

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

University of Louisiana at Monroe

2. State

Louisiana

3. Date submitted

MM DD YYYY

09 / 15 / 2008

4. Report Preparer's Information:

Name of Preparer:

Beverly Flowers-Gibson

Phone:

Ext.

(318) 342-1300

E-mail:

flowers@ulm.edu

Name of Preparer:

Ruth Smith

Phone:

Ext.

(318) 342-1526

E-mail:

rusmith@ulm.edu

5. NCATE Coordinator's Information:

Name:

Sandi Lemoine

Phone:

Ext.

(318) 342-1235

E-mail:

slemoine@ulm.edu

6. Name of institution's program

B.A. French/Spanish Education (K-12)

7. NCATE Category

Foreign Language Education (multiple)

8. Grade levels⁽¹⁾ for which candidates are being prepared

K-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

Louisiana Teaching Certificate

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)

In 2004 the B.A. in French Education and the B.A. in Spanish Education programs were redesigned to align with institutional, state and national standards. Teacher preparation programs in Louisiana were evaluated by the State Department of Education, the University of Louisiana System, the Board of Elementary and Secondary Education, and external evaluators employed by the Board of Regents.

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)

See attachment "Field and Clinical Experiences BA French Education and the BA Spanish Education"

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)

B.A. in French Education and the B.A. in Spanish Programs

Candidates seeking a degree in a teacher education program must meet the admission requirements of the College. Tentative admission to Teacher Education will be granted to applicants who meet general University entrance requirements. Students with a felony conviction will not be admitted to Teacher Education. Application for admission to a teacher education program should be made during the first semester following the completion of 30 semester hours and before completing 90 hours. Transfer students from other Colleges of the University and other colleges and universities who have completed thirty or more applicable semester hours should make formal application during their second semester of enrollment. Conditional admission may be granted transfer students by the Dean of the College of Education and Human Development during the first semester if requirements are obviously met. Requirements for Admission and Retention to B.A. in French Education and the B.A. in Spanish Programs

1. Completion of not more than 90 semester hours, with a cumulative grade point average of 2.5 on a 4.0 scale, last grade counted.
2. Presentation of passing scores on Academic Skills tests in Reading, Writing, and Math (PRAXIS I). Information concerning registration for the exams can be obtained through the ULM Testing Services.
3. Completion of all developmental courses as required.
4. Successful completion of English 101 and 102 or their equivalents with minimum grades of C⁺ and C⁺.

5. Successful completion of required six hour Math sequence appropriate to degree program with grades of C⁺ or better.
6. Completion of 20 clock hours of preliminary laboratory experiences as directed in Educational Foundations 201.
7. Speech and Hearing Screening
8. Recommendation of advisor.

Applications for admission to a teacher education program are reviewed by the College's Admission Committee.

Requirements for Graduation from a Teacher Education Program

The candidate must meet all eligibility requirements for teacher certification in Louisiana, which include a 2.5 grade point average on all work toward the degree, grades of C⁺ or better in all courses counting toward the degree, and passing scores on all applicable portions of PRAXIS I and PRAXIS II. The candidate must also file an application for graduation with the Department Head at the beginning of the semester in which he/she plans to graduate.

Requirements for Louisiana Teaching Certification

The candidate must meet all eligibility requirements for Louisiana teacher certification before graduation. In order for a person to be granted a Louisiana Teaching Certificate upon graduation, there must be an overall grade point average of 2.5 on a 4.0 scale in all work to be credited toward a degree from an approved teacher education program. There must be no grade below C in any professional education course, psychology course, the teaching major or minor, or in specialized academic education, or general education courses. To be certified to teach in Louisiana, a person must present passing scores on all required parts of PRAXIS I and II as prescribed by the State Department of Education.

