey report, *Teaching French as a Second Language in Canada: Teachers' Perspectives*, (Lapkin, MacFarlane, & Vandergrift, 2006) highlighted the survey findings and concluded with several suggestions for future directions.

Two findings from the survey were of particular interest to CASLT:

- Only 32% of FSL teachers who participated in the survey held specialist FSL teaching qualifications.
- Almost 40% of the FSL teachers who participated in the survey reported that they had considered leaving FSL teaching during the last year.

The report recommended further exploration of teaching and learning conditions for FSL teachers and the extent to which specialized FSL teaching qualifications contribute to FSL teachers' abilities to meet the challenges of their role.

In 2007, a provincial survey of core French teachers was undertaken by the BC Association of Teachers of Modern Languages (BCATML) in partnership with the BC Teachers' Federation (BCTF). Over 800 teachers took part in the survey focusing on core French conditions, contexts, and challenges at the elementary and middle years levels. The survey report, *Teaching Core French in British Columbia: Teachers' Perspectives* (Carr, 2007), highlighted the key findings and concluded with recommendations for school districts, teacher organizations, and governing bodies.

Among BC's core French teachers, only 15% of respondents had taken one or more methodology courses and around 25% had taken university coursework in French. When asked about ease of using French, about half reported no difficulty modeling spoken French or correcting written work, but only about 20% reported ease in conversing or reading in French.

In order to explore some of the findings of these studies and to build on the momentum created by

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the influx of funding provided as a result of the *Action Plan for Official Languages*, CASLT formed a committee comprising FSL practitioners and researchers from across Canada to examine —

- the knowledge, skills, and experiences needed to teach FSL effectively; and
- initial and continuing teacher-education program components that would support the acquisition of these qualifications.

In 2002, Canadian Parents for French commissioned research from MacFarlane and Hart as part of its *State of French-Second-Language Education in Canada 2002* report. MacFarlane and Hart (2002) developed a description of initial FSL teacher qualifications and outlined these qualifications in the following three categories: pedagogical qualifications, subject matter knowledge, and language proficiency. The *CASLT FSL Teacher Competencies Profile Committee* considered this document in particular as a starting point in its development of a profile of FSL teacher skills, knowledge, and experiences.

The call for action plans to strengthen FSL teacher preparation is not a new one. In an article by Lapkin, Swain, and Shapson (1990), these leaders in FSL teacher education set the agenda for French immersion teacher education for the 1990s, pointing to the need for both general teacher-education components and immersion education components. Their recommendations spoke to the complexity of the knowledge base about teaching, and the importance of valuing the

inquiry-based and reflective models of initial and continuing education. They also addressed the need to strengthen the relationship between theory and practice, understand the continuum of initial teacher education, practice induction, promote continued professional learning, and strengthen the structures for collaboration (professional learning communities).

In a recent CAIT report on teacher attrition, *Why are new French immersion and French as a second language teachers leaving the profession? Results of a Canada-wide survey*, Karsenti, Collin, Villeneuve, Dumouchel and Roy (2008) emphasized the need for mentoring and induction of new FSL teachers.

More specifically in regard to language proficiency, Bayliss and Vignola (2000 and 2007) reinforce that time spent in a French environment by candidates who apply to French teacher-education programs is the most important background factor contributing to success on the entrance competency tests. Lack of in-depth contact with the culture is also a factor common to all candidates of these programs.² They call for a concerted effort at all levels—

- to make the linguistic and cultural background requirements for prospective French teachers more understood; and
- to provide more pathways for undergraduate students, teacher candidates, and practising teachers to gain communicative, linguistic, and cultural competence through extended periods of living in authentic language environments as part of their coursework or continuing education programs.

These recommendations for improved preparation practices in initial and continuing teacher education for FSL teachers in Canada align with recent frameworks of language teacher education from Europe (Kelly & Grenfell, 2004). In the *European Profile for Language Teacher Education*, the findings of an extensive study of language teacher training in Europe have set the stage for a

2 Carr's report (2007) on BC's core French teachers prepared for the BCATML and BCTF provided similar findings re insufficient teacher preparation and systemic valuing.

“voluntary frame of reference that policy makers and language teacher educators will be able to adapt to their existing programs and needs.” The vision for this framework is that it may be used by language teachers themselves. “The Profile is built on the conviction that language teacher education is a life-long process that should occur both inside and outside organised teaching and learning contexts” (p. 4).

The description of the skills and knowledge required of FSL teachers, the various pathways that allow teachers to acquire these skills and knowledge and the considerations for action that follow are the focus of this report. It is hoped that this report will serve as a *point de départ* for the development of —

- a shared understanding and common terminology concerning FSL teacher qualifications among all concerned stakeholders,
- enhanced opportunities for teachers with FSL qualifications to transfer their qualifications from one Canadian jurisdiction to another,³
- a description of effective practices in the development and delivery of initial and continuing language teacher-education programs,
- a self-assessment tool for FSL teachers and candidates in initial teacher-education programs, and
- a tool with which school districts can evaluate their current practices with a view to further support FSL teachers.

“The profile is built on the conviction that language teacher education is a lifelong process that should occur both inside and outside organized teaching and learning contexts” (page 4).

3 The Agreement in Internal Trade requires the development of a Mutual Recognition Agreement by April 2009. This would permit a teacher certified in one Canadian jurisdiction to relocate to another jurisdiction and maintain full certification in the second jurisdiction. (Michael Salvatori, personal communication)

B: CHARACTERISTICS OF AN EFFECTIVE FRENCH-SECOND-LANGUAGE TEACHER

In order to develop a profile of the skills and knowledge required to serve as an effective FSL teacher, it is first necessary to ensure a common understanding of the terms used to describe these skills and knowledge. The term *competence* is used in this report to represent the consolidated skills, knowledge, and attributes that FSL teachers have acquired. The term is not intended to be used as an evaluative measure of the degree to which an FSL teacher carries out his/her responsibilities.

Organizations use a variety of terms to describe the set of knowledge, skills, attributes, and attitudes that practitioners require in order to be successful in a particular field. For example, the Conference Board of Canada uses the term *employability skills* to represent the critical skills required to be successful in the workplace, including communication, problem solving, positive attitudes and behaviours, adaptability, working with others, and science, technology, and mathematics skills. The Conference Board also uses the term *profile* as in its *Innovation Skills Profile* to designate the contribution that an individual's set of attitudes, skills, and behaviours make to an organization's innovation performance.

