

NATIONAL RECOGNITION REPORT

Initial Preparation of Foreign Language Educators

NCATE recognition of this program is dependent on the review of the program by representatives of the American Council on the Teaching of Foreign Languages (ACTFL).

COVER PAGE

Name of Institution

Arkansas State University

Date of Review

MM DD YYYY

09 / 01 / 2009

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

Foreign Language Education-Spanish

Program Type

First Teaching License

Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's

PART A - RECOGNITION DECISION

SPA Decision on NCATE recognition of the program(s):

- Nationally recognized
- Nationally recognized with conditions
- Further development required **OR** Nationally recognized with probation **OR** Not nationally recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

- Yes

- jn No
- jn Not applicable
- jn Not able to determine

Comment:

Summary of Strengths:

See previous report for comments.

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1. Language, Linguistics, Comparisons.

Candidates (a) demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency; (b) know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own; and (c) know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

This Standard was met in a previous report.

Standard 2. Cultures, Literatures, Cross-Disciplinary Concepts.

Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; (b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Rubrics, data, and a new assessment tool (for writing, content, and oral presentation) were added as Assessment 8 for BSE candidates. The new assessment tool in addition to plan for remediation if candidates do not measure 'Acceptable' on all areas of the tool, are positive changes to the ASU program. In addition, Assessment 2 was modified to address themes in content knowledge for Standard 1.

Standard 3. Language Acquisition Theories and Instructional Practices.

Candidates (a) demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language

input and opportunities for negotiation of meaning and meaningful interaction and (b) develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

Comment:

This Standard was met in a previous report.

Standard 4. Integration of Standards into Curriculum and Instruction.

Candidates (a) demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning; (b) integrate the Standards for Foreign Language Learning and their state standards into language instruction; and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources.

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

Comment:

This Standard was met in a previous report.

Standard 5. Assessment of Language and Cultures.

Candidates (a) believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures; (b) reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction; and (c) interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

Comment:

This Standard was met in a previous report.

Standard 6. Professionalism.

Candidates (a) engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice and (b) know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

Comment:

This Standard was met in a previous report.

C.1. Candidates' knowledge of content

Modification to assessment 2 and development of assessment 8 will provide the program with valuable data to provide evidence of continued candidate understanding of content knowledge. The remediation plan is well designed to support candidates.

C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

See comments in previous report.

C.3. Candidate effects on P-12 student learning

See comments in previous report.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

See comments in previous report.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

None.

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

None.

F.2. Concerns for possible follow-up by the Board of Examiners:

None.

PART G -DECISIONS

Please select final decision:

- Program is nationally recognized. The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. To retain recognition, another program report must be submitted before that review. The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit a revised report addressing any unmet standards or other concerns.*

Please click "Next"

This is the end of the report. Please click "Next" to proceed.