Program Report for the Preparation of Foreign Language Teachers American Council on the Teaching of Foreign Languages (ACTFL) Option A (2013 Standards)

CAEP approved these ACTFL Standards in 2013. Programs submitting reports starting Spring 2016 must use the 2013 standards.

CO	VER SHEET
1. 2.	Institution Name State
 4. 	Date submitted MM DD YYYY // / / / / / / / / / / / / / / /
	Name of Preparer: Phone: () - E-mail:
5.	Name:
	Phone: Ext. (
6.	Name of institution's program
7. 8.	CAEP Category
0.	Grade levels ⁽¹⁾ for which candidates are being prepared

_	D	(1) e.g. K-6, K-12
9.	Prog	gram Type
	0	Advanced Teaching
	0	First Teaching License
	_	Other School Personnel
	0	Non-licensure/non-certification degree
	0	Unspecified
10.	Deg	ree or award level Baccalaureate
	0	
	_	Post Baccalaureate
	0	Master's
	0	Post Master's
	0	Specialist or C.A.S.
	0	Doctorate
	0	Endorsement only
11.	Is ti	his program offered at more than one site?
		Yes
		No
12.	If yo	our answer is "yes" to above question, list the sites at which the program is offered
12	Title	e of the state license for which candidates are prepared
13.		e of the state ficense for which candidates are prepared
14.	Proc	gram report status:
	0	Initial Review
	0	Response to One of the Following Decisions: Further Development Required or
		Recognition with Probation
	0	Response to National Recognition with Conditions
15.	Is y	our Educator Preparation Provider (EPP) seeking
	\circ	CAEP accreditation for the first time (initial accreditation)
	\circ	Continuing CAEP accreditation
16.		te Licensure data requirement on program completers disaggregated by specialty area with sub-area scores: P requires programs to provide completer performance data on state licensure examinations for completers
	who	take the examination for the content field, if the state has a licensure testing requirement. Test information
	and	data must be reported in Section IV. Does your state require such a test?
	0	Yes
	0	No
SEC	CTIC	ON I - CONTEXT
1.		cription of any state or institutional policies that may influence the application of ACTFL standards. (Respons ted to 4,000 characters)
2.	Des	cription of the field and clinical experiences required for the program, including the number of hours for early
	fiold	d experiences and the number of hours (weeks for student teaching or internshins (Pespense limited to 8 00)

3. 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

characters)

provided as an attachment from the college catalog or as a student advisement sheet.)

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4. 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.

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5. 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.

Name of Teacher Preparati	on Program:	
Academic Year	# of Candidates Enrolled in the Teacher Preparation Program	# of Program Completers ⁽²⁾

(2) CAEP 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.

6. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program. (Please refer to the footnotes for clarification)

Faculty Member Name	
Highest Degree, Field, & University ⁽³⁾	
Assignment: Indicate the role of the faculty member ⁽⁴⁾	
Faculty Rank ⁽⁵⁾	
Tenure Track	☐ YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

- (3) For example, PhD in Curriculum & Instruction, University of Nebraska.
- (4) For example, faculty, clinical supervisor, department chair, administrator
- (5) For example, professor, associate professor, assistant professor, adjunct professor, instructor
- (6) Scholarship is defined by CAEP as a 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.

- (7) 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.
- (8) For example, officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
- (9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service 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.
- Complete the ACTFL 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. https://www.actfl.org/sites/default/files/CAEP/AppendixLACTFL-CAEPProgramSelf-AssessmentTable.pdf

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 (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: Licensure assessment, or other content-based assessment (required)			
Assessment #2: Content knowledge in language to be taught (required)			
Assessment #3: Candidate ability to plan (required)			
Assessment #4: Student teaching (required)			
Assessment #5: Candidate effect on student leaning (required)			
Assessment #6: Additional assessment that addresses candidates' oral proficiency(required)			
Assessment #7: Additional assessment that addresses ACTFL standards (optional)			
Assessment #8: Additional assessment that addresses ACTFL standards (optional)			

- (10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
- (11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
- (12) 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).

#1#2#3#4#5#6#7#8

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.

	 	 	 . •	
Standard 1: Language Proficiency. Candidates in foreign language teacher preparation programs possess a high level of proficiency in the target languages they will teach. They are able to communicate effectively in interpersonal, interpretive, and presentational contexts. Candidates speak in the interpersonal mode at a minimum level of "Advanced Low" (French, German, Hebrew, Italian, Portuguese, Russian, and Spanish) or "Intermediate High" (Arabic, Chinese, Japanese, and Korean) on the ACTFL Oral Proficiency Interview (OPI). For international programs, where candidates' first language is not English and where candidates are preparing to teach English as a Foreign Language, candidates speak at the proficiency level equivalent to the categories above. Ex. Candidates whose first language is Spanish speak English at "Advanced Low"; candidates whose first language is Arabic speak at "Intermediate High". Candidates comprehend and interpret oral, printed, and video texts by identifying the main idea(s) and supporting details, inferring and interpreting the author's intent and cultural perspectives, and offering a personal interpretation of the text. Candidates present information, concepts, and ideas to an audience of listeners or readers with language proficiency characteristic of a minimum level of "Advanced Low" or "Intermediate High" according to the target language, as described above.				
Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines. Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language.				
Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs. Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs.				
Standard 4: Integration of Standards in Planning and Instruction. Candidates in foreign language teacher preparation programs understand and use the national <i>Standards for Foreign Language Learning in the 21st Century</i> (2006)or their recently refreshed version World-Readiness Standards for Learning Languages (2015). Candidates demonstrate an understanding of the standards and integrate them into their curricular planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms.				

Standard 5: Assessment of Languages and Cultures – Impact on Student Learning. Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students' ability to communicate in the instructed language in interpretive, interpersonal, and presentational modes; and to express understanding of cultural and literary products, practices, and perspectives of the instructed language Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders.				
Standard 6: Professional Development, Advocacy, and Ethics. Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students to interact successful in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.				

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 and data reported 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/rubrics 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/rubrics 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 CAEP 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/rubric 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/rubrics 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 available

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 as outlined in the directions for Section IV

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2. CONTENT KNOWLEDGE: Assessment of content knowledge 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 or research paper that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks. (13)(Answer Required)

Provide assessment information as outlined in the directions for Section IV

(13)A portfolio is a collection of candidate work. The information to be reported here requires an assessment of candidates' content knowledge as revealed in the work product contained in a portfolio. If the portfolio contains pieces that are interdependent and the portfolio is evaluated by faculty as one assessment using a scoring guide, then the portfolio could be counted as one assessment. Often the assessment addresses an independent product within the portfolio rather than the complete portfolio. In the latter case, the assessment and scoring guide for the independent product should be presented.

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' understanding of the principles of language acquisition theories and their abilities to develop linguistically and culturally rich learning environments, individualized educational plans, needs assessments, or intervention plans. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

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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 standards 3, 4, 5 and 6 but not standards 1 or 2. An assessment instrument used in student teaching should be submitted. A generic assessment used by the Educator Preparation Provider must clearly show how the ACTFL Standards are addressed. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

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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 as outlined in the directions for Section IV

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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 official OPI should be submitted. If the state requires the OPI as Assessment #1, the program may choose another assessment as Assessment #6. ACTFL standard addressed in this entry is Standard 1. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

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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 as outlined in the directions for Section IV

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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 as outlined in the directions for Section IV

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SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

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

For Revised Reports: Describe what changes or additions have been made to address the standards that were not
met in the original submission. Provide new responses to questions and/or new documents to verify the changes
described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website
at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

(Response limited to 24,000 characters.)

Please click "Next"

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