The term, competence, is used in this report to represent the consolidated skills, knowledge and attributes that FSL teachers have acquired. The term is not intended to be used as an evaluative measure of the degree to which an FSL teacher carries out his/her responsibilities.

Within the field of education, the term *standards* is often used to refer to the knowledge, skills, and attitudes that teachers acquire and apply in their practice. Both the British Columbia College of Teachers and the Ontario College of Teachers use the term *standards* to define the professional attributes that teachers apply in their practice.

For the purposes of this document, the term *competencies profile* has been used to describe the set of attributes (skills, knowledge, attitudes) that FSL teachers hold and that allow them to be effective in their roles.

The original profile developed by the committee identified several broad areas of knowledge, skill, and experiences for FSL teachers:

- general teaching skills or methodology,
- sound knowledge of target language pedagogy,
- linguistic proficiency in the target language, and
- cultural understanding of the target language community.

These components of the knowledge base of the language teacher are also reflected in the literature on second-language education and represent a wide range of knowledge and skills that contribute to effective second-language teaching (Freeman & Johnson, 1998; Richards, 1998). The literature suggests that the knowledge base of the language teacher includes theories of teaching, teaching skills, communication skills, subject matter knowledge, pedagogical reasoning and decision making, and contextual knowledge.

As the competencies profile was developed, the skills and knowledge were consolidated into three broad categories similar to those used in the 2002 profile developed by MacFarlane and Hart for the Canadian Parents for French and was then presented to stakeholders for feedback at the CASLT Networking Day in the fall of 2007.

The table found in Appendix A expands upon the original competencies profile and incorporates the feedback received from various stakeholders and some additional detail on the knowledge, skills, and experience base of the second-language teacher. The skills, knowledge, and attributes in this table represent the *Competencies Profile of an Effective FSL Teacher* endorsed by CASLT.

C: DEVELOPMENT OF FSL TEACHER COMPETENCIES IN INITIAL AND CONTINUING TEACHER EDUCATION

The general support for the broad categories of FSL teacher knowledge and skill in theory does not, however, mean that all practising FSL teachers have opportunities to acquire this skill set or that there are expectations for the same degree of skill and knowledge across jurisdictions.

In this section of the report, we shed some light on the reasons that all FSL teachers do not hold the same formal preparation to teach French as a second language and why some FSL teachers are employed without having developed the skills and knowledge that are deemed essential to effective second-language teaching and learning. There are several variables that impact the degree to which FSL teachers acquire the pedagogical skill and knowledge, target language proficiency, and cultural knowledge required to serve as effective FSL teachers. We will consider here the emphasis placed on these skill areas in initial and continuing language teacher-education programs in Canada as well as school district professional development opportunities and hiring practices as factors that influence the development of FSL teacher competencies.

To determine the extent to which initial language teacher preparation programs and continuing teacher-education programs contribute to the development of language teachers' skills and knowledge in the areas of pedagogical skills, language proficiency, and cultural knowledge, CASLT developed and distributed a brief survey (Appendix B) to Canadian language teacher educators early in 2009. At the same time, two additional surveys were developed to determine school district hiring practices and department of education / school district use of the federal Action Plan funds to support FSL teacher development (Appendices C and D).

The results of these surveys and particularly

the impact that the differences among teacher-education programs have on the variability of teacher skill and knowledge are discussed in the following sections of this report.

Emphasis in Initial and Continuing Teacher Education Programs

The survey distributed to Canadian language-teacher-education institutions asked respondents a series of questions (Appendix B) related to the development of FSL teacher competencies in initial and continuing teacher-education programs. The questions focused on the following areas:

- assessment of language proficiency of applicants to initial teacher-education programs;
- second-language pedagogy courses offered;
- extent to which teacher candidates have opportunities to enhance their language proficiency in French during the program;
- extent to which teacher candidates have opportunities to enhance their knowledge of francophone culture during the program;
- percentage of the teacher candidates' practicum completed in a second-language classroom;
- candidate participation in exchange or study program in a French-speaking environment during the program; and
- ongoing professional development opportunities in second-language pedagogy, language proficiency, and cultural and intercultural knowledge/competence.

Tables 1, 2, 3, 4, and 5 provide information on the results of the survey to teacher educators across Canada. A brief analysis of the results is provided in the following sections. Finally, the extent to which teacher-education programs provide opportunities for teachers to develop pedagogical skill, cultural knowledge, and target language proficiency is discussed.

- The survey was distributed to 50 teacher educators through the CASLT email communication mailing list. Responses were received from 15 separate institutions.
- All of the 15 teacher-education institutions that responded have some form of assessment of teacher candidates' proficiency in French and conduct this assessment prior to admitting teacher candidates to the program.
- Most of the programs use several means of assessing the candidates' eligibility and often rely on a combination of degree verification and a formal written and oral assessment in French.
- In two cases, however, degree verification was the only means used.
- Less than one-half of the programs have methodology courses for other subjects (e.g., science, mathematics, and the arts) for which the language of instruction is French.
- Although there was variability in the portion of the practicum experience in a second-language classroom, most programs ensured that more than 50% of the practicum occurred in a second-language classroom.

Less than one-half of the programs have methodology courses for other subjects (e.g., science, mathematics, and the arts) for which the language of instruction is French.

Table 1: Means of Assessing FSL Teacher Candidate Proficiency Prior to Start of Program⁴

Means of assessment	Number of responding institutions
Verification of qualifications in SL (e.g., degree with specialist in target language, teaching degree with emphasis on SL methodology)	9
Portion or all of general interview conducted in target teaching language	4
Formal assessment of written skills (proficiency test)	9
Formal assessment of oral skills (proficiency test)	7
Recommendations and letters of reference	3
FSL teacher proficiency not assessed at admission	0

- All the programs included methodology courses focusing on second-language teaching and learning as well as a practicum in a second-language classroom.
- All the programs have methodology courses related to second-language teaching and learning.
- Over half the programs have distinct methodology courses for elementary or secondary level teaching.

Table 2: Methodology courses offered

Type of course	Number of responding institutions
Second-language teaching and learning	12
Methods for teaching elementary/secondary	7
Subject specific methods taught in French	5

- Approximately two-thirds of the programs offered language courses to assist teacher candidates to improve their proficiency in French. Many institutions indicated that these courses are available through the university's language department.
- Only one-third of the programs offered immersion learning experiences for teacher candidates while almost half made use of a portfolio with a language component to support teacher candidates' language learning.

One third of the programs had no provision for an immersion experience. It is interesting to note that while some institutions cited optional immersion experiences in their program, they did not all identify immersion experiences as a means of enhancing language proficiency.