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

The ULM Interactive Learning Model: Learning Facilitators Making a Better World structures unit programs and provides focus and continuity between degree levels within individual programs and across various programs. Both initial and advanced programs within the unit subscribe to the conceptual framework, which is knowledge-based, articulated, shared, coherent, mission-congruent, and continuously evaluated. The central core of the graphic superimposes the letters of our name, ULM, and outlines the interactive process of the conceptual framework undergirding and defining the unit's professional education programs. The process, based upon standards, research findings, and sound professional practice, reflects the professional beliefs of unit members and addresses five program elements: 1) general studies; 2) content studies; 3) professional and pedagogical studies; 4) integrative studies; and 5) sequential, structured clinical and field experiences. Of the five elements, the clinical and field experiences provide the uniting link and offer the most authentic interaction, facilitate knowledge construction, provide a forum in which candidates apply that knowledge, and give concrete meaning to programs. At the graduate level, undergraduate programs serve as the General Studies element, and Content and Professional and Pedagogical Studies are Integrative.

(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)

The program consists of four portals, and candidates must satisfy the requirements of each portal before progressing to the next level. Within each portal are unique program assessments that are aligned to program standards. Program assessments are also aligned to institutional KSDs and so may be used for unit assessment as well as program assessment. For example, the Final Assessment of Student Teaching/Internship is a unit assessment. Specific program standards are attached to create unique

program assessments. In this way the Final Assessment of Student Teaching/Internship informs both the unit and individual. Key assessments are stored in TaskStream, which is the information technology system utilized to collect, aggregate, and/or disaggregate data at the candidate, program, and unit levels. Candidates must score at least 2 on a scale of 1-3 on key assessments to pass through the portals.

(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.)

BA Spanish Education Degree Program	BA French Education Degree Program
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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.

Field and Clinical Experiences BA French Education and the BA Spanish Education

See **Attachments** panel below.

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: BA Spanish Education		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2006-2007	1	0
2007-2008	1	0

Program: BA French Education		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2006-2007	0	0
2007-2008	0	0

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(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	Adams, Fred
Highest Degree, Field, & University ⁽⁵⁾	Ph. D.
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Codofil consortium member, NCAA committee member, book in process of publication
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	High school

Faculty Member Name	Flowers-Gibson, Beverly
Highest Degree, Field, & University ⁽⁵⁾	Ed.D. La Tech
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Associate Dean for Undergraduate Programs & Certification
Faculty Rank ⁽⁷⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	TEACH Delta Region grant Co-PI Phi Delta Kappa ULM Chapter President & Foundation Rep A+PEL ULM student chapter faculty advisor Educators Showcase Co-Director
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	18 years teaching experience in P-12 schools

Faculty Member Name	Holloway, Charles
Highest Degree, Field, & University ⁽⁵⁾	Ph. D.
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Professor

Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Treasurer of AATSP, advisor to Mortar Board, textbook on Spanish grammar and composition 2006
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	High school

Faculty Member Name	Mann, Rhonda
Highest Degree, Field, & University ⁽⁵⁾	Masters Degree in Elementary Education 1-8, University of Louisiana at Monroe
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Coordinator of Field Experiences and Teacher Candidacy
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	2009 A+PEL Advisor Member of ULM Alumni Hawaii International Conference for Education Presenter
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	-Elementary Education Classroom teacher for grades 1, 5, and 6 for 18 years - Field Experience Coordinator Clinical Supervisor -Instructor for Classroom Management Techniques (Graduate Level) -Inservice Training LaTAAP - Professional Development Workshop Facilitator for Pre-Service Teachers

Faculty Member Name	Ricks, Beth
Highest Degree, Field, & University ⁽⁵⁾	PhD in Curriculum and Instruction, Specialization in Reading and Children's /Young Adult Literature, Arizona State University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Assistant professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	1. Louisiana Senator ALAN (NCTE Affiliate) 2. Co-Chair (Elementary) and Chair (Secondary) Writing and submitting of Reading Competencies Alignment Report for BESE 3. Evaluator of Reading program for Madison Parish School District
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	1. Coordinator for Elementary Professional Reading Block II (grades 3-6) and Secondary Professional Reading Block (grades 6-12) 2. Supervisor for student teachers and interns (grades 1-12)

