Program Report for the Preparation of Foreign Language Teachers
American Council on the Teaching of Foreign Languages (ACTFL)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

Arkansas State University

2. State

Arkansas

3. Date submitted

MM	DD	YYYY
09	07	2008

4. Report Preparer's Information:

Name of Preparer:

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6. Name of institution's program

BSE in Spanish

7. NCATE Category

Foreign Language Education-Spanish

8. Grade levels[1] for which candidates are being prepared

7-12

(1) e.g. Early Childhood; Elementary K-6

9. Program Type

- ◌ Advanced Teaching
- ◌ First teaching license
- ◌ Other School Personnel
- ◌ Unspecified

10. Degree or award level

- ◌ Baccalaureate
- ◌ Post Baccalaureate
- ◌ Master's
- ◌ Post Master's
- ◌ Specialist or C.A.S.
- ◌ Doctorate
- ◌ Endorsement only

11. Is this program offered at more than one site?

- ◌ Yes
- ◌ No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

Initial License in Spanish

14. Program report status:

- ◌ Initial Review
- ◌ Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- ◌ Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:
NCATE requires 80% of the program completers who have taken the test to pass the applicable

state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

ⓘ Yes

ⓘ No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of ACTFL standards. (Response limited to 4,000 characters)

Arkansas State University BSE in Spanish Program Report
Section I: Context Statement
With an enrollment of approximately 10,300 students, Arkansas State University-Jonesboro (ASU-J) is the largest of the seven campuses of the Arkansas State University System. Founded in 1909 as a regional agricultural training school, ASU is the only comprehensive public university located in Northeast Arkansas. Programs at the specialist's, master's, bachelor's and associate's degree levels are available through the nine colleges of the university, and the institution offers doctoral programs in Educational Leadership, Environmental Science, Heritage Studies, and Molecular Biosciences. In the region serviced by the institution, ASU is well known for its excellent programs in teacher education. The BSE in Spanish degree is a secondary-level (7-12) teacher education program qualifying candidates to apply for initial licensure upon completion of the degree. It is housed in the Department of Languages, in the College of Humanities and Social Sciences. However, faculty members in each content area department who are responsible for teacher preparation are also members of the Professional Education Unit, and the Head of the Professional Education Unit is also the Dean of the College of Education (COE). The Department of Languages is one of eleven non-COE departments of the University with teacher education programs. Thus, faculty members who are responsible for teacher preparation have the opportunity to work very closely on a regular basis with colleagues from the COE and from many other departments who have a variety of teacher education-related responsibilities within the Professional Education Unit. The Professional Education Unit has a governance system that includes all programs in the decision-making process.
1. State and Institutional Policies
The Arkansas Department of Education (ADE) regulates certification standards for public school teachers in the State of Arkansas. Upon completion of an approved program at ASU, and pursuant to successful licensure application procedures, the ADE issues an Initial License to beginning teachers. Candidates in Spanish pursue certification to teach at the secondary (7-12) level only. The Professional Education Unit and its various shared-governance entities oversee policies for admission, retention, and exit from the many teacher education programs within the Unit. Committees within the Unit make decisions regarding curriculum, requirements for field experiences, Unit assessments, and all changes to teacher education programs at the elementary, mid-level and secondary levels.
Candidates for the BSE degree in Spanish must complete a 124 credit-hour program of study (see attachment), including 46-49 credit-hours of requirements in general education, a 33 credit-hour major in Spanish, professional education requirements of 33 credit-hours, 6-9 hours of electives, and an additional course in oral communication and one in health. The ADE requires that all candidates licensed to teach in the State of Arkansas complete a health course, and the ASU course that meets that requirement is HLTH 2513, Principles of Personal Health. Historically, the ADE also required a course in Oral Communication, but in 2000, that requirement was dropped and programs were permitted to determine whether or not an oral communication requirement should exist for its candidates and how such a requirement could be met. The Department of Languages decided to keep the oral communication requirement, which candidates must fulfill by taking the course SCOM 1203, Oral Communication. The ADE requires candidates pursuing licensure in secondary Spanish to take and pass three separate PRAXIS II exams: Spanish Content Knowledge, Spanish Productive Skills, and Spanish Pedagogy.

