

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

04 / 15 / 2009

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)

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)

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)

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

(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)

(3) This response should clarify how the key assessments 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.)

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:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾

(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	
Highest Degree, Field, & University ⁽⁵⁾	
Assignment: Indicate the role of the faculty member ⁽⁶⁾	
Faculty Rank ⁽⁷⁾	
Tenure Track	€ YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	

(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.

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 language to be taught (required)	Outcome Assessment	Departmental Program Exit Exam (comprehensive exam)	Semester prior to internship; required at pre-internship retention checkpoint
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 learning (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 again during semester of internship
	Professional Development Plan	Reflective essay / project	

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.	€	€	€	€	€	€	€	€
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.	€	€	€	€	€	€	€	€
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.	€	€	€	€	€	€	€	€

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

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.

(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' abilities 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

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

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 samples, 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

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

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

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

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

Assessment 8 (Literary/Cultural Presentation and Paper)

See **Attachments** panel below.

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 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.)

Since the start of the fall semester of 2008, the Department of Languages (now the Department of World Languages and Cultures) has met almost weekly, under the direction of the new chair who arrived in July, to discuss the many measures that we would like to take to improve the speaking and writing proficiency of our students as well as their knowledge of cultures and literatures. A number of these discussions focused on the ACTFL/NCATE Program Standards and how we might improve our teaching so that our BSE candidates might perform at a higher level on the program assessments focusing on Standards 1 and 2.

After receiving the National Recognition Report, our discussions grew more focused on demonstrating that the program meets Standard 2, Cultures, Literatures, and Cross-Disciplinary Concepts. After much reflection, we decided to take the following actions:

1) Require all candidates to take the Department Exit Exam (Outcome Assessment or Assessment #2) as a Department requirement at the retention checkpoint early in the semester that is one semester prior to the teaching internship. This checkpoint semester and the procedures for this checkpoint often, but not always, coincide with the candidate's enrollment in the class Methods and Materials of Teaching Languages in the Secondary School, and the methods instructor is always the faculty member who verifies the candidates' credentials for this checkpoint. For this reason, she will verify also, as a part of the checkpoint procedure, that each of the BSE Candidates has completed the Outcome Assessment successfully at this point.

2) To complete the Outcome Assessment successfully, candidates must score in the Acceptable or Target range in all areas indicated on the scoring rubric. Those who receive any scores of Unacceptable will need to meet within a week with a panel composed of the methods faculty member/program coordinator, at least one faculty member who teaches literature and culture courses, and the Chair of the Department to create an individually tailored remediation plan. The exact nature of this plan will be determined by the needs of the student and his or her level of performance in the various categories listed on the rubric. For example, if the candidate scores in the unsatisfactory range in "Content/Expression of Ideas" or "Organizational Features," he or she will need to complete a number of writing exercises, assigned and supervised either by the faculty member on the panel teaching literature and culture courses or by another faculty member teaching similar courses. If the candidate scores in the unsatisfactory range in "Accuracy/Comprehensibility," he or she will need to work with tutors or graduate teaching assistants in our new Multimedia Lab and will be assigned a number of writing exercises with an emphasis on improved accuracy. If the candidate scores in the unsatisfactory

range in “Analysis of Cultural/Literary Texts,” which is the area most pertinent to the conditions listed in the National Recognition Report, he or she will need to work directly with a faculty member to address the candidate’s deficiencies in this area. Then the candidate will be given an opportunity to take the Outcome Assessment again at the end of the semester prior to the internship (the end of the same semester). If he or she still scores in the unsatisfactory range, the same panel will meet to decide whether to continue to remediate during the internship semester or to require additional classes that semester and postpone the teaching internship until the following semester.

3) Although the Department feels that the Outcome Assessment aligns well with Standard 2 and that the inclusion of the exam and the procedures described above demonstrate that Standard 2 is met, we would like to strengthen this standard further in our program. For that reason, we have created an additional assessment focusing on Standard 2. That assessment is Assessment #8, Literary and Cultural Presentation and Essay. The description of this assessment, an explanation of its alignment with Standard 2, the instructions for candidates and scoring rubrics are all included in the attachment called “Assessment 8 (Literary Cultural Presentation and Paper).” This assessment was used in SPAN 3413 (Introduction to Hispanic Literature) for the first time during the spring, 2009, semester. There is one BSE Spanish candidate in this class this semester, but the data had not yet been collected at the time of submission of this report.

The following sections of the Program Report are being resubmitted to provide evidence of the above changes:

- 1) Section II, the List of Assessments, has been amended to show the addition of Assessment 8, the Literary and Cultural Presentation and Essay, and to make it clear that Assessment 2, the Outcome Assessment, takes place as a part of the program checkpoint that falls one semester prior to the teaching internship.
- 2) Part 2 of Section III, the chart showing the relationship of the Program Assessments to the Standards, has been amended to show that the new Assessment 8 aligns with Standard II, as does Assessment 2.
- 3) The test bank (entire list of possible questions) for the Outcome Assessment (Assessment 2) has been inserted in the file containing all of the information about this assessment. That file is called “Assessment 2 (OAE).” The new section is referred to as “Attachment A2: The Assessment.” Additional information has been added to the sections called “Alignment of the Assessment with the ACTFL/NCATE Standards” and “Rationale for How Data Demonstrate Mastery of Standards” to demonstrate that the assessment does align with Standard 2. That added material is highlighted in bold print in the attachment. The student information sheet for this assessment (also included in the file) now includes a note regarding the remediation requirement, in the event that a candidate does not score in the acceptable or target range in all areas of this assessment.
- 4) Section VI, this Response to Conditions, has been added to the report.

Please click "Next"

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