⁴ Numbers do not add up to 15 as responding institutions used multiple means of assessing proficiency.

- While none of the programs had a compulsory immersion experience requirement for teacher candidates, half the programs had an optional immersion experience as part of the program.
- One-third of the programs had no provision for an immersion experience. It is interesting to note that while some institutions cited optional immersion experiences in their program, they did not all identify immersion experiences as a means of enhancing language proficiency.
- Tutoring and the federal government's *Explore* program were identified as additional activities supporting language proficiency development.

Table 3: Language proficiency enhancement opportunities

Means of enhancing language proficiency	Number of responding institutions
Language courses	8
Immersion experiences	4
Use of portfolio with language component	5
Other	2

- Similar to the language proficiency development opportunities, the opportunities for candidates to develop cultural knowledge were provided largely through coursework.
- Half the programs indicated that immersion experiences also provided opportunities for cultural knowledge development among teacher candidates.
- Several institutions located in francophone centres identified the local community as an immersion experience for teacher candidates.
- Community service placements were listed as additional opportunities for teacher candidates to enhance their cultural knowledge.

Community service placements were listed as additional opportunities for teacher candidates to enhance their cultural knowledge.

Table 4: Cultural knowledge enhancement opportunities

Opportunities by type	Number of responding institutions
Courses	7
Immersion experiences	6
Use of portfolio with language and cultural component	4
Other	2

- Most of the teacher-education institutions offer continuing language teacher-education opportunities.
- Most of these opportunities focus on second-language pedagogy.
- Several institutions identified graduate degree programs as opportunities for teachers to further their knowledge and skill in the area of teaching and learning FSL.

In general terms the areas of pedagogical skill, cultural knowledge and language proficiency are integral components of initial teacher education programs in Canada. There is, however, considerable variation within these programs concerning the extent to which each of these aspects is emphasized in the program.

Table 5: Continuing language teacher education

Components	Number of responding institutions
Not offered	1
Second-language pedagogy	8
Cultural knowledge	2
Language proficiency	2

In general terms, the areas of pedagogical skill, cultural knowledge, and language proficiency are integral components of initial teacher-education programs in Canada. There is, however, considerable variation within these programs concerning the extent to which each of these aspects is emphasized in the program. There are a number of factors to which this variation may be attributed.

Variability within initial teacher-education programs

Initial teacher-education programs in Canada vary in length from eight months to five years. Consecutive and concurrent teacher-education programs exist throughout the country. The degree of concentration on FSL methodology or language proficiency development is directly influenced by the overall length of the program. In some areas, concurrent teacher-education programs and/or four- or five-year BEd programs provide a potential solution to linguistic preparation by offering language courses and/or a period of study in an area where the target language is used.

The degree of concentration on FSL methodology or language proficiency development is directly influenced by the overall length of the program.

The emphasis in the teacher-education program (core French, extended French, French immersion, intensive French) also influences the content of the methodology courses. In some cases, the courses are designed to prepare teachers for any approach while in other cases, the methods courses are designed particularly for one context.

In some cases, although a teacher may have completed a program specializing in one FSL program, he/she may be hired to teach in another program without the methodological preparation. For example, there may be more full-time classroom jobs in French immersion than in intermediate or secondary core French. Those who complete an initial teacher-education program to teach core French are not necessarily required to have the same level of language proficiency for admission or receive the same methodological training as their French immersion counterparts. However, these teacher candidates are often hired for French immersion positions.

Very few of the teacher-education institutions that responded to the survey indicated that other

subject methodology courses are taught in French as part of the initial teacher-education program. The lack of such courses leads to inadequate preparation for assignments in secondary school French immersion programs. Secondary school immersion classes include subjects such as mathematics, science, and history, taught in French. At the high school level, these courses should be taught by a specialist in the subject matter, but it is often very difficult to find such specialists who speak French and/or understand how to teach language through content. As a result, candidates with inadequate language proficiency or inadequate education in second-language methodology or both may be hired.

The emphasis on the development of cultural knowledge within initial teacher-education programs was not explicitly identified through the survey responses. Many institutions suggested that cultural components are infused into the methods courses in the program. Some programs did include the option for an exchange or immersion experience in a French community and cited these experiences as opportunities to develop cultural knowledge.

All the teacher-education programs that participated in the survey confirmed that teacher candidate language proficiency is assessed. As noted in Table 1, there is considerable variation in the methods used to assess proficiency. Two of the initial teacher-education programs did not assess candidate proficiency through samples of writing or oral interaction, but rather solely through verification of French-language courses in an undergraduate degree. Although the question was not posed in the survey, some programs may have different proficiency level requirements for students preparing to teach core French than for those preparing for French immersion. Many of the programs indicated that language-upgrading courses were available to teacher candidates in their programs.

Bayliss and Vignola (2000, 2007) underline that time spent in a French environment is the most important background factor contributing to

success on entrance competency tests by candidates who apply to French teacher-education programs. Language proficiency assessment practices vary among teacher-education institutions. This variation is also reflected in school district hiring practices that are discussed in the next section of this report.

Variability of school district hiring practices

The survey distributed to Canadian school districts asked respondents a series of questions (Appendix C) related to hiring practices for FSL teachers. Surveys were distributed to 100 school district second-language consultants and coordinators through the CASLT email communication mailing list. Twenty-five completed questionnaires were returned, representing nine provinces (there were no responses from Québec) and the Northwest Territories.

The questions focused on the following areas:

- personnel responsible for assessment and hiring of second-language teachers, and
- the means used to assess the skills and knowledge of FSL teachers for the purposes of initial hiring and placement.

Tables 6, 7, and 8 provide information on the results of the survey to district school boards. A brief analysis of the results is provided in the following sections.

- The majority of the school districts that responded manage the assessment and hiring of FSL teachers centrally rather than at the local school level.
- In some cases, however, there is a joint responsibility with general screening interviews occurring at the school district level and a second interview occurring at the school level.

Table 6: Responsibility for assessment and hiring of FSL teachers

Responsibility	Number of school districts
Individual school	10
Central/school district	22

- Responsibility for the assessment of the language proficiency of FSL teachers for employment was shared among several decision makers at both the school district and local school area.
- In many cases, a selection committee composed of a school principal, the FSL consultant, and a senior school district representative is responsible for the assessment process.