Minimum passing scores on these exams are likewise determined by the ADE.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

2.
Early Field Experiences
Field I: BSE Spanish students complete two early field experiences, each of which is completed in conjunction with a required course in the program. The Field I (initial) field experience is completed as a part of SCED 2514, Introduction to Secondary School Teaching, and is supervised by the instructor of that course. This class is taken during the sophomore year, prior to the candidate's admission to the Teacher Education Program. Each candidate is assigned to an area secondary school for the equivalent of 30 clock-hours of observation and instruction-related experiences. For this initial field experience, students in the BSE program in Spanish are often, though not always, assigned to Spanish classrooms. A number of assignments from this class and field experience, including several field reflections, are required components of the first phase of each candidate's electronic portfolio, which is reviewed by the Spanish BSE Program Coordinator at the time of application for admission to the Program.
Field II: The second early field experience of the program usually takes place during the junior year as a major component of the course SCED 3515, Performance-Based Instructional Design. Each candidate is placed with a secondary-level Spanish teacher in his or her classroom for at least 45 clock-hours, during which the candidate serves as an aide, tutor and assistant. Candidates also teach several classes throughout the semester, under the supervision of the classroom teacher and the university instructor of the course. Since almost all candidates take SCED 3515 concurrently with EDLA 4633, Methods and Materials for Teaching Foreign Languages in the Secondary School, they discuss their lessons with the Coordinator of the Spanish BSE Program (who teaches the methods class) prior to teaching the lessons. In this way, the Program Coordinator can ensure that lessons are standards-based and reflect sound language learning principles. Lesson plans, field reflections and several other assignments from this experience must be included in each candidate's Pre-Internship Portfolio, which is submitted for review to the Spanish BSE Program Coordinator.
Site Assignments for Field Experiences: In order to ensure that candidates benefit from variety and diversity in educational settings, sites selected for the three field experiences (Field I, Field II and the teaching internship) in each candidate's program must include schools that vary by size and diversity of student population. All of the available sites have been classified into three categories, according to the diversity of the student population, and schools in each category are further categorized according to size. Candidates are placed in one school site from each diversity category and must have one experience at a large school, one experience at an average-to-small school, and one experience can be at either size school. Since there are relatively few Spanish BSE candidates requiring field experience placement during any given semester, the process of selecting classroom sites and clinical supervisors for field experiences is a collaborative effort initiated by the Office of Professional Education Programs, but with input from the Coordinator of the Spanish BSE Program.
Teaching Internship in Spanish: All candidates complete a full-semester, 16-week teaching internship during their last semester at ASU, after all course work has been completed. The teaching internship requires each candidate to function in the total teaching role by maintaining and performing all functions and activities normally performed by the clinical supervisor. The intern gradually assumes responsibility for the classroom and takes on full responsibility for all classes for no less than 3 weeks for an 8-week placement and no less than 4 weeks for a 16-week placement.
In addition to all duties and responsibilities associated with teaching classes and working with students at the internship site, candidates must complete several other assignments and include them in their electronic Internship Portfolio. These assignments include the variety of tasks included in the Internship Work Sample (see Assessment 5), an update of the candidate's Professional Development Plan (see

Assessment 7), field reflections, and the creation of the Internship Portfolio.

The university supervisor of the internship is the Coordinator of the Spanish BSE program. She is currently the only faculty member in the Department specializing in Foreign Language Education; she has an Ed.D. in Curriculum and Instruction with emphasis in Foreign Language Education, six years of experience teaching Spanish at the secondary level, and a record of ongoing participation and leadership in the field at the national level.