Faculty Member Name	Schween, Dorothy C.
Highest Degree, Field, & University ⁽⁵⁾	Ed.D. Curriculum and Instruction Louisiana Education Consortium
Assignment: Indicate the role	

of the faculty member ⁽⁶⁾	PK-16+ Coordinator
Faculty Rank ⁽⁷⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	1. Development of Assessment, a three-part online interactive training module posted on the TeachLouisiana website as an opportunity for Louisiana teachers to earn professional development credit. 2. Serving as ULM Faculty Senate President 2006-2007. 3. Three presentations accepted for AACTE 2007, one of which was: Schween, D., Sivakumaran, T., (2007): Digital Dilemma: Faculty Roles in Data Collection. Paper presented at the American Association for Colleges of Teacher Education (AACTE) New York, NY.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	18 Years in schools in Dallas, TX and Monroe, LA working with students with disabilities ages 3-16. One year as IEP Monitor for Monroe City Schools Office of Special Education Services

Faculty Member Name	Sivakumaran, Thillainatarajan
Highest Degree, Field, & University ⁽⁵⁾	Ph.D, Instructional Technology, University of Tennessee
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Assistant Dean, NCTM Coordinator, Secondary Ed. Professor
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Sivakumaran, T., Holland, G. (Awarded October 2006). E-Portfolios: Teaching with Emerging Technology (E-Portfolios: Teach Etech). (\$81,110.20) Wilhelm, L., Puckett, K., Beisser, S., Merideth, E., Sivakumaran, T., Wishart, W., Lessons Learned from the Implementation of Electronic Portfolios at Three Universities. TechTrends, July/August, 2006. Sivakumaran, T., Holland, G., Schween, D., Boyd, M., Miles, D., (2007): Pre-Service Teachers Understanding of Standards-Based Assessment. MAKING AN IMPACT: Best Practices to Enhance Achievement, Assessment, and Accountability for P-12 Learning, Atlanta, GA.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	2000-2001 Fulton High School Knoxville, TN, Taught chemistry and physical science grades 9-12

Faculty Member Name	Smith, Ruth
Highest Degree, Field, & University ⁽⁵⁾	Ph. D.
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Department Chair
Faculty Rank ⁽⁷⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Board Member of the Louisiana Foreign Language Teachers Asso., Co-director of the Spanish Festival for high school students,
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	None.

- (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>

Attachment C

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 Content Exam: French Content Knowledge (#0173) & Spanish Content Knowledge (0191)	State licensure test	6th or 7th semester of program
Assessment #2: Content knowledge in language to be taught (required)	Content Exam	Exam	7th or 8th semester of program
Assessment #3: Candidate ability to plan (required)	Teacher Work Sample	Project	Student Teaching semester FRNH/SPAN 475
Assessment #4: Student teaching (required)	Final Assessment of Student Teaching or Internship	Project	Student Teaching semester
Assessment #5: Candidate effect on student learning	Teacher Work Sample	Project	Student Teaching semester

(required)			
Assessment #6: Additional assessment that addresses candidates oral proficiency (required)	Oral Proficiency Interview	Oral Exam	7th or 8th semester of program
Assessment #7: Additional assessment that addresses ACTFL standards (required)	Final Paper on Theories Summary of Journal Articles	Written Project Written Paper	FRNH/SPAN 474
Assessment #8: Additional assessment that addresses ACTFL standards (optional)	Lesson Plan	Written Project	FRNH/SPAN 475

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

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 opportunities to learn about varieties of the target language on their own.	b	b	e	e	e	b	e	e
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 presepectives 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.	e	b	e	e	b	e	e	e
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.	€	€	€	b	b	€	€	€
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.	€	€	b	b	b	€	€	b
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.	€	€	€	€	€	€	b	€
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.	€	€	€	b	€	€	€	€

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

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	Assessment 2 Attachment - Listening Assessment
Assessmetn 2 Attachment - Culture and Civilization Test for Spanish majors	

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

Assessment 3

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

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 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

Assessment 5

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

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 participation, philosophy statements, and case studies.