Table 7: Responsibility for interviewing and assessment of FSL teachers

Responsibility	Number of school districts
School district second-language consultant/coordinator	13
School principal	16
District school board leader (superintendent, assistant superintendent)	10
Selection committee	11

- The most common approach to assessing FSL teacher proficiency for hiring was the use of French during the interview (to determine general eligibility).
- Employers also highly valued the verification of qualifications in second-language teaching as a means of assuring an adequate level of language proficiency.
- Many of the employers also relied on letters of reference and practicum evaluations for recent graduates of teacher-education programs.
- Few employers identified the use of formal oral and written assessments of proficiency.

The most common approach to assessing FSL teacher proficiency for hiring was the use of French during the interview.

Table 8: Means of assessing FSL teacher proficiency

Means of assessment	Number of school districts
FSL teacher proficiency not assessed at hiring stage	4
Portion or all of general interview conducted in target teaching language	26
Formal assessment of written skills (proficiency test)	6
Formal assessment of oral skills (proficiency test)	8
Verification of qualifications in SL (e.g., Degree with specialist in target language, teaching degree with emphasis on SL methodology)	22
Recommendations and letters of reference from previous employers	17
Practicum evaluations	16
Review of professional portfolio with a language component	6
Review of professional portfolio without a language component	4

It is important to consider the current employment context for FSL teachers across Canada in the discussion of school district hiring practices. The country continues to experience a shortage of teachers to fill FSL teaching positions.

For example, the Ontario College of Teachers *Transition to Teaching 2008* study revealed for the third consecutive year that new teachers prepared to teach FSL or in French language schools experienced much higher employment rates than their English-language counterparts. “In striking contrast with the English-language teacher experience, most graduates of French-language teacher-education programs and others who are able to teach French as a Second Language in English-language school boards succeed in finding regular teaching jobs early in their careers in this strong French-language job market. This market has remained robust throughout the seven years of the *Transition to Teaching* study” (Ontario College of Teachers, 2009, p. 4).

The high rate of employment of FSL teachers is positive for those seeking positions, but a challenge for employers who continue to be unable to fill its requirements. Although employers are committed to hiring the best FSL teachers they can find, several factors compel employers to hire teachers without the requisite skill set. In the sections that follow, some of these factors are unpacked and considered.

As noted, determination of an applicant’s language proficiency is usually done at the school district level. However, when the need for French immersion teachers is great, teachers with minimum qualifications and skills⁵ may be hired to teach in French Immersion programs that are beyond their level of language proficiency (Ponsart & Lewis, 2008).

In some provinces, for example, there is such a shortage of qualified applicants in some areas that a candidate who has taken high school French may be expected to become the school core French teacher. S/he may not have taken either French-language or second-language methodology courses at the university level.

Given the challenging employment situation, one must consider and examine the supports available to those teachers placed in FSL assignments who do not have the required skills and knowledge.

As noted, determination of an applicant’s language proficiency is usually done at the school district level. However, when the need for French immersion teachers is great, teachers with minimum qualifications and skills may be hired to teach in French Immersion programs that are beyond their level of language proficiency (Ponsart & Lewis, 2008).

5 Veilleux & Bournot–Trites (2005) indicated that there is no minimum level of French competence for French immersion teachers because of the heterogeneity in university and school district language measures and lack of validity and reliability for many of those measures.

Continuing teacher education and professional development supports

The survey that CASLT distributed to the official languages representatives of the Canadian ministries and departments of education (14 individuals as well as a dozen key school district leaders in Ontario) asked respondents to provide a brief description of language teacher professional development activities that occurred in the province or school district and that were financially supported by the federal Action Plan funds (Appendix D). Although CASLT received only minimal response to this survey (two responses received), the Council of Ministers of Education, Canada, (CMEC) report *Pan-Canadian Interim Report on Official Languages in Education 2005–2006/2006–2007* offers a good overview of some of the activities occurring in each province to support language-teacher professional development.

The report indicates that FSL teachers benefited from opportunities to enhance their language proficiency, cultural knowledge, and pedagogical skill. These opportunities were made possible through bursaries that teachers received directly as well as through funding directed to school districts that were used to provide ongoing professional development for FSL teachers.

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The following represent some of the opportunities for teacher education and development related to the enhancement of FSL teachers' pedagogical skill, language proficiency, and cultural knowledge:

- summer courses aimed at developing language proficiency in French
- summer courses aimed at developing second-language pedagogy
- online courses aimed at language proficiency development and enhancement of second-language pedagogical knowledge
- ongoing mentorship
- professional development on literacy development
- intensive French immersion programs in authentic French-language milieus.

D. PATHWAYS FOR PROFESSIONAL GROWTH

Opportunities for upgrading/maintaining FSL teacher competencies

Many provinces offer professional development (PD) opportunities to practising teachers, both through the additional funding recently provided by the federal Action Plan and through district school board initiatives and subject association

and teacher federation activities. The following tables provide a sampling of opportunities for second-language pedagogy and for language proficiency upgrading opportunities offered by ministries of education, faculties of education, school boards, and language associations. Few specific examples were provided related to the development of cultural knowledge and understanding.

Table 9: Continuing teacher education and professional development opportunities for upgrading competencies for general methodology

Types of PD/continuing education offerings	Details and Trends	Providers
<ul style="list-style-type: none"> • primary /junior /intermediate/ senior qualification courses • institutes (with theme or subject area focus) • summer courses or institutes • graduate degree programs (MEd, MA, EdD) • mentoring, coaching, and formal induction programs • leadership programs • Professional Learning Communities (PLCs) 	<p>Trends in education today:</p> <ul style="list-style-type: none"> • literacy • technology • learning styles (e.g., multiple intelligences, brain based learning) • differentiation • conflict resolution • classroom management • cooperative learning 	<ul style="list-style-type: none"> • provincial/territorial departments of education • university faculties • school districts • teacher federations • national education associations or organizations
Suggestions/Comments	<ul style="list-style-type: none"> • PD offerings could include additional direct links to FSL teaching contexts. • Providers need to be inclusive of FSL teachers within these professional development sessions. 	

PD offerings could include additional direct links to FSL teaching contexts.

Providers need to be inclusive of FSL teachers within these professional development sessions.