The university supervisor makes a minimum of four observation visits to each intern's site, two announced and two unannounced. An observation visit includes a brief pre-conference with the intern (when possible), followed by the observation of the intern's teaching, a post-conference with the intern, and a post-conference with the clinical supervisor. Whenever possible, a three-way post-conference takes place, with both the intern and the clinical supervisor meeting with the university supervisor at the same time. For each visit, a formative assessment form structured according to the Conceptual Framework of the ASU Teacher Education Program is completed by the university supervisor and discussed with the intern, as well as the formative version of the Evaluation of Intern Teaching Performance for Interns in Foreign Languages (see Assessment 4). The clinical supervisor is responsible for completing and discussing four separate observations using the same forms at other times when the university supervisor is not necessarily present. These forms must be turned in to the university supervisor, who reviews them and may choose to consult with the clinical supervisor about them. The final, summative Evaluation of Teaching Performance for Interns in Foreign Languages is used, along with the intern's electronic Internship Portfolio and the summative assessment form used for interns in all content areas of the Unit to determine the intern's final grade for the teaching internship.

Selection of Internship Sites and Clinical Supervisors: Sites are selected from Higher Learning Commission / North Central Association (NCA) schools (must have accreditation) that agree to participate in the preparation of teachers and that provide appropriate instructional and physical resources for the teaching internship. Sites must be located within a 60-mile radius of the ASU-Jonesboro campus. Interns are not placed in a school in the school district from which they graduated nor in any school in which they completed a previous field experience. The decision to place a teacher intern in a given school setting is a cooperative agreement in which the school principal, the clinical supervisor, the university supervisor and the Coordinator of Teaching Internship and Field Experiences must all give consent. Clinical supervisors must hold a degree, preferably a master's degree, be licensed to teach Spanish, and must have a minimum of three years of teaching experience teaching Spanish. The Office of Professional Education Programs, headed by the Coordinator of Teaching Internships and Field Experiences, works collaboratively with the university supervisor/Coordinator of Spanish BSE program to use the above-mentioned diversity classification of field experience sites to plan each candidate's series of field experiences. The university supervisor is very familiar with the teaching styles and abilities of the clinical supervisors with whom each intern could be placed and is able to request placement with the clinical supervisor whose background and work best meet the needs of the intern.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

3. Criteria for Admission, Retention, and Exit from Program

Admission into the Teacher Education program requires candidates to take and pass the three batteries of the Pre-Professional Skills Test (PPST), which are also known as the PRAXIS I exams. Minimum scores on these exams, established by the ADE, are as follows: 172 on the Reading, 173 on the Writing and 171 on the Mathematics exam. Candidates are also required to have a minimum GPA in all coursework of 2.5 and have at least a grade of "C" in ENG 1003 Freshman English I, ENG 1013 Freshman English II, MATH 1023 College Algebra, SCED2514 Introduction to Secondary Teaching, and SCOM 1203 Oral Communications, or their equivalents from another university/college. Candidates are only eligible after completing a minimum of 30 semester hours. Furthermore, they must complete an

evaluation of Career Decision Awareness and they must also submit a 2-page Philosophy of Education statement. At the time of application for admission to the Teacher Education Program, candidates in Spanish must take an unofficial Oral Proficiency Interview (OPI) with the Spanish BSE Program Coordinator, who is a certified ACTFL OPI tester. Results are discussed fully with each candidate, and an oral proficiency improvement plan is put together, as explained in more detail in Section IV, Assessment 6 (OPI), of this report. At this time, the Program Coordinator also reviews the initial phase of each candidate's electronic portfolio. Finally, candidates are interviewed in English by the Program Coordinator and their applications are approved by a committee of faculty in the Department of Languages. This process ensures that each candidate meets all criteria for admission to the program.

In order to remain in good standing in the Teacher Education Program, candidates must maintain a grade point average of 2.5 and earn a minimum of "C" on all professional education courses. Furthermore, a minimum grade of "C" is required on all coursework in Spanish. There are two retention checkpoints for each candidate, one at one year prior to the teaching internship semester and another at one semester prior to the internship semester. At each of these points, the Spanish BSE Coordinator must check and verify that the candidate has maintained the required GPA and grades on specific courses.

