

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

02 / 01 / 2009

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

BSE in 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 [See Part G]
- Not nationally recognized

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

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

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

Comment:

Summary of Strengths:

There are extensive field opportunities for candidates. There is a collaborative effort to select appropriate sites for Spanish candidates. There are qualifications for the clinical supervisors. The internship lasts 16 weeks. There are many "retention checkpoints" in the program. The Spanish BSE program coordinator is also the methods instructor and internship supervisor, who also is a certified OPI tester. There is a study abroad or community immersion experience option available.

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:

The OPI (academic upgrade option) is in place. Although not all candidates are achieving the Advanced Low level, the program is in the process of providing additional support for enabling candidates to reach that level.

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:

Although the report includes a description of a department exit exam, the actual exam was not attached, making it difficult to see the degree to which the exam aligns with Standard 2. The criteria on the

internship evaluation form focus more on language skills than on knowledge of cultures and literatures. There is not sufficient evidence that Standard 2 has been met. Also, this exam seems to "not count" for candidates--according to the report, they are required to take it, but there is no required passing score.

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:

There is ample evidence provided via the unit plan, the internship work sample, and the internship evaluation to indicate that this standard has been met.

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:

There is ample evidence provided via the unit plan, the internship work sample, and the internship evaluation to indicate that this standard has been met.

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:

There is ample evidence provided via the unit plan, the internship work sample, and the internship evaluation to indicate that this standard has been met. The criteria on the internship evaluation form are strong on language ability but more limited regarding culture.

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

jm

jm

jm

Comment:

There is ample evidence provided via the internship evaluation form for activities within the school and via the professional development plan for activities outside the school that this standard has been met.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Assessment #6 addresses Standard 1.a appropriately. There is insufficient evidence of attainment of Standard 2 on cultures, literatures, and interdisciplinary concepts.

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

There is ample evidence that the candidates from Arkansas State University have the necessary knowledge, skills, and dispositions to be successful in the classroom. The assessments are appropriate and the data support the candidates' expertise in these areas.

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

The evidence provided indicates that the candidates are aware of the effects that their instructional practice has in the classroom. The assessments provided indicate that thoughtful reflection takes place on a regular basis to improve student learning.

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)

The report discussed possible changes that may occur in the program due to the arrival of a new chair. One possibility would be the creation of an immersion internship to address the oral proficiency needs of the candidates. Possible changes in methods assignments and assessments were also discussed.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

It would be useful to have the placements in the Field Experience I class be with a Spanish teacher. There does seem to be a "personalized oral proficiency plan" in place, but no information was provided about a remediation plan for those candidates who might not do well on the department written exit exam. The program might consider tying the departmental content exam to a course or other requirement so that it counts and candidates are held responsible for demonstrating content knowledge.

PART F - ADDITIONAL COMMENTS

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

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

PART G -DECISIONS

Please select final decision:

- Program is nationally recognized with conditions. The program will be listed as nationally recognized on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the time period specified below, in its published materials. National recognition is dependent upon NCATE accreditation.

NATIONAL RECOGNITION WITH CONDITIONS

The program is recognized through:

MM DD YYYY
02 / 01 / 2011

Subsequent action by the institution: To retain national recognition, a report addressing the conditions to recognition must be submitted on or before the date cited below.

The program has **up to two opportunities** to address conditions within an 18 month period.

If the program is submitting a Response to Conditions Report **for the first time**, the range of possible deadlines for submitting that report are 4/15/09, 9/15/09, 2/1/10, or 9/15/10. *Note that the opportunity to submit a second Response to Conditions report (if needed), is only possible if the first Response to Conditions report is submitted on or before the 9/15/09 submission date noted above. However, the program should NOT submit its Response to Conditions until it is confident that it has addressed all the conditions in Part G of this recognition report.*

If the program is currently Recognized with Conditions and is submitting a **second** Response to Conditions Report, the report must be submitted by the date below.

Failure to submit a report by the date below will result in loss of national recognition.

MM DD YYYY
09 / 15 / 2010

The following conditions must be addressed within 18 months (or within the time period specified above if the program's recognition with conditions has been continued). See above for specific date.

The department exit exam does not provide sufficient evidence of meeting Standard 2. The report needs to include the actual exam and explain in greater detail how the various parts of the exam relate to cultures, literatures, and/or interdisciplinary content as outlined in Standard 2. Also, the exam should have a minimum passing score; it appears to "not count" for anything. Perhaps the exam could be tied to a course or other requirement so that candidates are held accountable for reaching a satisfactory level to

indicate that they have acquired the requisite content knowledge.

Please click "Next"

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