Table 10: Continuing teacher education and professional development opportunities for upgrading competencies for second-language pedagogy and French subject-matter competence

Types of PD/continuing education offerings	Details and Trends	Providers
<ul style="list-style-type: none"> • FSL methodology courses (can be offered evenings, weekends or summer) • certification courses to teach in FSL • graduate degree programs (MEd, MA, EdD) in language teaching or in language acquisition • summer institutes • informal mentoring /coaching programs • formal induction programs • provincial/national conferences, symposia, colloquia — keynote speakers and workshops • implementation training workshops • PLCs (online or live, and can include blogs, discussion boards, podcasts, or a video series with focused discussion) 	<p>Trends in second-language teaching and learning today:</p> <ul style="list-style-type: none"> • approaches to literacy, technology uses in the FSL classroom. • L2 teaching strategies: oral, listening, reading, and writing skills • intro to French literature, children’s literature • L2 and content-based teaching strategies (math, science, etc.) <p>Institutes focused on —</p> <ul style="list-style-type: none"> • in-depth PD in new methodological practices (e.g., intensive French) • language upgrading components and francophone culture components • introducing new curricula elements • workshops/presentations on current topics • working with a mentor or consultant on aspect of FSL teaching 	<ul style="list-style-type: none"> • teacher-education institutions • provincial/territorial departments of education (e.g., Ontario’s New Teacher Induction Program) • university language research centres • school districts • national and provincial / territorial L2 organizations (e.g., CASLT, BCATML) • leadership organizations (Ontario Principals Council mentoring / coaching program) • second-language publishers
Suggestions/Comments	<ul style="list-style-type: none"> • Not all L2 pedagogy opportunities in French language or literature are conducted in French — it is important to offer opportunities to use the language. • Course content (particularly literature) may not adequately prepare participants to teach French. • Many partnerships for delivery have formed based on areas of expertise to increase participant access. 	

Table 11: Continuing teacher education and professional development opportunities for upgrading competencies for language proficiency

Types of PD/continuing education offerings	Details and Trends	Providers
<ul style="list-style-type: none"> • university credit language upgrading courses • non-credit language and/or conversation courses (live or online) • subject matter courses offered in French • assessment or placement testing opportunities • immersion or intensive programs • mini-immersion sessions and/or linguistic exchanges • formal and informal conversational groups 	<ul style="list-style-type: none"> • self-assessment of needs, strengths/ weaknesses and professional goals setting • focus on authentic communication situations — for personal and professional contexts • flexible or modular delivery formats, in person and online • focus on language development as lifelong learning process, continuous improvement • study in area where the target language is spoken 	<ul style="list-style-type: none"> • teacher-education institutions • university language centres or departments • provincial/territorial departments of education • language schools (college, private, etc.)
Suggestions/Comments	<ul style="list-style-type: none"> • There is currently no consistency re expectations of proficiency levels for teaching core and immersion.⁶ • May need to offer participant anonymity to reduce stress levels. • Consider bursaries or grants for tuition to encourage participation. • Provide supply teacher coverage. 	

⁶ Currently, only New Brunswick has a policy with proficiency standards for core and French immersion teachers (New Brunswick, 2009).

Table 12: Continuing teacher education and professional development opportunities for upgrading competencies for cultural knowledge

Types of PD/continuing education offerings	Details and Trends	Providers
<ul style="list-style-type: none"> • Immersion or intensive programs • Institutes with cultural and/or intercultural language awareness focus (evenings, summer, week-ends) • “Éveil aux langues” • Symposia, colloquia, conferences • In-service and workshop sessions with “Animation culturelle” • Formal and informal meetings with francophone cultural community groups (pre- and post-school event planning) • Exchanges • Practicum or “stage” opportunities 	<ul style="list-style-type: none"> • 2-5 week summer programs in French-speaking areas, intercultural environments, staffed by French-speaking personnel • language skills with supplementary cultural activities • experience in using francophone cultural resources (including community organizations) • flexible or modular delivery options • exploration of Canadian cultural contexts, student cultural diversity • training in social/cultural values, benefits of learning about languages and cultures • billeting with francophone families or teachers, within or across provinces 	<ul style="list-style-type: none"> • teacher-education institutions • university language departments • university continuing education divisions • language schools (college, private, etc.) • national and provincial/ territorial second-language organizations (e.g., CASLT, SEVEC, CTF, OMLTA)
<p>Suggestions</p>	<ul style="list-style-type: none"> • Supply bursaries. • Provide supply teacher coverage. 	

New Developments for Consideration

Roadmap for Canada’s Linguistic Duality 2008–2013: Acting for the Future

The Action Plan funds ended in March 2009 and the federal government has instituted the *Roadmap for Canada’s Linguistic Duality 2008–2013: Acting for the Future* as its successor. The discussions on the renewal of the Protocol for Agreements on Education are currently underway.

“As part of their respective action plans, the provincial and territorial governments will identify projects that they are prepared to implement to support teachers in the classroom. Teacher support and cultural enrichment in second official-language learning continue to be included among the objectives for the Protocol

for Agreements” (Letter to CASLT President, from the Honourable James Moore, Minister of Canadian Heritage, Spring 2009).

It will be incumbent on all stakeholders to collaborate on innovative projects that can have the biggest impact on supporting and retaining new teachers, and offering opportunities for growth for all practising second-language teachers. Increased communication between the various professional development delivery agents would be beneficial.

Of note, one longstanding support program for FSL teachers, the *Accent* program coordinated by the CMEC, which assisted with the hiring of part-time monitors to help second-language teachers, was discontinued this year due to cost concerns. The CMEC will maintain the *Odyssey* program for full-time monitors since it shares the same objectives and is cost effective.

The Role of Post-secondary Institutions in Promoting Canada's Linguistic Duality

The Standing Committee on Official Languages of the House of Commons presented its report *5,000 Bilingual Positions to be Filled Every Year: The Role of Postsecondary Institutions in Promoting Canada's Linguistic Duality* in June 2009. The Committee prepared 11 recommendations to address the need for enough bilingual graduates to fill the positions in the renewal of the federal public service and beyond. Certain recommendations concern federal support for FSL and French immersion programs and teacher training. Recommendation 5 states “That the Department of Canadian Heritage, in collaboration with the provinces and territories, substantially enhance federal-provincial-territorial agreements on second-language instruction to provide specific funding for post-secondary institutions to train immersion teachers, both for teaching French as a second language and for teaching other subjects in French” (Canada, House of Commons Standing Committee on Official Languages, 2009, p. 13).

National Agreement on Internal Trade (AIT) in Canada

The implementation of the National Agreement on Internal Trade (AIT) in Canada and the provisions under chapter 7 of this agreement pertaining to labour mobility also offer some opportunities to address the variation in FSL teacher preparation across the country. Compliance with the AIT will require that the teacher certification authorities in each Canadian jurisdiction (Ontario College of Teachers, British Columbia College of Teachers, Ministries of Education in other Canadian provinces and territories) issue a teaching certificate without the requirement for additional coursework to an individual with a valid teaching certificate from any other Canadian jurisdiction.