Candidates must meet the following performance requirements in order to be validated for the teaching internship:

1. Be admitted into the teacher education program
2. Senior standing with a minimum of 90 semester hours
3. Completion of all professional education/major courses with the exception of the teaching internship courses.
4. Attain a minimum grade point average of 2.5 in all course work and a minimum grade point average of 2.5 in the major area
5. A medical examination report must be presented at the time of application
6. Attend the orientation sessions for the teaching internship
7. Verification of no conviction of a felony or other crimes specified in Arkansas Code Act 1310 of 1995 and Act 1313 of 1997.

In order to complete the program, candidates must successfully complete the teaching internship and assignments associate with it, as described above. Before or during the internship, each candidate is required to take an official institutional upgrade OPI, administered by the Spanish BSE Program Coordinator, who is a certified ACTFL OPI tester. A tape is made of the OPI and is sent to Language Testing International (LTI) to be rated by a second rater. Results are again discussed with each candidate and a final improvement plan is written, if necessary. During the teaching internship the candidate is required to create a program-culminating electronic portfolio, with specific assignments and projects included and arranged in a template according to the ASU Teacher Education Conceptual Frameworks.

4. Description of the relationship [2]of the program to the unit's conceptual framework. (Response limited to 4,000 characters)

4. Relationship of the BSE in Spanish to the ASU Unit's Conceptual Framework

The mission of the initial level teacher education programs at ASU is to prepare future educators who manifest commonly held beliefs about schools and society through the demonstration of specific areas of knowledge, skills and dispositions identified by public school professionals, the academic community of ASU, and national and state standards for the profession. With the understanding that the initial level of preparation is the beginning of the personal and professional formation of an educator, the theme for the ASU Teacher Education Program Conceptual Framework is "Learning to Teach, Teaching to Learn." The Teacher Education Outcomes that comprise the Conceptual Framework are as follows:

1. Communication Skills: The teacher candidate demonstrates effective communication skills.
2. Professionalism: The teacher candidate behaves in a professional, ethical, and legal manner.
3. Curriculum: The teacher candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.

4. Teaching Models: The teacher candidate implements a variety of teaching models.
5. Classroom Management: The teacher candidate utilizes appropriate classroom management strategies.
6. Assessment: The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
7. Reflective Teaching: The teacher candidate utilizes action research to enhance teaching and learning.
8. Subject Matter: The teacher candidate understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
Teacher candidates in Spanish are evaluated during Field I and Field II experiences using the ASU Conceptual Framework. During the teaching internship, candidates are evaluated using the ASU Conceptual Framework and the 16 Foreign Language Competencies (see Assessment 4), which are based on the ACTFL/NCATE Program Standards. The ASU Conceptual Framework, the 16 Foreign Language Competencies and the ACTFL/NCATE Program Standards align as follows:

ASU Conceptual Framework FL Competencies ACTFL/NCATE
1. Communication Skills 1 1.a., 1.b.,1.c.
2. Professionalism 16 6.a.
3. Curriculum 2, 3, 7, 12, 13 1.a., 2.a., 2.c., 3.a., 3.b., 4.a.,
4. Teaching Models 4, 5, 6, 7, 8, 9, 2.b., 2.c., 3.a., 3.b.,
10, 11, 12, 13 4.a., 4.b., 4.c.
5. Classroom Management 4 3.a., 3.b.
6. Assessment 14, 15 5.a., 5.b.
7. Reflective Teaching 15 5.b.
8. Subject Matter 1 1.a., 1.b., 1.c.