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

Assessment 7

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

Assessment 8

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)

Based on analysis of Assessments 1-8, the following areas are being considered for future improvements to the program:

1. Content Knowledge

a. Summary of Principal Findings from the Evidence

Preliminary analysis of the data indicates that insufficient data is available to warrant significant changes at this time. The primary sources of content knowledge data are the PRAXIS Content Knowledge examination (Assessment 1) and the Unit Content examination (Assessment 2). Data results of

Assessment 1 indicate that candidates do not demonstrate adequate content knowledge. Only one candidate has taken the Unit Content examination.

Additional data on candidate content knowledge is also gathered on elements/attributes in the Teacher Work Sample (Assessments 3 & 5), the Final Assessment of Student Teaching (Assessment 4), Oral Proficiency Interview (Assessment 6), and Lesson Plan (Assessment 8). At this time we do not have data on Assessments 3, 4, 5, 6 or 8 to report.

b. Faculties Interpretation of those Findings

When data is available, faculty will be able to use the data from the two primary sources of assessment of content knowledge (Assessments 1 and 2) to determine candidate and program success. Additional data from elements/attributes in other sources (Assessments 3, 4, 5, 6 and 8) will be used to interpret candidate and program success in terms of content knowledge.

c. Changes Made in (or Planned for) the program as a Result

Modifications and refinements to better address the content knowledge of foreign language teacher candidates will be made as indicated by the results of data. Scoring rubrics, assignment descriptions and directions, as well as emphasis on specific elements within course content and delivery could require adjustments to ensure effective and efficient acquisition and evaluation of content knowledge.

d. Steps Program Faculty has taken to use Information

Program faculty have developed an assessment plan for the program that is clearly aligned with ACTFL standards as well as other local and state standards to ensure that candidates complete the program as highly qualified, certified teachers of foreign language (French/Spanish)

2. Professional and Pedagogical Knowledge, Skill and Dispositions

a. Summary of Principal Findings from the Evidence

At this time we do not have data in this area. Primary sources of data on professional and pedagogical knowledge, skill and dispositions are the Teacher Work Sample (Assessments 3), and Final Assessment of Student Teaching (Assessment 4). Additional data in this area is gathered from elements/attributes in all of the other key assessments.

b. Faculties Interpretation of those Findings

When data is available, faculty will be able to use the data from the two primary sources of assessment of professional and pedagogical knowledge, skill and dispositions (Assessments 3 and 4) to determine candidate and program success. Additional data from elements/attributes in other sources (Assessments 1, 2, 5, 6, 7 & 8) will be used to interpret candidate and program success in this area.

c. Changes Made in (or Planned for) the program as a Result

Modifications and refinements to better address the professional and pedagogical knowledge, skill and dispositions of foreign language teacher candidates will be made as indicated by the results of data. Scoring rubrics, assignment descriptions and directions, as well as emphasis on specific elements within course content and delivery could require adjustments to ensure effective and efficient acquisition and evaluation of content knowledge.

d. Steps Program Faculty has taken to use Information

Program faculty have developed an assessment plan for the program that is clearly aligned with ACTFL standards as well as other local and state standards to ensure that candidates complete the program as highly qualified, certified teachers of foreign language (French/Spanish)

3. Student Learning

a. Summary of Principal Findings from the Evidence

At this time we do not have data in this area. Primary source of data on student learning is the Teacher Work Sample (Assessment 4).

b. Faculties Interpretation of those Findings

When data is available, faculty will be able to use the data from the primary source of assessment student learning (Assessment 4) to determine candidate and program success. The pre- and post-test data, analysis, interpretation and communication will provide rich data to assess performance in this area.

c. Changes Made in (or Planned for) the program as a Result

Modifications and refinements to better address evidence of student learning by foreign language teacher candidates will be made as indicated by the results of data. Scoring rubrics, assignment descriptions and directions, as well as emphasis on specific elements within course content and delivery could require adjustments to ensure effective and efficient acquisition and evaluation of candidate performance with regard to student learning.

c. Steps Program Faculty has taken to use Information

Program faculty have developed an assessment plan for the program that is clearly aligned with ACTFL standards as well as other local and state standards to ensure that candidates complete the program as highly qualified, certified teachers of foreign language (French/Spanish)

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.