One of the initiatives currently being undertaken by the pan-Canadian group of registrars for

teacher certification is the standardization of certification requirements concerning language proficiency. The group is currently engaged in the development of a common language-proficiency assessment tool for teachers educated outside Canada who have completed teacher education in a language other than English or French. The development and implementation of the assessment tool in French is an opportunity for collaboration with FSL teacher educators committed to the creation and adoption of a common tool and measure of language proficiency for FSL teachers.

Models from Other Jurisdictions

Before determining some possible considerations for action in Canada to address the need to promote the competencies profile of FSL teachers in Canada, it is useful to consider initiatives in other jurisdictions that may inform our work in Canada.

European Profile for Language Teacher Education

A study of European language teacher training resulted in the publication of the *European Profile for Language Teacher Education* (Kelly & Grenfell, 2004). This Profile was designed as a source of advice and good examples in the field of language teacher education. It is organized as a toolkit of 40 items that could be included in a teacher-education program to equip language teachers with the necessary skills and knowledge, as well as other professional competencies, to enhance their professional development and lead to greater transparency and portability of qualifications. It was designed as a discretionary resource to be used by institutions as a checklist or reference document providing guidance and plans to improve their language teacher-education programs. It has been designed for use by —

- European national and institutional policy makers,
- teacher educators involved in initial and in-service education,
- trainee teachers, and
- language teachers.

We encourage readers of this report to refer to the website: www.lang.soton.ac.uk/profile to access and study the *European Profile for Language Teacher Education: A Frame of Reference* as a source of further recommendations and precisions.

European Portfolio for Student Teachers of Languages (EPOSTL)

The *European Portfolio for Student Teachers of Languages* (EPOSTL) is a document intended for students undergoing their initial teacher education. It encourages new teachers to reflect on the didactic knowledge and skills necessary to teach languages, to help them assess their own didactic competences, and to enable them to monitor their progress and to record their experiences of teaching during the course of their teacher education. The document was developed by a team of teacher educators from five different countries (Newby et al., 2007) as a project of the European Centre for Modern Languages (ECML) as an instrument to promote professional growth through reflection and dialogue. The EPOSTL consists of three main sections:

- a personal statement section to help candidates reflect on general questions related to teaching,
- a self-assessment section that contains “can-do” descriptors relating to didactic competences, and
- a dossier, in which students can document progress and record examples of work relevant to their teacher education and their future profession.

The descriptors are grouped into seven general categories: context, methodology, resources, lesson planning, conducting a lesson, independent learning, and assessment of learning. These seven categories can provide guidance and direction related to general teaching methodology

within a Canadian context. The document does not hone in on specific second-language pedagogy nor does it assess the language proficiency or cultural knowledge and understanding of the student teachers of languages. The document can be downloaded, in English and in French, at <http://epostl2.ecml.at/>. A follow-up project is underway to pilot and to monitor its use.

National Board for Professional Teaching Standards and Certification

In the United States, the National Board for Teaching Standards, created in 1987, has developed five core propositions that form the foundation of knowledge, skills, dispositions, and beliefs that characterize National Board Certified Teachers (NBCTs). Standards are developed by a committee of outstanding educators who are broadly representative of accomplished professionals in their field. There are currently standards for each of 25 certificate areas. Of particular interest to language educators are the standards for *World Languages other than English*. The document outlines the following key areas:

- Preparing for Student Learning — Knowledge of students; Fairness; Knowledge of language; Knowledge of culture; and Knowledge of language acquisition.
- Advancing Student Learning — Multiples paths to learning; Articulation of curriculum and instruction; Learning environment; Instructional resources; and Assessment.
- Supporting Student Learning — Reflection as professional growth; Schools, families and communities; Professional community; and Advocacy for education in world languages other than English.

This document is helpful in informing the work in the Canadian context to develop and enhance the knowledge base of second-language teachers and is available at www.nbpts.org/the_standards/standards_by_cert?ID=16&x=60&y=12.

E: CONSIDERATIONS FOR ACTION

This report has outlined which knowledge, skills, and experiences are needed to teach FSL effectively, why not all graduates from faculties of education possess all of these competencies, and why candidates without these competencies may be hired for FSL classrooms. It has also outlined some of the professional development opportunities currently available to practising teachers to upgrade their qualifications in some areas.

In this final section, a series of considerations and actions for collaboration to improve preparation practices in pre-service and in-service education for FSL teachers are presented.

Pathways for Collaboration

It is recommended —

1. That all **FSL teaching and learning stakeholders** endorse a common Profile of Pedagogical, Linguistic, and Cultural Competencies (skills, knowledge, and experiences) of Effective FSL Teachers (APPENDIX A) and work together to build interview and goal-setting instruments to guide teachers, with the support of their school administrators, in identifying pathways for their professional growth.
2. That **CASLT**, in collaboration with experts in the field of teacher education, develop and share a FSL teacher portfolio to assist teacher candidates and practising teachers to self-assess and reflect on their target competencies (pedagogical, linguistic, and cultural) and identify areas for personal development.
3. That **ministries of education, colleges of teachers, federations, faculties of education, language associations, and school**

districts collaborate to develop common standards for FSL teacher language proficiency and support the use of the Competencies Profile and Language Portfolio among beginning and experienced teachers as a professional growth tool.

4. That in each province, **the ministry of education, the college of teachers, the federation(s), the teacher-education institutions, the language associations, and school boards** collaborate to review FSL teacher placement practices in order to plan a “professional learning continuum” (Danielson, 1996) for FSL teachers that will support them in their pursuit of excellence.
5. That **school districts and teacher-education institutions** collaborate in the development of FSL teacher assessment practices for employment so that the areas of focus in the FSL Teacher Competencies Profile are reflected both in the preparation program and in the selection criteria for hiring.

Pathways for strengthening initial FSL teacher-education programs

It is recommended —

6. That **faculties of education** recruit potential FSL teachers in undergraduate years or at the end of high school and find innovative ways of working with them in order to prepare them linguistically for BEd FSL programs. The **federal government and provincial ministries of education** could facilitate funding for this group from early on in their undergraduate years.

7. That **faculties of education** clarify and communicate the desired linguistic and cultural background requirements for effective French teaching as prerequisites for admission to their programs and/or offer opportunities to candidates to increase their linguistic and cultural competencies as part of their coursework to obtain the minimum desired level upon graduation. These opportunities could include intensive French courses, exchange opportunities, and extended periods of living in the target language environment while gaining university credit equivalencies.
8. That the **Government of Canada and CMEC**, in partnership with the provinces and territories, expand the breadth of national bursary programs, such as *Explore*, to include a bursary program specifically targeted to French second-language teachers to enhance their pedagogical, linguistic, and cultural competencies.