(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system[3]. (Response limited to 4,000 characters)

5. Unique Program Assessments and Relationship of Program's Assessments to the Unit's Assessment System

All programs within the Professional Education Unit, including the BSE Program in Spanish, participate fully in the Unit's assessment system. Most of the Unit's required assessments are attached to specific classes and then are required components of the candidate's electronic portfolios, either at the initial stage, for the pre-internship portfolio, or for the culminating internship portfolio. For example, as a component of SCED 2514, Introduction to Secondary School Teaching, candidates must write a mission statement and a philosophy of education statement. The candidate uploads both to the initial electronic portfolio, which is reviewed by the Coordinator of the Spanish BSE Program when candidates seek admission to the Teacher Education Program. All programs in the Unit use the same rubric to assess the program-culminating Internship Portfolio, and all programs likewise use the same summative evaluation form for teaching interns, which is based on the ASU Teacher Education Conceptual Framework.
The BSE in Spanish Program develops candidates' foreign language proficiency in all areas of communication, with special emphasis on oral proficiency. All upper-level courses are taught entirely in Spanish, and students are urged to practice speaking the language at every available opportunity, both inside and outside of class. The program includes required courses in language, linguistics, culture and literature (see Program of Study attachment). The program provides opportunities for candidates to participate in either a structured study abroad program or in an intensive immersion experience in the Hispanic community. They may choose from a full-semester program in Huelva, Spain, or a 4-week

summer program in Costa Rica, and a Spanish Internship, which fulfills an upper-level Spanish elective and allows candidates to engage in service-learning by working closely with area Hispanics. Candidates experience technology in all Spanish classes that they take in the program and are expected to fully integrate the use of technology in their own classrooms during field experiences.

Most BSE in Spanish Program assessments are linked to the Unit assessment system through the electronic portfolio. Candidates in Spanish upload Assessments 1, 3, 5, and 7 (PRAXIS II scores, the Unit Plan, the Intern Work Sample, and the Professional Development Plan) to their Pre-Internship or Internship Electronic Portfolios. Specific rubrics aligned to ACTFL/NCATE Program Standards are used to evaluate candidate performance on Spanish BSE assessments, including also Assessments 2 and 4 (the Outcome Assessment and the Evaluation of Teaching Intern Performance for Interns in Foreign Languages). Candidates must identify and upload additional artifacts from work done in the program to demonstrate their attainment of the competencies listed in the ASU Conceptual Framework, "Learning to Teach, Teaching to Learn." A rubric used by the entire Unit is then applied by the Coordinator of the BSE Program in Spanish to assess each candidate's Internship Portfolio.

Assessments that are totally unique to the BSE Program in Spanish include the following: 1) ACTFL OPI, administered as an unofficial OPI at the candidate's application for admission to the Teacher Education Program, and administered again as an official institutional upgrade during the semester of the teaching internship; 2) the Professional Development Plan (see Assessment 7); 3) the Outcome Assessment, which is a departmental exit exam (see Assessment 2), although other programs may use similar exams; 4) the Intern Work Sample (see Assessment 5); the Unit Plan (see Assessment 3); and 6) the Evaluation of Teaching Intern Performance for Interns in Foreign Languages (see Assessment 4), although one other program has a content-area specific form that it uses.

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(3) This response should clarify how the key accessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

BSE Spanish Program of Study

See **Attachments** panel below.

7. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

8. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:		
BSE in Spanish (baccalaureate program)		
	# of Candidates	# of Program

Academic Year	Enrolled in the Program	Completers[4]
2007-08	6	3
2006-07	8	4
2005-06	6	1

(4) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

9. Faculty Information
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Dr. Ruth Owens
Highest Degree, Field, & University[5]	Ed.D., Curriculum and Instruction, West Virginia University
Assignment: Indicate the role of the faculty member[6]	Faculty; university supervisor of teaching internships; methods instructor; all administration of program
Faculty Rank[7]	Associate Professor
Tenure Track	☐ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Achieved OPI tester certification in Spanish; ACTFL/NCATE Program Reviewer; Member of Editorial Review Board for NECTFL Review
Teaching or other professional experience in P-12 schools[11]	6 years of Spanish teaching experience in a 7-12 school; supervision of interns in 7-12 schools; conduct professional development for 7-12 teachers

(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.
(6) e.g., faculty, clinical supervisor, department chair, administrator
(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor
(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.
   Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

10. Complete the ACTFL/NCATE Program Self-Assessment Table and attach below.
Go to the following URL for a copy of this table. Save it to your computer, fill it out, and then upload it below.
http://www.ncate.org/ProgramStandards/ACTFL/ACTFLAttachmentformt.doc

ACTFL/NCATE Program Self-Assessment Table

See **Attachments** panel below.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ACTFL standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)	PRAXIS II Spanish Content Knowledge PRAXIS II Productive Skills PRAXIS II Spanish Pedagogy	State Licensure Exams	Semester prior to internship is recommended, but some candidates take some exams (since there are so many) during the semester of the internship
Assessment #2: Content knowledge in langugage to be taught (required)	Outcome Assessment	Departmental Program Exit Exam (comprehensive exam)	Semester prior to internship
Assessment #3: Candidate ability to plan (required)	Unit Plan	Comprehensive unit plan with lesson plans, materials and assessments	Methods course taken prior to internship (EDLA 4633)
Assessment #4: Student teaching (required)	Evaluation of Intern Teaching Performance (FL specific)	Summative assessment of teaching knowledge, skills and dispositions	End of internship
Assessment #5: Candidate effect on student leaning (required)	Intern Work Sample	Work sample demonstrating candidate's effect on student learning	Conducted during internship and submitted at end of internship
Assessment #6: Additional assessment that addresses candidates oral proficiency (required)	ACTFL Oral Proficiency Interview	Unofficial OPI and Institutional academic upgrade OPI	At admission to program and during Semester of internship
Assessment #7: Additional assessment that addresses ACTFL standards (required)	Professional Development Plan	Reflective essay / project	Methods course taken prior to internship (EDLA 4633) and updated during internship
Assessment #8: Additional			

assessment that addresses ACTFL standards (optional)			

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

1. For each ACTFL standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ACTFL standards.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Language, Linguistics, Comparisons. Candidates (a) demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency (See the supporting explanation and rubrics for required levels of 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 opportunties to learn about varieties of the target language on their own.	a	b	a	a	a	b	a	a
2. Cultures, Literatures, Cross-Disciplinary Concepts. Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and it's 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 presepctives 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.	c	b	c	b	c	c	c	c
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.	a	a	b	b	b	a	a	a
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.	c	c	b	b	b	c	c	c
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.	a	a	b	b	b	a	a	a
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 langue 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.	e	e	e	b	e	e	b	e

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE's unit standard 1:
- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
(a) the assessment tool or description of the assignment;
(b) the scoring guide for the assessment; and
(c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five

text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be avail

1. CONTENT KNOWLEDGE: State licensure tests or professional examinations of content knowledge. ACTFL standards addressed in this entry could include but are not limited to standards 1 and 2. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 1 (PRAXIS II)

See **Attachments** panel below.

2. CONTENT KNOWLEDGE: Assessment of content knowledge[15] in the language to be taught. ACTFL standards addressed in this entry could include but are not limited to Standards 1 and 2. Examples of assessments include comprehensive examinations; written interprersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinar content; and other portfolio tasks[16]. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 2 (Outcome Assessment)

See **Attachments** panel below.

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(15) Content knowledge in early childhood professional preparation includes knowledge of child development and learning (characteristics and influences); family relationships and processes; subject matter knowledge in literacy, mathematics, science, social studies, the visual and performing arts, and movement/physical education; as well as knowledge about children's learning and development in these areas.

(16) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS AND DISPOSITIONS:Assessment that demonstrates candidates can effectively plan classroom-based instruction. ACTFL standards that could be addressed in this assessment include but are not limited to Standards 3, 4 and 5. Examples of assessments include the evaluation of candidates' ablities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 3 (Unit Plan)	Daily Lesson Plan Template

See **Attachments** panel below.

4. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS AND DISPOSITIONS: Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. ACTFL standards that could be addressed in this assessment include but are not limited to standards 3,4,5 and 6. An assessment instrument used in student teaching should be submitted. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 4 (Intern Performance)

See **Attachments** panel below.

5. EFFECTS ON STUDENT LEARNING. Assessment that demonstrates candidate effects on student learning. ACTFL standards that could be addressed in this assessment include but are not limited to Standard 3,4, and 5. Examples of assessments include those based on student work samoles, portfolio tasks, case studies, follow-up studies, and employer surveys. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 5 (Intern Work Sample)

See **Attachments** panel below.