Pathways for Strengthening Support for Practising FSL Teachers

It is recommended —

9. That **school boards and provincial ministries of education** target funding for postgraduate degree programs, summer institutes, and language courses offered by universities, provincial ministries, and language associations that lead to advanced credentials and/or salary benefits and can be included within a FSL teacher's professional learning continuum plan.
10. That the **Government of Canada, provincial ministries of education, and school boards** promote and financially subsidize opportunities for FSL teachers to participate in cultural and linguistic exchanges and programs in francophone settings. Offering linguistic bursary opportunities can help alleviate the shortage of qualified supply teachers for FSL programs and allow FSL teachers access to professional development opportunities during regular working hours, reducing stressful workload issues.
11. That **school boards and school administrators**, in collaboration with national and provincial language associations (CASLT, CAIT, BCATML, MATE, OMLTA, etc.), develop and enhance FSL teacher induction programs that focus on pedagogical skill, language proficiency, and cultural knowledge for FSL teachers. Such programs would be more responsive to the needs of new FSL teachers in the induction phase of their careers.
12. That **school boards and school administrators** include FSL teachers as part of professional learning communities (PLCs) so that they may collaborate with peers, seek solutions together to meet the learning needs of their students, and facilitate their participation in opportunities where they may learn from each other.
13. That **provincial and territorial governments**, within their respective action plans as part of the Protocol for Agreements on Education, identify and allocate funds to initiatives to support teachers in the FSL classroom through mentoring programs, the development of professional learning communities, and Internet-based learning opportunities.
14. That **employers** support and encourage the maintenance of membership in professional associations for FSL teachers in order to build professional networks that may support them in their ongoing learning.

F: NEW CASLT SUPPORT ACTIVITIES

Language Portfolio in Teacher Education

Based on Recommendation 2 of this report, CASLT is currently undertaking a language portfolio development project that complements the EPOSTL by providing a specific focus on developing the linguistic proficiency and cultural knowledge and understanding required of effective second-language teacher candidates in the Canadian context. Ultimately, future teachers would continue to use this tool to maintain and develop their language proficiency throughout their professional career. A draft resource has been created and is being piloted in the 2009–2010 school year with a scheduled general distribution in fall 2010.

Developing Models of Mentoring/Coaching Programs Designed for FSL Teachers

Learning to be an effective teacher is recognized as a lifelong endeavour. Danielson (1996) recommended working with prospective teachers, new teachers, and practising teachers throughout their careers to support professional learning and competence essential to the delivery of quality educational programs in which all students learn to their potential. Conscious support structures, in the language in which the teacher feels most comfortable, lead to increased feelings of belonging and more in-depth reflective teaching.

Formal induction opportunities are a very meaningful and useful way for beginning teachers to extend their development from their initial teacher-education program to practice. The Karsenti, Collin, Villeneuve, Dumouchel, & Roy report for the Canadian Association of Immersion Teachers (2008), *Why are new French immersion and French as a second language teachers leaving*

the profession? Results of a Canada-wide survey, advocates for formal induction programs for French immersion and FSL teachers.

Such strategies as employing recently retired master teachers as “one-on-one coaches” or mentors, providing FSL teachers (particularly those who are the only FSL teacher in a school) with regular opportunities to interact with other FSL teachers for support, have met with success in some areas. CASLT is providing an opportunity for dialogue among key FSL stakeholders to consider models for implementation of mentoring/coaching programs specifically targeted to the support of FSL teachers, appropriate for individual contexts and considering technology as a means to provide support across jurisdictional areas.

It is essential that the development of the skills and knowledge of FSL teachers be conceived of as a continuum allowing for seamless transition from initial teacher education to employment to ongoing learning.

Professional Learning Communities (PLCs) for FSL Teachers

It is essential that the development of the skills and knowledge of FSL teachers be conceived of as a continuum allowing for seamless transition from initial teacher education to employment to ongoing learning. To that end, all stakeholders must collaborate in the development of FSL teacher skill and knowledge through the provision of learning opportunities that are consistent with the competencies profile.

FSL teachers, who sometimes feel isolated because of program delivery models or because they are viewed as teaching a different program, particularly need the support and learning opportunities provided by professional learning communities (PLCs). This will allow FSL teachers to improve their planning, assessment, and instructional strategies and acknowledge that FSL teachers can provide valuable input to school programs and goals.

FSL teachers have much to contribute to the conversation about literacy learning, as well as much to gain by learning from other literacy teachers. FSL teachers would therefore benefit from participation in Literacy PLCs at the school or district level, as well from opportunities to work as a part of FSL-specific PLCs.

FSL teachers would therefore benefit from participation in Literacy PLCs at the school or district level, as well from opportunities to work as a part of FSL-specific PLCs.

CASLT has explored and continues to explore the role of technology in providing opportunities for FSL teachers across Canada to network on specific topics of interest and to connect with experts in the field, creating a virtual professional learning community among its members.

Building on our expertise from previous national projects, CASLT looks forward to continued dialogue on these activities with all stakeholders who have complementary goals, including relevant federal and provincial / territorial partners, in order to reach agreement on how we can most effectively work together to further support FSL teachers and programs and, ultimately, linguistic duality in Canada.

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APPENDIX A: CASLT PROFILE OF THE PEDAGOGICAL, LINGUISTIC, AND CULTURAL COMPETENCIES OF EFFECTIVE FSL TEACHERS

An effective FSL teacher will demonstrate the following competencies concurrently in various combinations. These attributes will continue to be honed over time, within expanded teaching experiences, and throughout an individual’s teaching career. An effective FSL teacher will also contribute to the improvement of instructional programs, mentor colleagues, and offer language leadership for L2 programs, advocating both within and beyond the school for the inclusion of all students in language programs.

Competencies	Components	Details
General Teaching Methodology	<p>Knowledge and skills required for effective teaching in general</p> <p>Practical experiences that provide opportunities for the application of theory into practice</p>	<p>Knowledge and ability to —</p> <ul style="list-style-type: none"> • adapt/differentiate teaching to the educational context and individual needs of the learner • manage a class efficiently • plan appropriate instruction by using a variety of teaching strategies to foster their students’ critical and creative thinking • assess for learning using various assessment procedures and use the results to monitor and report on learners’ progress and shape instruction • provide effective feedback to learners to assist them in reflecting on their own progress • continually analyze and evaluate the quality of their teaching in order to strengthen its effectiveness and enhance student learning
Second-Language Pedagogy	<p>Knowledge and skills related directly to FSL teaching (i.e., core French (CF) including intensive (core) French (IF); extended French; and French immersion (FI).</p> <p>Practical experiences that provide opportunities for the application of second-language theory into practice (including during pre-service supervised practice)</p>	<p>Knowledge and ability to —</p> <ul style="list-style-type: none"> • plan learning that actively engages students in language learning and reflect theories of second language acquisition • apply current and varied second-language teaching methodologies and approaches • design instructional strategies reflecting currently accepted methodology (including use of technology) appropriate to their instructional goals • select, adapt, create and use appropriate resources to help meet the instructional and linguistic needs of their students • sequence language learning experiences to ensure that meaningful communication in the target language occurs <p>Teaching experiences using current methodologies, techniques and activities —</p> <ul style="list-style-type: none"> • within the program (i.e., CF, FI, IF) to be taught • at the level (i.e. elementary, intermediate, secondary) to be taught • that foster students’ competencies and interests as individual language learners within a caring and challenging learning environment
Language Proficiency	<p>Fluency in the target language</p> <p>Practical experiences that provide opportunities to utilize the target language</p>	<p>Knowledge and ability to —</p> <ul style="list-style-type: none"> • confidently use the target language in the classroom most/all of the time • provide a linguistic model for students • know how the language works • draw on their knowledge to set attainable and worthwhile learning goals for their students • reach out to the target language community to enhance instructional programs
Cultural Knowledge	<p>Understanding and appreciation of the target language culture and the benefits of linguistic duality within a context of diversity for Canada</p>	<p>Knowledge and ability to —</p> <ul style="list-style-type: none"> • understand the target culture and language and how to link them with one another • promote the personal, intellectual, political, cultural, and economic value of learning the target language • welcome diverse learners and value the benefits of intercultural awareness and understanding within the language program

APPENDIX B: CASLT SURVEY TO CANADIAN LANGUAGE TEACHER EDUCATORS — JAN 2009

Teacher pathways and profile: Initial and continuing second language teacher education programs

Teacher Education Institution: _____

Contact Name: _____

Address: _____

Telephone: _____

Email: _____

Program Title: _____

A. Initial teacher education programs

1. How is the language proficiency of applicants to the program assessed?

Prior to beginning program

At the end of program

- | | |
|---|-----------------------|
| <input type="radio"/> Verification of undergraduate qualifications in French (e.g., Degree with specialist in French) | <input type="radio"/> |
| <input type="radio"/> Portion or all of general interview conducted in French | <input type="radio"/> |
| <input type="radio"/> Formal assessment of written skills (proficiency test) | <input type="radio"/> |
| <input type="radio"/> Formal assessment of oral skills (proficiency test) | <input type="radio"/> |
| <input type="radio"/> Recommendations and letters of reference | <input type="radio"/> |
| <input type="radio"/> We do not assess language proficiency | <input type="radio"/> |

Other: _____

2. Please list the second language methodology courses offered in the program. Indicate which are compulsory and which are optional.

3. Please list any methodology courses offered for qualifications for elementary teaching, secondary teaching, immersion, etc (if these exist in your jurisdiction.)

4. Please list the methodology courses for teaching content to second language students (eg. elementary methods for teaching science, social studies, math, etc) and indicate if these courses are taught in the target teaching language, French and/or English).

5. Please describe the extent to which teacher candidates have opportunities to enhance their language proficiency in French during the program through:

- language courses
- immersion experiences
- portfolio with linguistic component
- other

6. Please describe the extent to which teacher candidates have opportunities to enhance their knowledge of Francophone/Anglophone culture during the program through:

- courses
- immersion experiences/exchanges
- portfolio with linguistic and intercultural components: under development
- other

7. What percentage of the teacher candidates' practicum is completed in a second language classroom?

8. Do teacher candidates participate in an exchange or study program in a French speaking environment during the program?

- Yes: Optional Yes: Required No

If yes, indicate location, duration, and briefly describe the program.

Continuing teacher education

Please describe the ongoing professional development opportunities your institution offers to FSL teachers in the following areas:

Second language pedagogy:

Cultural and intercultural knowledge/competence

Language proficiency:

Thank you for your support in completing this CASLT initiative!

APPENDIX C: CASLT SURVEY TO SCHOOL DISTRICT REPRESENTATIVES — JAN 2009.

Teacher pathways and profile: Second language teacher hiring practices

School District: _____

Contact Name: _____

Address: _____

Telephone: _____

Email: _____

1. Who has responsibility for assessment and hiring of second language teachers?

- Assessment is school district (central) responsibility
- Hiring is an individual school responsibility

2. Please indicate which of the following means are used in your school district to assess the skills and knowledge of FSL or ESL teachers for the purposes of initial hiring and placement.

- We do not assess FSL or ESL teachers' language proficiency at hiring.
- Verification of qualifications in SL (e.g., Degree with specialist in target language, teaching degree with emphasis on SL methodology)
- Portion or all of general interview conducted in target teaching language
- Formal assessment of written skills (proficiency test)
- Formal assessment of oral skills (proficiency test) – see note above
- Recommendations and letters of reference from previous employers
- Practicum evaluations (in the case of recent graduates of teacher education programs)
- Review of professional portfolio with a language component
- Review of professional portfolio without a language component
- Other: _____

3. Interviewing and assessment of second language teachers for hiring is conducted by:

- District SL consultant/coordinator
- School principal
- District school board leader (superintendent, assistant superintendent)
- Selection committee (please describe membership of committee)
- Other (please explain)

Thank you for supporting this CASLT initiative!

APPENDIX D: CASLT SURVEY TO PROV/TERRITORIAL DEPARTMENTS OF EDUCATION – JAN 2009

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Teacher pathways and profile: Second language teacher professional development activities

Province / School District: _____

Contact Name: _____

Address: _____

Telephone: _____

Email: _____

Please provide a brief description of new pre-service or in-service professional development activities and initiatives for second language teachers that have occurred in your province / school district and that were financed through funds made available through Action Plan 2013.

(Please share 3 initiatives)

Title of initiative: _____

Description (150 words maximum):

Focus:

elementary secondary intensive French core French French immersion _____

Development of teachers':

- pedagogical skill
- cultural and intercultural knowledge/competence
- linguistic competence
- _____