6. CONTENT KNOWLEDGE: Assessment that demonstrates candidates are orally proficient in the languages to be taught, according to proficiency levels stipulated in Standard 1.a. Results of the OPI/TOPT should be submitted. ACTFL standard addressed in this entry is Standard 1. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 6 (OPI)

See **Attachments** panel below.

7. Additional assessment that addresses ACTFL standards. Examples of assessments include evaluations of professional development experiences, memberships in professional organizations, conference partcipation, philosophy statements, and case studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 7 (Professional Development Plan)

See **Attachments** panel below.

8. Additional assessment that addresses ACTFL standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks,licensure tests not reported in #1 and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

Section V: Use of Assessment Results to Improve
Candidate and Program Performance

The careful analysis of assessment results clearly is the key to improving candidate and program performance. Our program is engaged in the ongoing process of "closing the loop," or using the results of the various assessments discussed in this report to strengthen the program in order to better prepare our candidates for the rigors of a career in the secondary-level Spanish classroom. In this section of the report, we will summarize principal findings from the evidence provided by the assessment data, will interpret these findings, and will describe changes made or planned for in the program as a result. This section of the report will be organized around 1) content knowledge, 2) professional and pedagogical knowledge, skills, and dispositions, and 3) impact on student learning.

Content Knowledge
Although our program only officially began to use the OPI as an assessment in 2006, earlier PRAXIS II exams, particularly the Productive Skills exams, showed that our candidates were not reaching the level of speaking proficiency needed to teach Spanish in today's proficiency-oriented, standards-based foreign language classroom. Reasons for the low levels of proficiency, including the dearth of FLES programs in the region and the fact that some of our candidates begin language study for the first time at the university level, have already been discussed in other sections of this report.
To begin to address the need for higher levels of Spanish speaking proficiency among our candidates, we created and implemented the Spanish Internship (SPAN 4703) in the fall of 2006. We were, and still are, aware that many of our candidates are not able to commit themselves to an extended period of study abroad. Some are non-traditional students with families, and even most of our traditional students must work many hours a week to make ends meet. The Spanish Internship provides a local option for candidates who need to immerse themselves in the Spanish language and Hispanic culture. Most students work at the Hispanic Community Center in Jonesboro, where they are surrounded by Spanish-speaking people and perform duties assigned to them by the Director of the Center, Ms. Gina Gómez. The internship is coordinated by a member of the Spanish faculty, and students must create a portfolio of their work, including reflections and artifacts demonstrating the completion of projects. Everything in

the portfolio is, of course, written in Spanish.

We have compared OPI levels and PRAXIS II scores of candidates who have completed the internship with those who have not, but no clear patterns have emerged. This is due in part to the fact that our program is so small and that there are a few heritage speakers whose scores tend to skew the data when such comparisons need to be made. We continue to strongly encourage all Spanish BSE candidates to choose the Spanish Internship, and it is very possible that we will consider requiring it of BSE students during the coming year.

The Department of Languages is very happy to welcome its new chair to ASU this fall. Due to a number of very unfortunate circumstances, the Department has been without a chair for the past two years. Even though the Chair of the Department of English and Philosophy was listed as our acting chair, no decisions could be made during this time and no new initiatives could be started. Thus, it has been extremely difficult to address the issue of our candidates' proficiency with the Spanish faculty in any meaningful way. In fact, as is the case in many similar departments, some of our faculty members do not have a clear understanding of the guiding principles of the K-16 Standards for Foreign Language Learning in the 21st Century nor of the requirements of the ACTFL/NCATE Program Standards. Since her arrival on campus just a few weeks ago, the new chair of the Department has shown great interest in addressing the crucial issue of speaking proficiency. It seems clear that we will pursue some or all of the measures that we have already begun to discuss:

• Ongoing departmental oral assessments integrated into all classes and conducted by all Spanish faculty members
• Strict enforcement of the speaking proficiency improvement plans that are written at entry into the Teacher Education Program
• Requiring that the official institutional upgrade OPI be taken prior to the teaching internship and that a minimum level be reached before starting the internship. This would need to be phased in gradually.
• Workshops for faculty members on key aspects of the K-16 Standards for Foreign Language Learning in the 21st Century and the requirements of the ACTFL/NCATE Program Standards
• Requiring all BSE Spanish candidates either to participate in a structured study abroad program or in the Spanish Internship (SPAN 4703) as an immersion experience

Professional and Pedagogical Knowledge, Skills, and Dispositions

Assessment data show that our candidates generally are meeting the expectations contained in the ACTFL/NCATE Program Standards with regard to pedagogical knowledge, skills, and dispositions. There are some areas, however, in which strong performances are not consistently evident throughout all assessments during the data-reporting period. For example, data from Assessment 3 indicates that candidates are able to plan to address the needs of diverse language learners and to plan standards-based lessons using a variety of instructional strategies that promote language acquisition and involve all three modes of communication. However, when actually carrying out classroom instruction (see Assessment 4), candidates did not always fully implement such plans. Our interpretation is that there may be a lack of connection between the process of cognitively planning for standards-based, proficiency-oriented lessons and actually bringing them to life in the classroom. In some cases, candidates may be focused on fulfilling requirements when they plan lessons for a unit plan assignment in a methods class without fully comprehending why these requirements exist or how to put them into practice in reality. Since the early field experiences of the program occur either before or during the semester when the methods class is taken, candidates have not fully assimilated these concepts during the classroom teaching associated with these experiences.

For this reason, there will be some changes made to the structure of the methods class this fall. Early in the semester, videotaped model lessons will be used to more clearly demonstrate the concepts of negotiation of meaning, meaningful communication, and interpersonal communication in pairs and small groups. Numerous smaller practice teaching assignments will be made, and each student will have to teach very brief lesson segments to connect the elements of standards-based teaching being discussed more closely to actual practice. In the past, the hands-on teaching requirement of the class has been for

each student to do two longer micro-teaching lessons, with the second one being videotaped for reflective analysis. The goal this year will be for each candidate to do a brief practice lesson segment each week (the class meets twice a week) for ten weeks in the middle of the semester and then one longer lesson towards the end of the semester. In this way, it is hoped that candidates will begin to feel more comfortable with integrating activities requiring negotiation of meaning and meaningful communication, along with the practice of oral interpersonal communication in pairs and small groups. Later, during their teaching internships, they will then possess some hands-on experience with these concepts so that they can build on this experience to incorporate these concepts more fully into their classroom teaching at the secondary level.

Impact on Student Learning
A thorough review of all assessment data involving candidate ability to assess student learning shows that our candidates (with the exception of one) have demonstrated acceptable skills in this area. In addition to the assessments submitted in this report, they also complete a number of other assessments, both for the methods class and during the teaching internship, that involve reflecting on their skills and the effectiveness of their teaching. However, the assessment data submitted in this report also shows that some candidates have lacked the ability to systematically collect data to analyze the impact of their teaching on student learning. While the entire Teacher Education Unit at ASU is faced with this issue and we are working together to address it at the Unit level, in order to address it immediately in the Spanish BSE program, we will include some additional information and practice in this area this fall in the methods class. A full class meeting will be devoted to this issue, and several data collection methods will be demonstrated. At least one of the practice-teaching lesson segments (see section above) as well as the longer practice lesson at the end of the semester will include some element of data collection and analysis with the purpose of determining the impact of the candidate's teaching on student learning, and candidates will have to reflect on their practice-teaching to pinpoint specific changes that could be made to have a more positive impact on student learning. In this way, again, candidates will gain hands-on experience with this concept so that they will be more comfortable and knowledgeable when asked to complete all of the elements of the Intern Work Sample (Assessment 5) during their internships.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at http://www.ncate.org/institutions/process.asp?ch=4 (Response limited to 24,000 characters.)

Please click "Next"

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